

UNIVERSITY OF TAMPERE
School of Management
Administrative Sciences Unit

INSTITUTIONAL LOGICS INFLUENCING THE ENGAGEMENT OF
ACADEMICS IN INTERNATIONALIZATION AT THE
SCHOOL OF MANAGEMENT, UNIVERSITY OF TAMPERE

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ABSTRACT

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Internationalization has become an essential component of higher education. Pressured by the globalization forces and the new requests of the knowledge society, universities deploy widespread initiatives to successfully implement internationalization in all their areas. But in order to be successful, it is crucial for a university to have committed institutional leadership, and to know how to engage its academics in the process internationalization. The relation existent between the two factors, their degree of communication, as well as the degree to which they influence each other is fundamental for the successful implementation of internationalization. The current study explores aspects of the relation between the two factors by looking at how the institutional logics related with internationalization influence the engagement of academics in internationalization in the context of the School of Management, University of Tampere.

This study implies a qualitative exploratory case study research design. The School of Management, University of Tampere has been chosen as the site of the research. The sampling techniques used were the purposive sampling, along with the snowball technique. Data was collected through qualitative, semi-structured interviews. An analytical framework has been designed on the basis of the literature for the analysis of the data.

The findings of the study bring to light important aspects of how internationalization is perceived in this specific context, what interests the academics interviewed have in internationalization, as well as that not all institutional logics related to internationalization influence the academics' engagement in it. Different degrees of influence have been perceived to be exercised by the multiple institutional logics related with internationalization identified to have an influence upon academics' engagement in the School of Management, University of Tampere. The study revealed that the institutional logics which mostly influenced the perceptions and interests of academics, exercised the biggest influence upon their engagement in internationalization as well.

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LIST OF ABBREVIATIONS

HEIs – Higher Education Institutions

UTA – University of Tampere

MEUR – Million Euro

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1. CHAPTER I – INTRODUCTION

1.1 Background

Internationalization is a complex phenomenon in rapid evolution which has become one of “*the major forces impacting and shaping higher education*” (Knight, 2008) in the 21st century. Internationalization is as well perceived as a transformation process which helps universities to better respond to the pressuring forces of globalization, and better adapt to the new requirements of the global society. Even though internationalization has matured as a concept, it is still a phenomenon with a lot of question marks regarding its meaning, concept, and strategic aspects (de Wit, 2002, p. xv). In practice, not all universities are necessarily international, but all are subject to the same processes, and they all act differently, each institution making efforts towards establishing its own priorities and strategies (Bonaccorsi, Daraio, 2007). Much effort and large sums of money are invested by the universities in carrying on the internationalization process, in order to enhance their worldwide visibility and connections; but, despite all their efforts, the process of internationalization vary considerably among universities, as well as within the single university, among the different units. Internationalization has been perceived as occurring on a continuum, at one end being almost symbolic, limited, sometimes reflected just through a handful of international students in the campus, while at the other end involving research programs and curriculum that influence the role and activity of all faculty, students, administrators, and all the community (Bartell, 2003, p. 51).

Different approaches to internationalization have been identified in the relevant literature to be used by higher education institutions (HEIs) (Knight, 2004; Ellingboe, 1998; Childress, 2010), but regardless the approach, scholars agree that the most successful internationalization strategies are the ones that are focused on academics engagement. Academia plays an important role in the implementation of internationalization due to its central role within university. Academics have a direct impact in teaching, research and the service missions of HEIs by their involvement and authority in curricular and content changes, research and scholarly collaboration and interdisciplinary engagement, as well as in international development and service (Childress, 2008, 2009, and 2010); in consequence, successful internationalization efforts are highly dependent upon academics interest and engagement. Without committed faculty no university can be successful (Altbach, 2000). Therefore, the first step in the process of internationalization within a university should be the development of the international competence of the faculty, as well as their appreciation towards the need for internationalization and the direction of the change (Shetty, Rudell, 2000, p. 3). The capacity of academics to translate and utilize of the international competence in university programs is fundamental.

1.2 Statement of the problem

Internationalization is a process of institutional transformation which penetrates all its levels as showed by a consistent body of recent literature (Knight, 1999; 2004; 2008; Mestenhauser, 2002, Mestenhauser & Ellingboe, 2005, Childress, 2009). It is crucial for a university to know how to engage its academics in the process of internationalization for its successful implementation (Childress, 2010; Paige, 2005). Due to the complexity of the university system, different problems have been diagnosed with time, like the lack of documentation (Mestenhauser, 2002, Childress, 2009), the fragmentation of the process and the lack of integration of activities and projects done by individual faculty into the whole internationalization process. Positive achievements have been mostly a result of the work of individual scholars here and there, and not from the overall institutional efforts towards implementing internationalization holistically (Mestenhauser, 2002, p. 166). The need for common view within an institution regarding how internationalization should be defined and implemented, in a way that would prevent the fragmentation of the international effort which could stay in the way of reaching the institutional aims has been advocated by Soderqvist and Parsons (2005, p. 3). Another essential aspect that has been neglected so far by the existing literature regarding internationalization has been brought to light by Mestenhauser (2002, p. 189) that highlights the importance for an institution to be aware of the existent relations between all its levels, how they influence each other in the implementation of internationalization.

There are two important factors revealed by the literature on which the internationalization process is relying on: academics competence and commitment, and the institutional leadership (Schwietz, 2006, p. 2). The relation existent between the two factors, their degree of communication, as well as the degree to which they influence each other is fundamental for the successful implementation of internationalization. The academics represent the micro or bottom level of an institution, where the implementation of the plans and strategies is actually happen, whereas the institutional leadership constitutes the macro or top level where the institutional plans, strategies, goals are developed. Navarro (2004, p. 3) found that most of the scholars concerned with internationalization agree that the process of internationalization should develop top-down and bottom-up simultaneously, one or the other being more dominant according to the specific of the institution. The top-down approach should be committed to make internationalization a priority in the institution by including it in the strategic plan, as well as to offer support and recognition for academics efforts (p. 4). From this point on, the process should be driven mostly through the bottom-up approach, by the academics, which represent the key actors and the main agents of change in reforming curricula, improving instruction and developing the internationalization process within the institution (p. 4).

1.3 Research gap

Internationalization has become an area of research (de Wit, 2002), much has been already written and some areas of it are very well documented. However, deeper levels of analysis have been suggested, especially regarding the institutionalization of internationalization in

higher education (de Wit, 2002; Altbach, 2000; Teichler, 1999; Navarro, 2004). What is still lacking in the research literature is a more consistent investigation of the academics engagement in the operationalization of internationalization plans and strategies perspective (Childress, 2008, 2010), as well as the motives are behind them (Navarro, 2004).

One explanation for the existence of such research gap might be that researchers have not found appropriate and effective theories to better explain and analyze the engagement of academics in internationalization (e. g. their perceptions, interests and actions). When understanding the behaviors of universities and their members, institutional theory has been more commonly used as a powerful explanation tool. However, through analyzing over 90 articles published in 9 major higher education journals since 1990, Cai and Mehari (forthcoming) found that one gap in institutional analysis in higher education research is that little attention is paid to the micro level of analysis, and the institutional logics. Following that call by Cai and Mehari (forthcoming) for making full use of the theory of institutional logics for understanding complex actions in the context of higher education, as well as the view that true internationalization of higher education must be internalized in academics and administrators' norms and values (Cai, 2014), it is believed that the institutional logics perspective may shed special light for analyzing the engagement of academics in internationalization.

Developed from the perspective of institutional theory, institutional logics are important for this study because they can offer a precise understanding of social context, how individual and organizational behavior is located and influenced generating social change (IL in action; Friedland and Alford 1991; Thornton et al., 2012). Therefore, by exploring the influence of institutional logics on academics' engagement in internationalization, important aspects can be revealed from the relation of influence existent between the top and bottom levels within the university concerning how operationalization is done in practice and what priorities are being followed from the internationalization plans and strategies.

The literature concerning institutional logics has focused so far on the existence, replication, and replacement of dominant logics within particular institutional fields, the overlap between institutional logics or the institutional complexity, the emergence of new institutional logics, as well as on the interconnection of logics and collective identities (Pouthier, Steele, Ocasio, 2013, p. 207). A call for further research regarding institutional logics has been made by many scholars (Lounsbury, Boxenbaum, 2013; Friedland and Alford 1991; Thornton, Ocasio, 2008; Thornton et al., 2012; Waldorff, Reay, Goodrick, 2013). Two research gaps identified from the concerning literature related with institutional logics are the most significant for the current study, and to which it aims to bring a contribution for: firstly, according to Waldorff, Reay and Goodrick (2013), there has been limited attention paid to the impact of multiple logics on action. Secondly, More research is needed to better understand how the logics from the institutional level, or the macro-level influence individuals' orientation and their actions, interests and beliefs (Thornton, Ocasio, 2008, p. 120).

1.4 Statement of the study purpose and research questions

The current study explores the important role of academia in the process of internationalization by putting it in relation to the institutional logics that are formed at the institutional level, representative for the institutional leadership. Institutional logics contribute to shed light in the issue of the engagement of academics in internationalization in the School of Management, University of Tampere (UTA) by offering the possibility to better understand the behavior of individuals in an institutional context and bring answers to the problematics identified above. The purpose of this study is to identify what logics lay the ground for academics to engage in different kind of international activities, and how they can influence the engagement of academics in internationalization process in the School of Management, UTA.

A major aim of this study is to bring understanding of how institutional change is taking place. Taking internationalization as an institutional change process that affects the work of academics (key actors in the internationalization process) by bringing changes also at practice level, this study looks into how institutional logics related with internationalization influence this process by channelizing the engagement of academics.

Research questions:

The research questions guiding this study were shaped by taking into consideration previous studies in order to take further the current knowledge on academics engagement in internationalization.

Main Research question

- How do institutional logics related with internationalization of higher education influence the perceptions, interests and actions of academics in the development of internationalization at School of Management, UTA?

Sub-questions

- How do academics perceive internationalization of higher education?
- What interests of academics drive them to engage in internationalization activities?
- How do academics participate in the development of internationalization within the School of Management, UTA?
- What are the institutional logics related to internationalization of higher education at the School of Management, UTA?
- How do the perceptions and interests of academics reflect institutional logics that guide/shape their actions in internationalization?

1.5 Context of the study

The context in which the study is developed is the School of Management from the UTA, Finland.

1.5.1 University of Tampere

UTA is among the five largest research oriented multidisciplinary universities in Finland. It was founded in 1966, but its history begun earlier, once with the foundation of the Civic College in Helsinki, in 1925, and moved afterwards to Tampere in 1960 (University of Tampere, 2008). Since its inauguration as a university, UTA has been an important actor locally, nationally and internationally by providing high quality research and teaching in the field of social sciences, the accompanying administrative sciences, and health. With tight connections with the City of Tampere, Tampere Region, other HEIs in the area, nationally, and internationally, as well as collaborating with the private and public sector organizations, UTA is the biggest provider of higher education in its field in Finland (University of Tampere, 2010b).

The total budget of UTA for 2014 was 180 MEUR, from which 116 Million Euro represents the core government funding, and 64 MEUR coming from other revenue sources. The total number of the staff employed at the end of the year 2014 was 2000, from which 1151 academics staff, meaning professors and research directors, as well as other teaching and research personnel. The university offers study programs leading to undergraduate, graduate and postgraduate degrees, offered to a total of 23 322 students enrolled at the end of the year 2014, out of which 1102 international students. (University of Tampere, 2015) Since 2011, through the implementation of the new strategy designed for 2010 – 2015, UTA was divided in nine schools: BioMediTech, School of Communication, Media and Theatre, School of Education, School of Health Sciences, School of Information Sciences, School of Language, Translation and Literary Studies, School of Management, School of Medicine, School of Social Sciences and Humanities. The new strategy also aimed to reform the administrative structure, degree programs and the doctoral training, as well as to improve the opportunities offered for research and internationalization (University of Tampere, n. d., p. 4).

The vision and mission of UTA is to be *“a culturally-committed higher education institution with the social mission of educating visionaries who understand the world and change it. By providing critical knowledge and education, the university helps people and societies to improve their health and their cultural, social and economic well-being.”* (University of Tampere, n. d., p. 5)

With the aim to be *“an internationally attractive and increasingly respected environment for studying, teaching and conducting research”* (University of Tampere, 2011) UTA is highly regarding internationalization as a means to develop into an international research university, that will have extensive co-operation networks in teaching and research worldwide. Internationalization is integrated in UTA currently through the mobility of students, researchers and teachers, master's programs offered in English language, as well as associated research established in fields in which the University is especially strong (University of Tampere, 2014). Through the new Strategy of internationalization that UTA adopted in 2011, measures have been taken regarding research, teaching, co-operation and partnership, as well as resources and management, in order to better cope with the implementation and development of inter-

nationalization (University of Tampere, 2011). Through all these measures, UTA is aiming to become a world-class university in its areas of strength, and a national significant university in all the other fields (University of Tampere, 2010a).

1.5.2 School of Management

The School of Management is among the largest schools from UTA with a community of 3500 students and more than 200 staff members, from which 40 professors, and over 100 researchers and teachers. Enjoying excellent reputation for the high quality research and educational services, the School is focused on three fields of study: politics, business and public management, offering a wide variety of programs for undergraduate, graduate and postgraduate levels (University of Tampere, School of Management, 2015).

School of Management is one of the most international schools from UTA. By offering a variety of Master's degree programs in English language, developed to meet the current educational and professional needs, as well as providing short courses tailored to offer the best educational solutions for the professional development needs of customer organizations and companies worldwide (University of Tampere, School of Management, 2014).

The School of Management was selected as a context for this study because is among the largest and the most international schools from the UTA. The school is active and attractive internationally, offering various degree programs entirely in English language, and a variety of unique tailor-made short courses for customers world-wide. The importance of the context that this school offers for the current research relies in the general engagement of its academics in internationalization though a variety of ways, this aspect being meaningful for reaching the purpose of this research.

1.6 Significance of the study

The current study intends to bring a contribution to the existing academic and empirical literature, as well as to be significant for the practice. This study is significant for several reasons. The lack of research surrounding academics' participation in internationalization can be identified as a research gap that this study is trying to contribute to. While scholars of international education have documented the core functions and components of internationalization, not much has been written about the implementation of internationalization process in practice and the function of academics in this regard (Childress, 2010, p. 18). Therefore this study will contribute to the research gaps identified by providing insights in how academics understand internationalization, what are their interests in it and how their engagement is influenced.

By looking to add content to existing literature surrounding internationalization, especially from the perspective of academics' engagement, the study aims as well for bringing understanding in other important areas for higher education like institutional theory. Taking into consideration academics as representing the bottom level of the university, in tight relation of

influence and interdependence with the other levels, the study is exploring as well how the top level is influencing the bottom level through the concept of institutional logics. Therefore, by investigating how the institutional logics related with internationalization are influencing academics' engagement in it, the study is bringing a unique perspective integrating two important concepts relevant for higher education: internationalization and institutional logics, and contributing in this way for both areas of research.

The study is significant as well because it develops an analytical framework which can be implemented in further studies to deepen this issue. The analytical framework reflects the core assumption of the institutional logics, that the interests, identities, values, and beliefs of individuals and organizations are embedded within prevailing institutional logics, which represent sources of legitimacy, organizing principles that guide and organize the behavior, used when making decisions in specific areas (Bastedo, 2009, p. 211; Thornton, Ocasio, 2008, p. 103). Combining elements identified to be important for both, internationalization studies as well as institutional theory, the analytical framework can be used to investigate both fields, as well as other aspects of higher education.

Finally, the study is significant also for the School of Management, UTA. Because it analyzes these particular issues in this specific context, it brings a deeper understanding and a clearer view upon the stage in which the internationalization process is, and academics' engagement in it, as well as upon the influence that the top level is currently having upon the direction of implementation of internationalization at the bottom level. Considering these aspects, the current study is particularly meaningful for the School of Management, UTA, bringing implications for improving the development of internationalization in practice.

1.7 Structure of the study

The study is structured in six chapters. The first chapter provides the rationale for the study by discussing the problem identified and which the study aims to solve, as well as the context in which it is located. This chapter presents also the purpose of the study, the research questions addressed, and the significance that the study has in practice and what it brings for the concerning literature. The second chapter situates the study within the literature on internationalization, as well as the one concerning the institutional logics. A review of significant literature is done in order to frame the study and place it in accordance with the other empirical studies that have been done and treating similar aspects, highlighting the relevance of this study. The third chapter narrows down the literature into developing the analytical framework on which the study is based on. Three relevant studies are as well presented in this chapter as important of the analysis of the data according to the analytical framework. The fourth chapter presents the methodology used in this study. The research design is presented along with the methods used, the sampling strategies, the data collection and analysis, and as well as the reliability and validity of the study. Chapter five is focused on the presentation and the analysis of the data collected. Here there are presented the descriptive analysis of the participants

in this study, and the answers for each one of the research question and sub-questions that have been addressed by this study. The data analysis is done according to the analytical framework developed in chapter three. The conclusions drawn from the findings and the implications of the study will be presented and discussed in the last chapter. Other important findings that have been identified from the data collected will be also presented, along with the suggestions for further research.

2. CHAPTER II - LITERATURE REVIEW

Regarding the aim of this research and the questions addressed, this chapter is purposed to provide a throughout review of the literature concerning the internationalization and logics concepts, and its implications within the university. The chapter will comprise four sections, starting with how the concept of internationalization was defined and interpreted within the frame of higher education, firstly clarifying the difference between it and the concept of globalization, and the relation between these two important concepts that are influencing and changing the world of higher education. Discussing these aspects of internationalization is very important for this study, because a good understanding of the concepts is necessary for both, collecting the relevant data, as well as for the data analysis and interpretation. The second section will look into how internationalization is understood and embraced at institutional level, and how its implementation is described in the literature. Further, in the third section, the role of academics and the importance of their engagement in internationalization will be discussed. Considering the fact that this study is aiming to identify the logics behind academics involvement in internationalization, the fourth section will clarify the concept of logics and institutional logics, presenting the existing literature that has already applied these concepts in university context.

2.1 Clarifying the concept of internationalization

21st century brings new challenges for higher education. The development of advanced communication and technologies, the dominance of knowledge and network society, increased mobility in international labor, market focused economy and the liberalization of trade, the decrease in public funding for education and the emerge of eLearning, all factors of a continuously globalized world, enhance the importance of internationalization in higher education (Altbach, Reisberg, Rumbley, 2009). Internationalization is defined in this study as *“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”* (Knight, 2004, p. 7). Internationalization has become one of *“the major forces impacting and shaping higher education”* (Knight, 2008), describing a complex and divers phenomenon in rapid evolution. The concept of internationalization is not a new one in the field of higher education; since the twelfth and thirteenth century the movement of students, scholars, ideas beyond one country’s borders was a prominent feature of the universities, which took different shapes over time, and sensed an increased importance and attention in the last 20 years. The meaning of internationalization enlarged its signification, from *“an end in itself”*, becoming *“a means to an end”* (Knight, 2008) serving higher goals, like the development of national identity, and an option for universities to better contribute and cope with the new ways of the globalized world.

2.1.1 The relation between globalization and internationalization concepts

The terms of globalization and internationalization are being frequently encountered in describing higher education field in the past decades; the relations and interconnections described by them carry a great influence on HEIs worldwide. The field of relations, flows of people and knowledge described by these terms often bring confusion in their correct usage, making unclear the difference between them, and how globalization and internationalization relate to each other.

The phenomenon of globalization has been described in various ways and from different perspectives; a definition that is relevant for the relation with the international dimension of higher education has been developed by Jane Knight (2008, p. 4): “*Globalization is the flow of people, culture, ideas, values, knowledge, technology, and economy across borders resulting in a more interconnected and interdependent world. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities.*” From this definition it can be easily observed the straight connection that globalization has with internationalization, and therefore, the ease of confusing these two terms. Globalization embraces internationalization and uses it for its spread “*across borders*”. Internationalization can be seen as a channel for the dissemination of globalization, being defined by Altbach, Reisbeg and Rumbley (2009, p. 7) as “*the variety of policies and programs that universities and governments implement to respond to globalization*”. Another relevant definition that reveals this dynamic connection between globalization and internationalization, and takes into consideration higher education as an agent and mediator in this relation, is provided by the same Jane Knight (1999, p. 14), saying that “*internationalization of HE is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation*”. Hence, globalization can be perceived as the driving force, while internationalization as the proactive response to it. The dynamics of these relation and their power in bringing change within the field of higher education have been perfectly surprised by Knight (2004, p. 5) stating that “*internationalization is changing the world of higher education, and globalization is changing the world of internationalization*”.

Growing popularity of the term globalization around the world has been noted since the late 1990s, and according to Teichler (2004), has almost substituted the one of internationalization. When looking to higher education, globalization has been used in the recent years for describing “*any supra-regional phenomenon related to higher education (anything which seems to take world-wide) and/or anything on a global scale related to higher education characterized by market and competition*” (Teichler, 2004, p.23). Globalization refers to the worldwide continually extending networks, communication and information, viewed as a combination of economic, politic and cultural change (OECD, 2009, p. 19). Leading to world-wide markets through the mobility of production, world-wide systems of communication, “*supra-national competition as well as the growth of trans-national education and commercial knowledge transfer*” (Teichler, 2004, p. 8), globalization is aiming for a single

world community. Teichler (2004) suggests that the term can be, in some cases, substituted with other terms like “supra-national” or “supra-regional”, “world-wide” or “world competition society”.

Altbach, Reisbeg and Rumbley (2009, p. 7) have stated that globalization “*has already profoundly influenced higher education*” with “*forces beyond the control of academic institutions*”, translated by Altbach and Knight (2007, p. 291) in the spread of the use of English as lingua franca for scientific communication, as well as for publications and collaborative research, the more opened and growing market for the mobility of scholars and scientists, enhanced usage of information technology to facilitate communication and the dissemination of knowledge, allowing the development of academic programs through e-learning platforms. These “*forces*” have brought many challenges for higher education to deal with. In order to be able to keep up with all these changes, universities had to be more opened, more internationalized and more connected to the environment.

The international dimension of higher education has been more and more taken into consideration over the years in the priority agendas of different institutions and governments, as well as international bodies that included policies and practices to better cope with a global academic environment. Being a complex concept, multidimensional developed, starting with institutional environment and reaching the national one, its development and intensity differed: the strongest drivers, as well as impediments being deeply rooted in the culture and history of every nation, policies and regulations, the profiles of every higher education institution, academic disciplines and subjects.

2.1.2 Approaches to defining Internationalization

The concept of internationalization went through various shapes in the course of history, different approaches to it being identified. Through the term approaches we understand the position adopted by the leadership of an institution towards the implementation of internationalization; four different approaches have been used to describe the concept of internationalization during time: 1) the activity approach; 2) the competency approach; 3) the ethos approach; 4) the process approach (Knight, 1995, 1999).

The first approach to the concept of internationalization has been identified from the 1970s to 1980s, when the term was defined as a *set of activities* undertaken at the institutional level like international studies, student/faculty exchange or technical cooperation. This approach has been the most popular one; its main characteristic in describing the international dimension is a set of specific activities or programs, illustrated by some of the practitioners as synonymous with the term of international education (Knight, 1999, p. 15). When looking at internationalization as a series of activities, it can be subject of the assumption that these activities could be operated separately, like distinct programs, with no strong relationship and coordination among them, leading to a fragmented internationalization where the outcome and benefits are not properly measured and the impact not taken into consideration.

Identifying this problematic, *the competency approach* that followed was highly focused on the outcome of the internationalization process translated in terms of knowledge, skills, values, and attitudes of students, faculty and staff related to coping with an international and intercultural environment. The programs and activities to facilitate internationalization were no more seen as a mean in itself, but as ways to develop appropriate competences, the emphasis being placed more on the human element of the academic community (Knight, 1999, p. 15). The results of internationalization were in this phase the main interest. Their identification and measurement due to the increased orientation towards the demands and needs of the labor market was required, various research taking place around defining the competencies developed, sometimes called as international, global or transnational ones.

The third approach was named *the ethos approach* that integrated the international and intercultural values and initiatives into the culture and climate of the organization, to support specific principals and goals, making international dimension more explicit (Knight, 1999, p. 16). This approach views the creation of a strong belief system and a supportive culture within the institution as essential for realizing the international dimension, fundamental nowadays for the definition of any institution of higher learning.

Further on, around mid-90s internationalization started to be thought of in terms of a *process* that needed to be integrated in and sustainable at institutional level, by looking for its inclusion in the teaching, research and services provided by the institutions (Knight, 2004, p. 9). Broader definitions started to be developed by the end of 90s that were looking at internationalization of HEIs as a potential response to the requests of external environment driven more and more by globalization, economy and labor markets. More recently, the view of internationalization at institutional level evolved from static to dynamic one, “*a process of change from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies*” (Söderqvist, 2002, p. 29). Even though the definition evolved at institutional level, still it’s not applicable to the further developments that enhanced internationalization beyond just teaching, learning and the development of competencies. To fill in this gap, Knight (2004, p. 11) identified the need of internationalization to be understood at both national, sector and institutional levels, proposing a definition that is broad enough to be applied to different countries, cultures and education systems: “*internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*”. By using more general terms, this definition takes into account the different dimensions of the concept and also the variety of contexts where it can be applied, the diversity of cultures, communities, institutions, the relations between them, viewed globally in order to provide a sense of worldwide purpose. By proposing this definition of internationalization, Knight (2004) is acknowledging the influence between these three levels in higher education regarding the “*policy, funding, programs, and regulatory frameworks*” (p. 5), the national and sector levels having a “*top-down*” effect on the internationalization process (p. 6), whereas the institution level has a “*bottom-up*” effect (p. 7).

Internationalization is viewed as a process, as Knight (2004, p. 11) explains; “*an ongoing and continuing effort*” which brings to the concept an “*evolutionary or developmental quality*” towards “*integrating an international, intercultural or global dimension*”, that reflects the “*breadth and depth*” (p. 11) of this process. International is seen as the relationships between countries, nations and cultures, intercultural refers to internationalization within the country or institution, and global which brings the most extensive reach of internationalization, perceived at this moment as a response to globalization. The integration of these three dimensions is regarded by the definition at system level, country/region, as well as at institutional level through their *purpose* which integrates their mission or mandate, *functions* that refer to the primary elements or tasks (teaching, research and services), and the *delivery* that comprises the educational courses and programs offered at national and international levels.

This definition is very important for this research because it acknowledges the individual institution as being unique and having different interests in its internationalization process; also it integrates the institution in its context, recognizing the existing relations and connections with the other levels that are influencing this process of internationalization in specific ways and affecting it within the institution, reaching as well academics work. Considering the fact that the current study is focused on academics’ involvement in internationalization within a particular university context, the School of Management, UTA, this definition is relevant, being as well utilized in framing the research questions. By offering a complex understanding of how broad the change is brought by the process of internationalization, and how deeply it penetrates all levels of the university, Knight’s (2004) definition is the best one in framing this important concept of the present study.

Analyzing the existent definitions of internationalization, Haijing de Haan (2014, p. 243 - 245) identified three perspectives that that were the most prominent: 1) *the shift from an activity-focused to a strategy-focused perspective*, that highlight the introduction of different suggestions related to strategic management of internationalization meant to support the process approach of internationalization. 2) *A broadening from the individual institutional level to the sector/national/regional level*, that acknowledges the widening view that the latest definitions upon internationalization have taken from the institutional level to a wider level, including the role of national agencies and the policy making in order to overcome the limitations that only an institutional-based definition had, because disregarding the tight connections that institutions have with the upper levels and their influence upon higher education (Knight, 2004, p. 5). 3) *A development from fragmented studies from diversified perspectives to a synthetic view of internationalization*, perspective which acknowledges the development of the concept and how it was defined over time departing from fragmented activities to a more unified, integrative view of a “process” that needs to be integrated in a variety of contexts and in a way that would be responsive as well to the external environment.

The four approaches and the perspectives identified and used in describing internationalization are not mutually exclusive, but complementary. They show different aspects of the con-

cept that relate to each other and that were built on each other, reflecting the dynamism of internationalization and how it contributes in shaping new directions for higher education.

2.1.3 Two streams of internationalization: “at home” and “abroad”

Two directions that are emerging from the internationalization of higher education have been identified by Jane Knight (2008, p. 22): one is internationalization “*at home*” or “*internal internationalization*” and the other one is internationalization “*abroad*”. This differentiation has emerged from the need to clarify between internationalization that is campus-based or at home, and the one that focuses on education developed internationally, abroad or cross-border education.

The first one refers to creating an environment which will provide the opportunity for local students, faculty and staff to develop international understanding and intercultural skills at their universities, not having the need to go in a mobility period (de Wit, 2010, p. 9). This component attracts the attention towards those aspects that would happen at the home campus, being more curriculum-oriented, by trying to integrate the international, cultural, global perspectives in the existing courses, having programs with international teams and joint or double degrees; also aims for the development of internationalized programs, teaching and learning processes by bringing into the classrooms international students or those that have returned from a study-abroad period, facilitating virtual student mobility for courses or research projects, bringing international professors or using international materials for the students to relate to in their learning; extra-curricular activities like student clubs and associations, international and intercultural campus events that will connect diverse cultural groups; research and scholarly activities that include joint research projects, conferences, partnerships, visiting scholars that participate to academic activities on campus; all these actions contribute to diminishing the amplified emphasis on the mobility aspect from the last years (Knight, 2008, 23).

On the other hand, internationalization abroad, includes all forms of education across borders like mobility of students and faculty, mobility of projects, within programs and providers (de Wit, 2010, p.9). The term cross-border education is a narrow interpretation of internationalization that creates concern because of its use sometimes as a synonym for internationalization, thus excluding the internationalization at home component; anyhow, it’s widely usage is in describing the commercial aspect and trade in education.

The two streams of internationalization of higher education are closely linked and interdependent in many ways. Internationalization abroad has significant implications for internationalization at home and the other way around. For having an international environment in the campus, most of the times it implies the mobility of people from other countries and campuses, which will contribute to the internationalization abroad stream.

2.1.4 Rationales of internationalization

Rationales are motives, reasons, drivers for HEIs to want to integrate an international dimension in their activities, and just as there are a variety of ways to define internationalization, there are, as well, a number of different rationales. As Knight (2008) stated, it is very important for a country, sector or institution to have clear and articulated rationales regarding the international dimension, because they reflect the policies and programs that are developed and implemented, also dictating the benefits and outcomes expected from these efforts. Without a clear set of rationales, along with well-defined objectives or policy statements, a plan and evaluation system, “*the process of internationalization is often an ad hoc, reactive and fragmented response to the overwhelming number of new international opportunities available*” (Knight, 2008, p. 24). This section is important for this study, rationales addressing the “why” of internationalization as this study is trying to identify the “why” of academics engagement in internationalization. Different rationales imply different means and ends to internationalization as de Wit (2002, p. 87) is stating, and they can as well influence the logics that steer academics engagement in internationalization.

The literature has identified and grouped rationalities in different ways over time. Three major reasons for the internationalization of higher education have been identified by Aigner, Nelson and Stimpfl (1992): 1) interest in international security; 2) maintenance of economic competitiveness; and 3) fostering human understanding for the internationalization of higher education. The authors pointed out the difference in perspective, emphasis and content that these reasons bring, and that they are not the only ones that can be identified. Another categorization of the rationales for internationalization has been mentioned by Knight & de Wit in 1995, identifying four broad categories: *political rationales* (concerning issues like the country’s position and role in the world, peace and security, foreign policy, national and regional identity regarding the possibility that countries have by using internationalization as a way to strengthen and promote their national identity); *economic rationales* (including growth and competitiveness, setting objectives related to long-term economic effects where internationalization plays an important role in providing opportunities for developing skilled human resources needed for raising the international competitiveness of a nation); *cultural and social rationales* (takes into consideration both, the preservation and promotion of own culture and language, as well as the need and importance of understanding foreign cultures and languages, universities having a great role in creating intercultural understanding, competencies and the overall development of the individual as a local, national and international citizen); *academic rationales* (regards the academic standards for teaching and research that can be improved by adding an international dimension which can serve as a catalyst for development). These four categories of rationales are not exclusive or distinct; they have become more and more interrelated in the last years, and the need of identifying clear rationales is challenging.

Because the rationales presented do not distinguish between national and institutional levels rationales, in 2004, Knight presented a new framework of rationales that make this distinc-

tion, which is becoming increasingly important: “*it is usually at the individual, institutional level that the real process of internationalization is taking place*” (Knight, 2004, p. 6-7). At institutional level she identified as important rationales driving internationalization the following: 1) *human resources development: brain drain* because of the increasing importance of developing human capital through international educational initiatives that are driven by global forces and the knowledge economy; 2) *strategic alliances* seen as a way to develop geopolitical ties and economic relationships; 3) *commercial trade* that sees the cross-border delivery of education as economic and income-generating opportunities; 4) *nation building “importing of education programs and institutions for nation-building purposes”* (p. 24); 5) *social and cultural development* for the promotion of intercultural understanding and national cultural identity.

When looking at the institutional level, Knight (2004) points out that there are important relationships between the national level and the institutional level rationales which differ according to “*how much the internationalization process is a bottom-up or a top-down process within any given country*” (p. 25). These differences are influencing the particular institutional rationales through factors like mission of the institution, student population, faculty profile, geographic location, funding sources, level of resources and orientation to local, national, and international interests (p. 25). Even though the rationales at institutional level can be very diverse, Knight (2004) identified the following emerging rationales: 1) *international profile and reputation*, which relate to name recognition and branding to compete domestically and internationally; 2) *student and staff development* regarding the international and intercultural understanding, skills, and competences, as well as information and communication literacy; 3) *income generation*, which integrate finding ways to obtain alternative sources of income through internationalization activities; 4) *strategic alliances* in the form of bilateral and multilateral educational agreements purposed to achieve “*academic, scientific, economic, technological, or cultural objectives*” (p. 27); 5) *research and knowledge production* for the advancement of the main purpose of HEIs.

Knight’s (2004) new framework of rationales sheds light in identifying why institutions may choose to internationalize, being very relevant for this study. The current research is considering the institutional rationales presented above as valid as well for the case study of the School of Management, UTA in identifying the logics that can influence academics engagement in internationalization in this particular context.

2.1.5 The confusion of internationalization

Recent studies and literature have shown that the concept of internationalization reached maturity, and once with it, it is starting to lose meaning and direction (Brandenburg and Hans de Wit, 2011; Haijing de Haan, 2014; Knight, 2011), a self-depreciating process started to take place (Brandenburg and Hans de Wit, 2011, p. 16). Knight (2011, p. 14) calls it a “*catchall phrase*” that has become broad enough to include “*anything and everything remotely linked to worldwide, intercultural, global or international*” (p. 14) and which brings confu-

sion and misunderstanding regarding its implementation in particular. Internationalization has reached the core of the institutions, becoming their main objective and being embedded in their missions and strategies, as well as becoming a legitimate area of policy, practice and research in higher education, but because of its broad meaning some misconceptions appeared, especially related to the practices it implies, like the number of international students, foreign faculty, institutional agreements, cross-border education programs, research projects, foreign accreditations, branch campuses, and others, that institutions are taking for granted as the indicators of their degree of internationalization (Knight, 2011). Bartell (2003, p. 46) points out as well this effect made by the broad understanding of this concept in its implementation in practice. He identifies a variety of understandings of internationalization, its interpretations and implications, departing from “*a minimalist, instrumental and static view*” characterized by the focus on finding and securing external funding, international exchange of students or conducting international research, and reaching a “*complex, all-encompassing and policy policy-driven process*” of internationalization, integrated in all the life, culture, curriculum and instruction as well as research activities of the university and its members. A double perspective on the understanding of internationalization at institutional level has been showed as well by Mestenhauser (2002) that proposes a systems perspective, a strategy combining knowledge about and insight into internationalization as a whole versus the more common approach of individual fragmented efforts. This confusion in practice between the goal of internationalization and the means to reach it has been acknowledge as well by Brandenburg and Hans de Wit (2011) which are advising that internationalization should be thought deeper in order to really achieve what is meaningful.

2.2 Internationalization within universities

There is an acknowledge pressure on universities to become more international in character, as a growing number of studies are showing (Altbach, 2000; Altbach and Knight, 1999, 2004, 2007, 2008; Altbach, Reisbeg and Rumbley 2009; Bartell, 2003; Bonaccorsi, Daraio, 2007; Knight, 2004; Mestenhauser and Ellingboe 1998; Paige, 2005; Teichler, 1999). Driven by the globalization forces, the global economy, the technological advancements, universities are increasingly responsible to cope with a continuously changing environment of growing pressure for diversity, managerialism, and de-nationalization processes (Teichler, 1999; Altbach, 2000). Internationalization is taking place within universities as a response to these pressuring forces being viewed as a multi-dimensional, dynamic change process (Paige, 2005). Not all universities are necessarily international, but all are subject to the same processes, and they all act differently, each institution establishing its own priorities and strategies (Bonaccorsi, Daraio, 2007). Internationalization is as well seen in the literature as part of the adaptation of the university to these cumulative pressures and the external environment (Bartell, 2003; Mestenhauser and Ellingboe 1998), requiring in this way change, openness, innovation, and bringing modifications within universities (Bartell, 2003, p. 43).

To be successful in their response, universities are investing much effort and large sums of money in international activities to enhance their worldwide visibility and connections

(Knight, 2004, p. 21; Ellingboe, 1998, p. 204, Mestenhauser, 2002, p. 165), building internationalization strategies that are more and more controlled for their overall effectiveness, impact and in accordance with university's goals (de Wit, 2002). But universities are complex organizations with specific characteristics like the multiplicity of units, autonomy of professors, the participation in the management of the university of both the collegial process and the executive authority, the control and management philosophies and mechanisms applied, the bureaucracy and the high degree of differentiation, which make the process of internationalization to vary considerably among them and as well within the single university, among the different units (Bartell, 2003, p. 50-53). In consequence, internationalization is perceived as occurring on a continuum, at one end being almost symbolic, limited, sometimes reflected just through a handful of international students in the campus, while at the other end involving research programs and curriculum that influence the role and activity of all faculty, students, administrators, and all the community (Bartell, 2003, p. 51).

Taking into consideration this variety within the universities, Söderqvist and Parsons (2005, p. 3) advocate the need for common view within an institution regarding how internationalization should be defined, in a way that would prevent the fragmentation of the international effort which could stay in the way of reaching the institutional aims. Mestenhauser (2002, p. 189) highlights that is important for an institution to be aware that "*all parts of the system influence other parts*" they being perceived as mutually interdependent, indicating that is relevant for an institution to know how pertinent are the international activities that are being conducted. Mestenhauser (2002) distinguished between international education that is in his opinion "*something colleges and universities say they are doing*" (p. 169), and internationalization viewed as "*a program of educational change and reform that needs to happen*" (p. 169), proposing a systems perspective that include a change process - "*moving towards system wide internationalization programs*", where internationalization should be accepted as "a mega-goal", and there should be a strong commitment to prevalent international education (p. 196).

Knight (2004; 2008) talks about the importance of building internationalization strategies within institutions, and adopting in this way a more planned, integrated and strategic approach to internationalization. Going even further, she talks about building policies and programs at institutional level that would rich, and connect them with the national and sector levels. Policies would include, in her opinion "*statements, directives or planning documents that address implications for and from internationalization*" (Knight, 2004, p. 16), and programs that are the instruments of the policies and the ways they are translated into action.

Analyzing the way universities are interpreting and integrating internationalization, Knight (2004, p. 19) identified six different but complementary approaches to internationalization that reflect the values, priorities and actions taken by the universities in their work towards implementing internationalization: *the activity approach*, which describes internationalization in terms of activities like the mobility periods of students, curriculum and academic programs, development projects, institutional network building or branch campuses develop-

ment; *the outcomes approach*, where internationalization is perceived as desired outcomes such as student competences, increased profile, more international agreements, partners or projects; *the rationales approach*, where the primary motivations or rationales are the drivers of internationalization, and they can include academic standards, income generation, cultural diversity, or student and staff development; *the process approach*, sees internationalization as a process where an international dimension is integrated into teaching, learning and the service functions of the institution; *at home approach*, where the creation of a culture or climate on campus that would promote and support the international/intercultural understanding, would characterize the internationalization process; *the abroad (cross-border) approach*, which sees internationalization as the delivery of education to other countries through a variety of delivery models and different administrative arrangements. These approaches, as Knight (2004) states, are not fixed or mutually exclusive. They can change according to the different periods of development of the institution, and there can more than only one approach used at the same time, but there can be identified salient approaches in the way institutions are guiding their internationalization processes.

Trying to frame more concretely what may constitute an internationalized institution, Ellingboe (1998) and Paige (2005), through revising the existing literature and their research in different universities, like the University of Minnesota, have identified different components which bring a more completely understanding of the process applied in internationalizing universities. Ellingboe (1998, p. 205) identified six components of internationalizing the universities, which include: 1) college leadership, 2) faculty involvement, 3) international curriculum, 4) international study opportunities for students, 5) integration of international students and scholars, and 6) international co-curricular units and activities. Several years later, Paige (2005, p. 109) built an internationalization model which has ten key performance categories, as follows: 1) university leadership for internationalization, 2) internationalization strategic plan, 3) institutionalization of international education, 4) infrastructure – professional international education units and staff, 5) internationalized curriculum, 6) international students and scholars, 7) study abroad, 8) faculty involvement in international activities, 9) campus life – co-curricular programs, 10) monitoring the process.

These components, respectively categories of internationalization within an institution complete each other, and we can clearly observe the importance that internationalization gain over the years, penetrating much deeply within the institutions and reaching their core, when comparing the two models. *University leadership* has been acknowledged by both authors as being one of the most important components of internationalization. The commitment to internationalization and the support that the leadership of the institution, and as well the leaders from the other levels in the faculties/schools or departments need to give, is a critical part of the successful implementation of the internationalization process. *Faculty involvement* is as well one of the important components that both authors refer to. Seeing them as agents of internationalization, they are contributing through their personal commitment and work to fulfill the goals of the institution and broadening its internationalization process by incorporating an international dimension into their teaching and research. Both authors have placed

the *internationalized curriculum* at the heart of the internationalization process within universities. The availability of international majors and minors, as well as the introduction in the core courses of international or cross-cultural aspects has kept its importance over the time. The *integration of international students and scholars in the campus life* is as well regarded to have an important contribution to internationalization by both authors. Integrating the international students and staff in extracurricular activities and events which will give them the possibility to interact with the local students and staff will help at enhancing the international atmosphere, their impact being even greater within the campus. Both authors have identified through their studies and research that giving opportunities for, and making available and easy accessible the *study abroad* for local students and staff is a major focus of internationalization. The accessibility of study or teaching programs, internships, research or work abroad opportunities, scholarships and travel grants to a wide variety of destinations will complement the work done on-campus and widen the internationalization process. Having an *infrastructure for international education* within universities, with specialized units and professional staff that would be responsible for the specific aspects of internationalization is regarded as very important for the successful development of the internationalization process by both authors. Professional staff with proper academic training and years of international education experience that would work to support long term cooperation agreements and international programs, as well as to enhance the visibility of the university abroad, is critical for going further with the institutionalization of internationalization.

Differences have been as well identified between the two models. The model developed by Paige (2005) takes further the process of internationalization than Ellingboe (1998) does, which manages to reach only a surface implementation of the internationalization process within the university. As described so far, the dimensions presented cover entirely Ellingboe's (1998) components of internationalization, but Paige (2005) takes this process further towards the core of the university bringing even more value to the institutionalization of internationalization: developing a *strategic plan for internationalization* is seen by the author as critical because it gives more voice and form to internationalization. Having clear goals, objectives, inputs, activities and specific targets and a precise timeline is presented as an indispensable part of the internationalization process. Making internationalization sustainable by developing a *governance structure* for it will enhance its institutionalization and bring greater possibilities for the advancement towards its institutionalization. Paige (2005) has identified as well that having a *monitoring system* for the process of internationalization within the institution is very important to acknowledge its quality, well development and the degree of penetration within the institution. Developing performance indicators, collecting and interpreting data, making suggestions for improvement are just few of the examples through which the accomplishment of the internationalization agenda can be verified, supervised and registered for a greater transparency and visibility, as well as for indicating and evaluating the institutional progress through the internationalization process.

Both models bring a more concrete view upon how the internationalization process can be conducted in practice by the universities, and what components are needed for its proper im-

plementation and development, helping to reduce in this way the confusion that the variety of understandings of internationalization is bringing. Internationalization is a process of institutional transformation (Childress, 2009, p. 290) which penetrates all its levels as showed, as well, by the two models presented and by a consistent body of recent literature (Knight, 1999; 2004; 2008; Mestenhauser, 2002, Mestenhauser & Ellingboe, 2005, Childress, 2009). Due to its complexity different problems have been diagnosed with time, especially the lack of documentation (Mestenhauser, 2002, Childress, 2009) and the fragmentation of the process and lack of integration, connected with specific activities and projects done especially by individual faculty, positive achievements resulting from the work of individual scholars, and not of comprehensive institutional efforts (Mestenhauser, 2002, p. 166). The next section will look more deeply into the role of academics within the internationalization process, analyzing their participation and importance of their work in this aspect, being as well of high importance for explaining the importance of this research.

2.3 Academics participation in internationalization

Universities are a bottom-heavy system as characterized by Burton Clark (2001), meaning that they are based on fields of knowledge represented by disciplinary, interdisciplinary and transdisciplinary subjects which shape everything the university does (p. 22). The authority is broadly dispersed and the organization is decentralized into schools and departments which are relatively independent in their actions (Cuban, 1999, p. 67). Despite the great pressure in the 21st century on higher education to change according to the requests of the global forces, growing more towards a mass system and embracing more and more the characteristics of an enterprise (Enders, Musselin, 2008), the professorate is still at its heart and without committed faculty no university can be successful (Altbach, 2000).

Academia has a strong influence on the determination of goals, management and administration of institutions and the daily routines of work (Enders, Musselin, 2008), which means that successful internationalization efforts are highly dependent upon academics interest and engagement. For the purpose of this research, it is important to clarify the term of academia that is going to be defined as the persons who work as teachers and/or researchers in universities or other HEIs and holds an advanced degree. The term academic is synonymous with that of the job title of professor, scholar or faculty (for example in the U.S. context), having as well various academic ranks like research associate, research fellow (also senior research fellow and principal research fellow), lecturer (also senior lecturer and principal lecturer) or reader. Academics have a direct impact in teaching, research and the service missions of HEIs by their involvement and authority in curricular and content changes, research and scholarly collaboration and interdisciplinary engagement, as well as in international development and service, as Lisa Childress (2008, 2009, and 2010) shows. Having this capacity, academics have decision-making power upon whether or not to integrate in their teaching, research and the other activities an international perspective, or whether to apply for international grants or participate in international projects. Therefore, academics are the main drivers and “*key actors*” (Navarro, 2004, p. 52) playing a “*pivotal role*” (CIGE, 2012, p. 14) for the internation-

alization process within universities. Academics' engagement is central for the successful implementation of the internationalization strategies, plans, agendas within HEIs as a consistent body of literature is showing (CIGE, 2012; Childress, 2008, 2009, 2010; Navarro, 2004, Hanson, McNeil, n. d.; Green, Olson, 2003; Schweitz, M., 2006).

In a national study of universities done in 1981 by Harari, for the American Association of State Colleges and Universities (AASCU) it has been concluded that the most important for the degree of internationalization of a campus is the function of faculty competence and of institutional leadership, and not the size, location or budget (Schwietz, 2006, p. 2). Faculty's international competence is very important because of its further translation and utilization in the university's functions and delivery, as the study has as well acknowledging (Schwietz, 2006, p. 2). Therefore, the first internationalization step in the process within a university should be the development of the international competence of the faculty, as well as their appreciation towards the need for internationalization and the direction of the change (Shetty, Rudell, 2000, p. 3).

Considering that internationalization is a process that brings change within universities, according to Hall and Hord (2001) an institution will not change unless the people within it will change first. In consequence, the degree of enthusiasm, motivation and commitment of academics to engage in the internationalization process, as well as the institutional investment to support academics efforts towards the operationalization of internationalization are the key for its success (Hanson, McNeil, n. d., p. 34). As Navarro (2004, p. 53) pointed out giving as example a study done by Kwok and Arpan in 1994, that a low level of faculty interest has ranked as the second most important obstacle of internationalization of U.S. institutions. A low level of interest of academics is a serious obstacle for internationalization as Navarro (2004) highlights, because they won't engage in internationalization if they won't see through it the fulfilment of their interests as well. Therefore, this research will look into what makes academics get involved in internationalization exploring the logics behind their, perceptions, interests, and their actions.

2.3.1 Levels of engagement of academics in internationalization

The engagement of academics in internationalization has been the focus of a consistent body of research (Beatty, 2013; Bond, 2003; Childress, 2008, 2009, 2010; Coryell et. al., 2010; Doyle, 2013; Ellingboe, 1998; Mestenhauser and Ellingboe 1998; Navarro, 2004; Paige, 2003; Schwietz, 2006; Green, Olson, 2003). For the purpose of this research, academics engagement will be defined as the active participation in internationalization, meaning in integrating an international, intercultural or global dimension into the purpose, functions or delivery of the school and institution where they belong to.

In the efforts to internationalize the university, the engagement of academics plays one of the largest roles and can have great effect. But not all academics have the interest, motivation or skills to engage in internationalization; some of them haven't had international experiences or

even don't value the prospects of internationalizing their campuses. Various levels of engagement of academics in internationalization have been found, Childress (2008, p. 77; 2010, p. 28) identifying the following categories: champions, advocates, latent champions and advocates, uninterested, skeptics, and opponents. *The champions* are described as being the ones mostly committed to participate in the implementation of their institution's internationalization strategy. They have a vast knowledge of the international issues and strong cross-cultural communication skills. *The advocates* are passionate about some aspects of internationalization and they can offer support in order to operationalize these particular aspects. They are enthusiastic about internationalization, and their enthusiasm can be supported by other academics international experiences, as well as their foreign language proficiencies. Within academics there can be latent supporters of internationalization; *latent champions or advocates*, that through exposure to international issues, opportunities offered overseas and other values of international educational experiences connected with their scholarly and personal interests, they can become active supporters of internationalization, transitioning to advocacy or champions. On the fourth level of engagement in internationalization, Childress (2008, p. 78) placed *the skeptics*. In this category are the academics that have doubts regarding to the relevance if the international issues to their disciplines, they often being hesitant to participate in their institution's internationalization process. The last category is *the opponents*. They openly disagree with the internationalization strategy, as well as they try to obstruct the efforts made in this way. The reasons behind the skepticism and opposition, as Childress (2008, p. 79) shows, are mostly the belief in national superiority, the lack of international experience, or the fear of losing status or resources.

2.3.2 Barriers and recommendations in academics' engagement in internationalization

The levels of engagement of academics can be as well determined by different challenges and obstacles that they may encounter. As Childress (2010, p. 29) is stating, is known that academics are resistant to change; therefore their skepticism shouldn't be a surprise. A degree of academics resistance to internationalization is not entirely destructive; in fact, it can be beneficial to ensure that the internationalization process and its strategies address the needs of academics and their departments (Childress, 2010, p. 29). Considering the fact that internationalization is a process that generally is planned at university level and it has the purpose to reach the entire institution, Childress (2008, p. 80), citing Green and Shoenberg (2006), shows that it is very important, but also challenging, to get as well the involvement of those academics that "*may be dormant*" (p. 80), meaning from the latent supporters, skeptics and opponents categories. This aspect is considered to be very important for the current study, which aims that through the identification of the institutional logics that influence academics involvement in internationalization, to shed light as well into how to overcome some of these challenges in order to reach more latent academics to engage and be more active in internationalization.

To overcome the resistance towards internationalization, various studies have explored this phenomenon and have identified several critical issues that often arise when attempting to internationalize an entire university, dividing them in two categories: individual barriers and institutional barriers (Bond, 2003; Green, Olson, 2003). As Childress (2008) is showing, the major individual barriers that have been identified are: 1) *the attitude towards international learning* that directly impacts their willingness and interest to participate and internationalize their courses, research, or participate in projects overseas. Academics who do not value international learning are less inclined to engage in international educational opportunities, preferring instead to focus on domestic tasks as Green and Olson (2003, p. 73) are showing, and therefore, are not supportive with the internationalization process taking place in their institution. 2) *Personal knowledge and skills* related to how to engage in international activities are as well important, their lack generating resistance. The lack of personal skills and knowledge regarding internationalization happens generally because of the deficit of international engagement. Academics who haven't had significant interactions with persons from other cultures, haven't lived, worked abroad or traveled overseas may lack an understanding that is necessary for them to be able to integrate an international and intercultural perspective in their work (Bond, 2003; Green, Olson, 2003). 3) *Cognitive competence* regarding the way to integrate the international knowledge into the teaching, research and services is as well a difficult step to take for some of the academics, even though they have international experiences, as Ellingboe (1998) observes. Specific intellectual, pedagogical and assessment skills may be necessary in this regard, being important the awareness of academics towards the connections between their international experiences and their professional agendas (Childress, 2008, p. 87).

Apart from the individual barriers, there are as well institutional barriers that can significantly be a cause and influence the occurrence of the individual ones. The connection between academics involvement in internationalization and the institutional infrastructure that will allow them to do so is of high importance. Childress (2008, p. 80) citing the National Association of State Colleges and universities (1993) states that the environment created by the institution that will ensure academics professional development in an international setting plays a major role in their active engagement in internationalization. Beatty (2013, p. 32) finds that academics are generally interested in participating in the internationalization of the campus, but low institutional commitment and too many barriers are blocking their active participation.

Institutional barriers that affect the most academics' engagement in internationalization are the extensive bureaucratic procedures, as well as the limited funding and lack of financial incentives (Mestenhauer & Ellingboe, 1998, p. 211). Childress (2013, p. 81) identified three types of institutional barriers which includes: *the lack of financial resources* mirrored by the significant costs that the participation in teaching, research or different projects overseas for meaningful periods of time, as well as filling in the position on the home campus of the academics that work overseas are the main constrains that reduces academics involvement in internationalization; without the financial support, academics don't have the resources necessary to conduct their international activities, thereby, their engagement diminishes. Another

important institutional barrier is *the division of academic disciplines* because of several reasons: academics are bound to their discipline, and their interest in engaging in internationalization is tightly connected with it; therefore, academics participation in internationalization efforts is largely dependent upon the international focus, or the lack of it, of their disciplines, this directly impacting their training in international issues in their field. Another reason is that academics prioritize their disciplines above the institution's plans; if the importance of internationalization is not continuously emphasized, academics may follow the needs and issues of their disciplines, and may lack motivation to engage in international activities. The division between disciplines can be as well an impediment in the interdisciplinary collaboration and the inter-departmental communication that is necessary for internationalization, which is a holistic process, to reach its fullest potential. The last institutional barrier identified by Childress (2008, p. 84) is *the restrictive tenure and promotion policies* – if they do not include international teaching, research and service in the academics' reward system, or if they are not recognized and rewarded in tenure and promotion policies, then they create a lack of motivation for the academics to further engage in internationalization. Apart from the already stated institutional barriers, Beatty (2013, p. 33) identified as well the limited international partnerships and networks, the lack of coordination and information available regarding opportunities in international initiatives, the lack of support staff to facilitate the international initiatives and the inflexible program curricula as being other institutional barriers that would affect academics' engagement in internationalization process.

In order to overcome these barriers and widespread academics' engagement in internationalization, numerous studies have proposed different recommendations for the institutions of higher education: the development of a reward and incentive system through which to bring support and recognition for academics' engagement in international activities is seen as a powerful tool (Beatty, 2013; Childress, 2008, 2010; Green, Olson, 2003; Coryell et. al., 2012; Doyle, 2013); to introduce the international scholarship and service in tenure and promotion policies that will as well reflect the institution's internationalization goals (Childress, 2008; Knight, 2004); the provision of partial funding for the mobility of academics or to teach conduct and present research overseas, as well as specific grants for internationalizing the curricular and pedagogical activities has shown to be very useful for enhancing the motivation of involving in international activities (Beatty, 2013; CIGE, 2012; Childress, 2008); or developing workshops or forums on internationalizing the curricula can provide opportunities for faculty to share their successful practices (Childress, 2008, 2010; Green, Olson, 2003) are just few of suggestions given in the concerning literature.

Childress (2008, p. 92) has identified seven factors that indicates a wide-spread development of faculty engagement in internationalization: 1) a favorable attitude of at least 25% of academics towards integrating an international perspective in their activities; 2) the availability of international courses all throughout the campus; 3) a high level of involvement of academics in international research and development activities; 4) the development of cross disciplinary and international joint research projects; 5) high percentage of mobility of academics for scholarly purposes; 6) a high degree of contact on campus between local academics and in-

ternational students and visiting scholars; 7) a high degree of utilization and knowledge by the academics of the international research that exists on their campus.

The current research considers the identification of the barriers that stay in the way of academics to engage in internationalization as relevant, and builds on the suggestions identified to overcome individual and institutional barriers by exploring the logics behind academics actions which will lead to a deeper understanding of the needs and wants of academics in order to increase their participation in international initiatives.

2.4 Relevant empirical studies

This section is important because it presents two previous studies that address academics engagement in internationalization and that are laying the ground for this current research, as well as highlighting the gap in the literature that this current study will fill in. In the first study, Beatty (2013) investigated the factors that are influencing faculty participation in internationalization at the University of Minnesota – Twin Cities, particularly the Schools of Nursing and Public Health; the second study was conducted by Schweitz (2006) which investigated faculty's involvement, attitudes and beliefs in internationalization at nine public universities in Pennsylvania. Both these studies will be presented as following in this section.

The first study, is a case study done by Beatty in 2013 which brings a mixed methods design to investigate the factors influencing faculty participation in internationalization at the University of Minnesota – Twin Cities, particularly the Schools of Nursing and Public Health. The purpose of the study is to offer to the campus leaders the possibility to enhance the internationalization by finding out what are the factors with which faculty is confronting in this regard. To do so, the study addresses four research questions through which the researcher examines how faculty members participate in international teaching, research and service activities as well as the rationales supporting their involvement. In addition, benefits associated with faculty involvement in internationalization and critical factors enabling individual participation are also reviewed.

The study employs a sequential explanatory mixed methods design, divided in two phases: in the first one, the quantitative data was collected and analyzed; in the second phase, qualitative data was collected and analyzes to follow up with results from the first phase and to elaborate the initial findings. In the first phase the data was collected by using a cross-sectional online survey built on relevant literature and purposed to collect information pertaining to the respondents' background, biographical information and involvement with international activities. In the second phase, five individual face-to-face semi-structured interviews were done, interviewees being selected based on their willingness and availability to participate. The purpose of the interviews was to gain a better understanding of the participant's involvement with international activities and views of internationalizing the campus. In the study participated 281 faculty, 67 faculty from the School of nursing and 214 faculty from the school of Public Health. The participants were chosen on a voluntary basis, and by using a maximal

variation sampling method, meaning that a purposeful sampling strategy was established, and the researcher sampled individuals that differ on some characteristic trait, in this case the distinguishing trait was the individual's participation in international scholarship and activities. The researcher used as a theoretical framework for the study Jane Knight's (1994) internationalization cycle which includes six interconnected phases of internationalization: 1) awareness, 2) commitment, 3) planning, 4) operationalize, 5) review, and 6) reinforcement, because of the strategic positions that the implementation of faculty engagement has between the phase of "planning" and the one of "review" of the cycle, in the "operationalization" phase.

The most important findings of this study come in the support of the existent literature concerning academics involvement in internationalization, stating that there are a variety of activities in which faculty is involved in this particular case, the majority of respondents being involved in: presenting research or work at seminars/conferences outside of the U.S. (59.5%); collaborating with a foreign partner institution on a project or program (59.5%); providing opportunities for international students to share country specific perspective in the classroom (59.5%); being a member of an international association (55.6%); and, reading international journal articles related to their discipline more than once per week (50.8%). These five international activities received the highest levels of participation from individual faculty members. Furthermore, the results indicated that faculty members are deeply involved in activities on campus and their involvement is largely centered around academic areas that occur in the campus. As well, the results have indicated that the tenured faculty is more likely to be engaged in international activities than non-tenured. The study revealed that the participation of faculty in international activities depends on a variety of factors related to the type of international activity, academic discipline and individual background. The most important reasons that the research found as influencing faculty's engagement are: faculty's involvement as an instrumental component of the University's broader mission, and the belief that individual research and scholarly work associated with internationalization is validated by a more global mission. Faculty in this case showed a strong personal commitment to their profession and expressed intrinsic validation for their personal involvement in international activities. This study brought evidence that suggested that faculty also perceived individual benefits in return for their participation in internationalization like self-discovery, scholastic growth, and personal and professional development. Another important finding of the study is the reveal of three critical institutional factors at University of Minnesota – Twin Cities, the Schools of Nursing and Public Health that promote faculty involvement in international activities: 1) institutional commitment; 2) leadership; 3) organizational practices; as well as the factors that constrain faculty's involvement in internationalization, the most important are factors related with strategic planning, promotion and tenure policies, and insufficient resources.

The study done by Beatty (2013) is important for the current research because it provides support for further research on factors that enable or constrain academics (or faculty in the US context) to engage in internationalization process. Moreover, the current study advances the understanding of this issue, building on this previous one by examining from a logics per-

spective what are the logics that can influence academics engagement in internationalization process, and how is this influence happening.

The second study that is relevant for this research is done by Schweitz in 2006 in the nine universities from Pennsylvania. The study uses a qualitative research design to investigate faculty attitudes, beliefs, experiences, and involvement related to internationalization, with the purpose of exploring and describing faculty attitudes, beliefs and experiences regarding internationalization; reviewing the extent to which faculty members incorporate an international perspective into their own teaching, research and scholarship; determining the existent relationships between faculty characteristics, campus climate, and internationalization attitudes, beliefs, and behaviors; and examining whether patterns emerge that may be used to describe or predict faculty member's orientation to internationalization.

The researcher used as theoretical framework Knight's (1999, 2004) conceptual framework that identified rationales, stakeholders, and approaches to internationalization, and guided his study on seven research questions, the first five focused on descriptive and analytical information about faculty, and the last two questions focused on relationships, correlations, and factors among the variables. The population of the study included faculty members from 14 public universities in Pennsylvania, the researcher purposefully choosing this population. The data was collected by using an online correlational survey, inviting faculty to participate via an email invitation that contained a link to the survey instrument. To create the survey, the researcher included questions from previous national and international surveys, developing as well new questions based on the literature review.

Schweitz (2006) study revealed several findings that are significant for the current research, especially when responding to the tow of the research questions: "*What attitudes and beliefs about internationalization do faculty members have?*" and "*How do attitudes and beliefs relate to faculty involvement in internationalization, faculty members' international experiences, and selected faculty characteristics?*" (p. 6). First the researcher found that faculty are increasingly interested in having international experiences as time goes on; faculty who have higher international experiences scores also have higher levels of involvement in internationalization as faculty members. The researcher found a statistically significant and strong correlation between these two variables. Second, the research also shoes that international experiences correlate with more favorable faculty attitudes and beliefs towards internationalization, concluding that attitudes towards internationalization can be considered a predictor of faculty involvement in internationalization. Attitudes and beliefs that are favorable towards internationalization precede the involvement of faculty in international experiences that comes later; therefore, the author concludes that making international opportunities available can turn the favorable attitudes and beliefs of faculty into actual behaviors. This is a very important aspect that the current research in considering, because lays the ground for the purpose of study in finding out what are the logics that can drive faculty to take action or not towards engaging in internationalization, considering the fact that logics contain, beside culture symbols and material practices, also assumptions, values and beliefs, which have an influence on faculty's

behavior. The current research is aiming to build on the findings from Schweitz (2006) study, as well as to fill in the gap that author is identifying “*to better understand the depth and the nuances of the relationship between international experiences at different stages and international involvement of faculty members, more research is recommended*” (p. 122), advancing the understanding of the engagement of academics in internationalization.

2.5 The concept of institutional logics

The concept of institutional logics is, beside the concept of internationalization, a central concept in this study which aims to identify what are the logics behind academics involvement in internationalization within the institution. As we have already seen from the previous sections, academia is at the heart of the university, and without its commitment, the university cannot reach its internationalization goals and purposes. As key actors within the university, academics have a different position within universities than the rest of the staff, enjoying a certain degree of academic authority and academic freedom – as Burton Clark (1987, p. 149) shows: “*academic professionals have been greatly bolstered by the rise of the scientific estate to great power in society and specifically in universities and colleges*”, being able to “*do largely as they please a good share of the time, all in the name of rational behavior*” for the “*pursuit of truth*” offering them “*unique professional privilege*” (Clark, 1987, p. 148) – to do research and to teach without external control in the area of expertise (Altbach, 2007, p. 2). Even though academics benefit from a greater privileges, and universities permit greater freedom of expression than other social institutions, this was never absolute, the institutional authority being present in different proportions according to the type of higher education institution as Clark (1987) shows. Taking into consideration these particular aspects of the academic profession and the uniqueness of the university environment, we can state that it is not necessary that the goals and aims of the institution in developing internationalization are reaching the academics in the same way, or that all academics are pursuing the goals of the institution through their work. Academics, as key actors in the change processes of internationalization, are very important, especially when looking at how their involvement can be attracted and increased in a way that it would be in accordance with the institutional strategies for internationalization. Analyzing the institutional logics influencing academics behavior in internationalization will help shed more light in what are the norms, values and belief system that can influence their engagement in internationalization, and how is this influence happening.

The concept of institutional logics was developed by Friedland and Alford (1991) and introduced into institutional theory from the need of understanding the interrelationships between society, institutions, and individuals, what the effects of these interrelationships are, and what shapes individual behavior (Thornton, Ocasio, 2008, p. 101). Being disregarded for a period of time since its development, the concept of institutional logics become a major research stream in the mid-2000s, many scholars trying to further develop methodological and theoretical tools in this way (Tammam, 2013, p. 79).

Friedland and Alford (1991) conceptualized society as an interinstitutional system with distinct logics associated with different societal sectors and perceived institutional logics as values and beliefs reflected in actor's behaviors and associated with "*a set of material practices and symbolic constructions*" that can enable and constrain the behavior of social actors (Friedland, Alford, 1991, p. 248). They defined institutional logics as "*the sets of organizing principles that grant order and coherence to particular domains of social life: sets of principles such as accumulation and commodification, for instance, which characterize the domain of the market and the realm of economic activity; or such as pursuit of transcendental truth, and personal enlightenment, which guide and organize certain forms of religious behavior*" (Pouthier, Steele, Ocasio, 2013, p. 207). These sets of principles give meaning and significance to the activity and define the value of the things to be done, what is considered laudable and what not, as well as the course of action and how it should be pursued. They are as well seen as shaping action, because they represent also sets of expectations for social relations and behavior (Friedland, Alford, 1991; Thornton & Ocasio, 2008; Thornton et al., 2012).

Another conception of institutional logics was developed by Jackall (1988), as shown by Thornton and Ocasio (2008, p. 101), which perceived institutional logics as "*the complicated, experimentally constructed, and thereby contingent set of rules, premiums and sanctions that men and women in particular contexts create and recreate in such a way that their behavior and accompanying perspective are to some extent regularized and predictable*". This definition, like the previous one, views institutional logics embedded in practices and sustained and reproduced by cultural assumptions, being "*the way a particular world works*" as Thornton and Ocasio (2008, p. 101) are summarizing. Thornton and Ocasio (2008) explain that the difference between the two definitions is in their focus: Jackall (1988) is emphasizing the normative dimension of institution and the intra-institutional contradictions of contemporary forms of organization, adopting a structural and normative approach, whereas Friedland and Alford (1991) have the focus on symbolic resources and the intra-institutional contradictions of inter-institutional systems, with a structural and symbolic approach (Thornton, Ocasio, 2008; Thornton et al., 2012).

The most representative definition was given by Thornton and Ocasio (1999, p. 804) which built on the previous developments of the concept and defined institutional logics as "*the socially constructed, historical patterns of material practices, assumptions, values, beliefs, and rules by which individuals produce and reproduce their material subsistence, organize time, and space, and provide meaning to their social reality*". This definition reflects four key principles of the institutional logics perspective: 1) striving to integrate agency (defined as an actor's ability to affect the social world by altering the rules, relational ties and the distribution of resources (Thornton et al., 2012, p.6), as well as to pursue and satisfy their self-interest (p. 79)) and structure; 2) and the material with the symbolic; 3) paying attention to historical contingency of institutions; and 4) following institutions across diverse social levels (Tamar, 2013, p. 80). Integrating the structural, normative and symbolic as three necessary and complementary dimensions of institutions (Thornton et al., 2012, p. 51), rather than separable dimensions as suggested by the other two definitions, institutional logics are pictured by

this definition as providing a link between individual agency, cognition, socially constructed institutional practices and the rule structures (Thornton & Ocasio, 2008, p. 101).

Institutional logics offer the possibility to understand how the individual and organizational behavior is located in a social context and the social mechanisms that influence that behavior (Thornton, Ocasio, 2008, p. 122). The core assumption of the institutional logics approach is that the interests, identities, values, and assumptions of individuals and organizations are embedded within prevailing institutional logics, which represent sources of legitimacy that provide a sense of order (Thornton, Ocasio, 2008, p. 103); they are organizing principles, used when making decisions in specific areas (Bastedo, 2009, p. 211). Institutional logics have effect on individuals and organizations when they are collectively accepted, and when the individuals identify themselves with an institutionalized group accepting and sharing its system of rules and beliefs (Thornton, Ocasio, 2008, p.111). Logics have been conceptualized as emerging within societal sectors like professions, corporations, the market, the state, the family, religions, they being commonly shared, recognized, and carried by the appertaining individuals, organizing and regulating in this way collective action (Dunn, Jones, 2010; Friedland and Alford 1991; Thornton, 2004; Thornton, Jones, Kury, 2005; Thornton, Ocasio, 2008; Thornton et al., 2012; Weber, Patel, Heinze, 2013). In their essence, logics have a dual function: they provide a top-down framework for focusing attention, and the bottom-up symbolic and material building blocks for responding to environmental stimuli (Thornton et al., 2012).

When analyzing the relationship between individuals and institutional logics, Friedland and Alford (1991) identified two different views: one *emphasizing opportunities*, meaning that when there are contradictions between logics within the institution, there are provided opportunities for individuals and organization for institutional change by exploring these contradictions and invoking the symbols and practices of the higher-order institutional logics when making the change; the other view is *emphasizing constrains*, when the dominant institutional logic is taken for granted, shaping individual preferences, interests, and the categories of action to attain them by establishing core principles for organizing activities and channeling interests.

A key element to institutional logics is that there are multiple institutional logics, as the current studies are recognizing, each governing different societal sectors, and the individuals and organizations appertaining to different sectors having to deal with different, even contradictory logics (Friedland and Alford 1991; Tammar, 2013, p. 80; Thornton, Jones, Kury, 2005; Thornton et al., 2012; Waldorff, Reay, Goodrick, 2013, p. 100). The term “constellation of logics” was developed by Goodrick and Reay in 2011, as Waldorff, Reay, Goodrick (2013, p. 101) are showing, describing an arrangement of multiple logics and the relationship between them in a field. The authors have identified *cooperative* and *competitive relationships* among the logics within constellations: the competitive ones imply the strengthening of one of the logics by weakening the others, whereas the cooperative relationships imply that alternative

logics can jointly influence practice, and the strengthening of one may even result in the strengthening of the other logics (Waldorff, Reay, Goodrick, 2013, p. 101).

The relationships between logics are very important when trying to understand how change occurs within an institution and how stability is maintained. Even though the cooperation relationships are considered, studies have proven that they represent transition periods when multiple logics coexist, but tensions between coexisting logics cannot be sustained on the long run, one logic eventually will be the winner, becoming the dominant institutional logic (Dunn, Jones, 2010; Friedland and Alford 1991; Thornton et al., 2012). Logics are reflected through practices within an organization, and when the dominant logic changes, the practices within the field change as well to reflect the current dominant logic (Waldorff, Reay, Goodrick, 2013, p. 102). The change in logics is seen by the scholars more as a replacement, where a dominant logic that was driving field-level practices is abandoned and replaced with another one (Dunn, Jones, 2010). Several studies have researched this phenomenon, showing different shifts in logics: for example the study conducted by Thornton and Ocasio (1999) which analyzed the historical contingency of executive power and succession in the higher education publishing industry, showed how the editorial logic was replaced with the market logic, leading to changes in executive succession practices; another study, conducted by Goodrick (2002) documented a shift from a vocational to a scientific logic in management education and a corresponding rise in empirical research; in another research done by Haveman and Rao (1997) on mutual funds, showed how a regulatory logic replaced a thrift logic, and both were later replaced by a market logic; and in the culinary field, the nouvelle cuisine logic replaced the haute cuisine logic, as the research done by Rao, Monin, and Durand (2003) shows.

Different logics have been associated through research findings with different types of geographical communities, organizations and actors: for example physicians were guided by the professional logic while health care managers were guided by a corporate logic in Reay and Hinings' (2009) study. Professions as well are often thought to be subject to multiple logics because they operate within multiple institutional spheres, like being subject to multiple regulatory regimes, embedded within multiple normative orders, and/or constituted by more than one cultural logic (Dunn, Jones, 2010, p. 2). They also have a dominant institutional logic that guides the organizing and provides actors with vocabularies, identities, and rationales for action, because the tensions between logics cannot be sustained over time (Friedland and Alford, 1991; Thornton, 2004). Professions are particularly important for this research that is focused on academics, and sees them as both social actors within the institutional environment, and appertaining to their "*tribes of professionals*" as Burton Clark (1987, p. 257) illustrated the professions which are "*isolating and commanding a domain of work*" (p. 257). When looking at the academic profession, Burton Clark (1987) is citing Ashby that notes that any higher education system has an "*inner logic*", that it is acting like "*its own articles of faith by which its practitioners live*" and which "*preserves their identity*" (p. 268). Burton Clark (1987), by analyzing the academic profession has identified three main logics: 1) the hegemony of knowledge, 2) the dualities of commitment, and 3) the absorbing errand (p.

267). These logics of the academic profession are very important for this study, they being taken into consideration for the construction of the analytical framework, largely described in the next chapter. Institutional logics have been identified as well for the efforts to respond to globalization forces and to develop internationalization in universities. A study done by Edelstein and Douglass (2012) with the purpose of understanding the international initiatives of universities, explored the possible logics that may contribute to improve the understanding of the forces stimulating institutional change. The authors identified nine institutional logics related with implementing the internationalization process: 1) pedagogical and curricular, 2) research and data access; 3) network development, 4) competitive; 5) market access and regional integration; 6) institution building, tech-transfer, development; 7) revenue and resources; 8) social responsibility; 9) national security. Edelstein and Douglass' (2012) study is as well important for the current research, contributing alongside with the Burton Clark's one to the development of the analytical framework for the analysis of the data. This study will be larger described and analyzed in the following chapter.

A call for further research is made very clear by most of the scholars investigating institutional logics because their importance in offering a precise understanding of social context, how individual and organizational behavior is located and influenced generating social change (Lounsbury, Boxenbaum, 2013; Friedland and Alford 1991; Thornton, Ocasio, 2008; Thornton et al., 2012; Waldorff, Reay, Goodrick, 2013). The existent literature has focused so far on the existence, replication, and replacement of dominant logics within particular institutional fields, the overlap between institutional logics or the institutional complexity, the emergence of new institutional logics, as well as on the interconnection of logics and collective identities (Pouthier, Steele, Ocasio, 2013, p. 207), but there has been limited attention paid to the relationships among multiple logics that are not competitive, and to the impact of multiple logics on action (Waldorff, Reay, Goodrick, 2013, p. 100-103) or to how and why actors manipulate and switch institutional logics (Thornton, Ocasio, 2008, p. 121). More research is needed to better understand how the macro-level logics influence individuals' orientation and their actions, interests and beliefs, and how these changes in actions of individuals can contribute to explain the outcomes at the macro-level (Thornton, Ocasio, 2008, p. 120). Call for research is made as well for exploring the micro-level activity within institutions, regarding how multiple logics are enabling and constraining action and facilitating change (Waldorff, Reay, Goodrick, 2013, p. 104; Thornton, Ocasio, 2008).

The current research will contribute to the existing literature by bringing understanding of how multiple logics are acting upon individuals' behavior enabling their actions. Looking especially at the micro level, where academics are operating, and as well into what influence the logics have from the macro level upon the micro one, this research responds to the call for further research within this matter. Even though the results apply only to this specific context and cannot be generalizable, the study can be taken as an example, and followed up by further and extensive research.

2.6 Conclusions

This chapter brings a review of the literature that provides the theoretical base for the current study through investigating the literature and the research done by the internationalization and institutional logics scholars in order to explain the concepts used, and analyze the relevant theoretical areas. Five areas have been explored: first it was important to clarify the concept of internationalization, differentiating it from the one of globalization, and analyzing it in order to provide a clear understanding of its meaning, the way it's developed at institutional level and what are the rationales that HEIs would have to internationalize. The second area looked at the way universities are interpreting and integrating internationalization, trying to frame more concretely what may constitute an internationalized institution by presenting two models elaborated by Ellingboe (1998) and Paige (2005) which have identified different components that bring more complete understanding of the process applied in internationalizing universities. The third area is focused on the academics' participation in the internationalization process, emphasizing their "*pivotal role*" (CIGE, 2012, p. 14) in the internationalization process within universities because of their direct impact in teaching, research and the service missions of HEIs. This part reveals the differences between the engagement of academics in internationalization, as well as the barriers that can prevent their involvement in international activities, offering strategies for the universities to overcome them. The fourth area is covering the meaning of the institutional logics concept, pointing out the multiplicity of logics existing within the institution environment and the type of relationships among them, giving the possibility to understand how the individual behavior is influenced.

The literature review is a very important part of this study, representing the base on which the study is built. Every section presented in this chapter is meant to facilitate a deeper understanding of the issue investigated, analyzing it from different angles that build on each other to frame the big picture to which this research relates and contributes to. Another important aspect of this chapter is that it represents a support for the following chapters, and mainly in building the analytical framework, as well as for the data analysis, the interpretation of the results, and for the conclusions that are drawn from them. All the parts of the current study are developed in strait connection with, and based on the existent literature. The literature stands as a point of reference for this study, greatly contributing to its development.

3. CHAPTER III - ANALYTICAL FRAMEWORK

The study is based on an analytical framework developed on the basis of the existent literature. The analytical framework is created to analyze the collected data and respond to the main research question, “*How do institutional logics related with internationalization of higher education influence the perceptions, interests and actions of academics in the development of internationalization at School of Management, UTA?*”, reaching in this way the purpose of the study which seeks to identify how logics influence academics engagement in internationalization. There are three main studies that will be used in the support of this framework: The first study is “*Internationalization: Interpretations among Dutch practitioners*” by Haijing (Helen) de Haan (2014) that identified 14 key elements of internationalization; second, is the study developed by Edelstein and Douglass (2012), titled “*Comprehending the international initiatives of universities: a taxonomy of models of engagement and institutional logics*”, where the authors identified nine general institutional logics of internationalization; the third study that will contribute to the analytical framework is part of the book “*The academic life. Small worlds, different worlds*”, in which Burton Clark (1987) identified three logics of the academic profession.

The central concept at this point in the analysis is the logics within the institution related with internationalization that can influence academics engagement in it. As explained in the previous chapter, institutional logics are “*the socially constructed, historical patterns of material practices, assumptions, values, beliefs, and rules by which individuals produce and reproduce their material subsistence, organize time, and space, and provide meaning to their social reality*” as Thornton and Ocasio (1999, p. 804) defined them. They have been defined as well as “*sets of organizing principles*” (Friedland, Alford, 1991) or “*sources of legitimacy*” which provide a sense of order (Thornton, Ocasio, 2008, p. 103) and guide the decision making process of different aspects within the institution (Bastedo, 2009, p. 211). We can observe from the meaning that the literature provides to institutional logics that they are purposed to guide, organize, provide meaning, or regularize the behavior within an institution. Therefore, different studies analyzing this concept, and the effects of institutional logics from macro level - meaning the institutional level, to the micro level - meaning the individual and organizational one, have acknowledge the potential of institutional logics to shape and direct action (Friedland, Alford, 1991; Thornton & Ocasio, 2008; Thornton et al., 2012). They are seen as “*templates for action*” (Bastedo, 2009, p. 3) defining how the action should be pursued.

Friedland and Alford (1991, p. 248) perceived institutional logics as values and beliefs reflected in actor’s behaviors and associated with “*a set of material practices and symbolic constructions*” that can enable and constrain the behavior of social actors. But in order to be able to shape action, the logics have to be collectively accepted; this situation became possi-

ble when individuals within an institutionalized group are identifying themselves with it, accepting and sharing its system of rules and beliefs (Thornton, Ocasio, 2008, p.111). Therefore, by accepting and identifying themselves within an institutionalized group, individuals and organizations give the opportunity for the prevailing institutional logics of that group to shape their interests, identities, and assumptions, as well as to give meaning and significance to activities, creating an understanding of the socially recognized values that the tasks to fulfill are carrying, and also how they should be accomplished (Thornton, Ocasio, 2008). Logics provide the rules of the game which shape the understanding of the social actors, giving value and shaping their interests in order to determine what issues to be attended first (Thornton, Ocasio, 1999).

Considering the fact that institutional logics contain the “*means and ends*” (Thornton, Ocasio, 2008, p. 103) of the interests and agency of individual and organizational actors, known under the name of embedded agency, a partial autonomy of individuals is presumed (Thornton, Ocasio, 2008, p. 104). This autonomy of individuals makes possible the shifts in the dominant institutional logics especially when more institutional logics coexist, making room for contradictions that can develop between them; this phenomenon being more common in organizations that bridge different organizational fields and thus have contact with multiple logics (Dunn, Jones, 2010; Friedland and Alford 1991; Thornton et al., 2012). The relationship between coexistent multiple logics is expressed in terms of dominant logic, and subordinate ones, the first one being the one guiding the behavior, whereas the former ones do not (Goodrick, Reay, 2011, p. 376). Individuals can embrace and direct their actions towards one logic over the other. This situation can happen because of lower constraints and embeddedness of actors, when institutional entrepreneurship is encouraged, or changes are brought, in this way, individuals having the opportunity to favor the dominant logic (Thornton, Ocasio, 2008). Consequently, the possibility for change is embedded within institutional logics and is contained in the individual and organizational actions: “*institutional logics are socially constructed and therefore constituted by the actions of individuals and organizations*” (Thornton, Ocasio, 2008, p. 104).

The importance of the role that social actors play in the institutional process has been taken into consideration by the recent concerning literature, which shows that they represent “*the key to understanding institutional persistence and change*” (Thornton et. al., 2012, p. 76). The understanding of the role of social actors in shaping and being shaped by the institution became the new aim of scholars that started developing microtheories based on theories of human behavior. Therefore, Thornton and Ocasio (1999) and Thornton (2004) made the connection between the macro logics and the micro behaviors and decisions by using a theory of attention (Thornton et. al., 2012, p. 77). Because it failed to capture the complexity of the relation between individuals and institutional logics, highlighting mostly the macro constraints on than the opportunities offered, the authors further developed their theory by incorporating psychological and sociological perspectives upon the human behavior. The Model of Micro-foundations of institutional logics was further developed to illustrate both, how individual agency is culturally embedded in institutional logics, which means that the culture of social groups to which the individuals appertain, provide them with symbolic structures to under-

stand and construct their environments, as well as how individual agency is involved in the reproduction and transformation of institutional logics (Thornton et. al., 2012, p. 79-80).

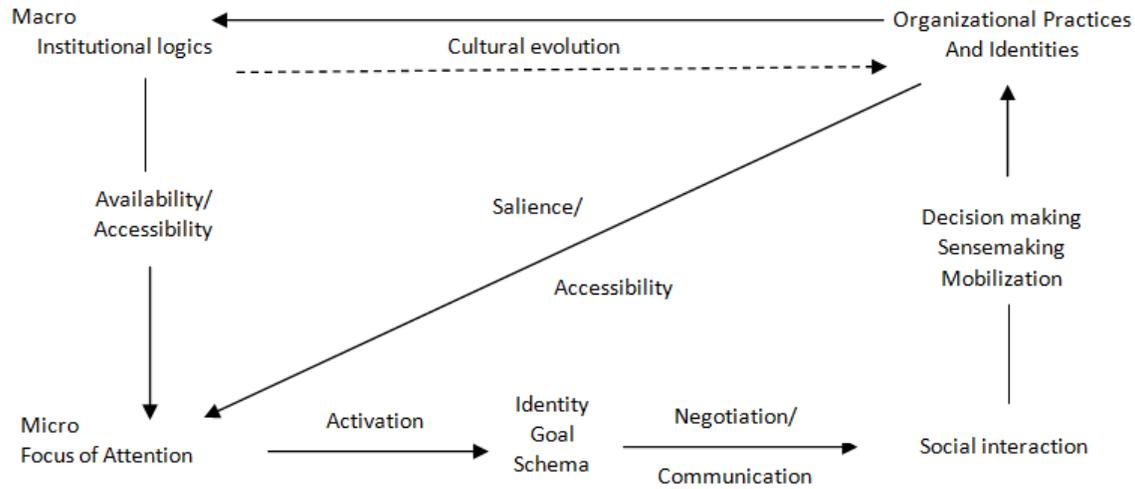


Figure1: *The Model of Microfoundations of institutional Logics (Thornton et. al., 2012, p. 85)*

The Model of Microfoundations presented above incorporates the approaches to institutional logics of the concerning literature, as well as various theoretical elements to present this complex process. The model brings a very comprehensive understanding of how institutional logics influence, and are influenced by the social actors. The model is capturing the macro to micro perspective through the effects of institutional logics on the individuals' focus of attention. The available and accessible institutional logics generate perspective for processing information and focusing attention through cultural embeddedness which activates a specific set of social identities, goals and cognitive schemas. The available institutional logics are the ones that carry knowledge and information that can be used by individuals in their cognitive processes, situated in the long-term memory; the accessible institutional logics are those that come first to mind when needed. But in order to focus the attention of individuals, institutional logics that are available and accessible have to activate specific identity, goals, and schemas, which means a previous acceptancy and identification with those specific institutional logics that facilitates their actual usage. The model as well illustrates a micro to micro perspective which has its main focus on social actors. Individuals reproduce and transform institutional structures not alone, but in interaction with other individuals, by communicating and negotiating the “*situational context of cognition*” (Thornton et. al, 2012, p. 94). During social interaction, the institutional logics and their component identities goals and schemas represent the base from which organizational identities and practices are reproduced and transformed. In the micro level, the individuals are perceived as “*situated, embedded, and boundedly intentional actors*” (Thornton et. al, 2012, p. 83): culturally embedded in institutional logics, and situated in organizational practices that are subject to change. In this way, both taken-for-granted behaviors, as well as the capacity for agency and reflexivity are granted. Therefore, through social interaction, changes in the focus of attention can be brought by

a common acceptance of the things discussed. A micro to macro perspective starts to be developed in this way, as the model is illustrating. Since so far the model explained how individual agency is culturally embedded in institutional logics, from this point further it shows how individual agency is involved in the reproduction and transformation of institutional logics. Three mechanisms have been identified through which mainly the reproduction and diffusion of institutional logics takes place, as well as their transformation through the opportunity to change contained by the logics: sense making, decision-making, and mobilization. All these mechanisms are affected by the institutional logics, and they all contribute to the transformation of institutional logics through their translation in organizational practices and identities which bring cultural evolution. The model is also representing that the focus of attention is not only influenced by the institutional logics, but also by these bottom-up environmental stimuli. This phenomenon happens especially in the moments when individuals face situations where the existing cognitive schemas provided by the institutional logics are not applicable to the situation encountered in the environment. In these cases, certain bottom-up features are highlighted more than others, the others referring at this phenomenon as salience.

The Model of Microfoundations, developed by Thornton, Ocasio and Lounsbury (2012) brings an important and very comprehensive contribution to the institutional logics field of studies. Built on the existent theoretical and empirical literature concerned with institutional logics, supported by the one from other fields like psychology and sociology, it has the capacity to fully integrate it, and also bring new aspects. The study accounts for both enabling and constraining effects of institutional logics on social action, as well as for the role of institutional logics and individual agency in the reproduction and transformation of institutions. Having such a broad area of concern, not all its perspectives are relevant in the case of this study. The perspective of concern from the Model of Microfoundations that this study is going to rely on, is the macro to micro one (top-down), meaning the influence that institutional logics have on the focus of attention off social actors leading to action.

The theoretical aspects presented so far are representing the base on which the analytical framework for this study is built. The model presented above shows that in order for the institutional logics that are available and accessible to focus the attention of individuals, they have to activate specific identity, goals, and cognitive schemas. The identity is seen as the social roles that individuals have in their appurtenance to social groups or categories, and alongside with interests and goals they create the intentionality which is bounded by the cognitive schemas on attention (Thornton et. al., 2012, p. 79). The cognitive schemas represent the knowledge structures (the set of assumptions, values, beliefs, rules) generated by institutional logics in order to process information and guide decision (Thornton et. al., 2012, p. 88). The cognitive schemas provide the answers of how a specific world works by favoring the understanding of it.

Further on, a simplified model of the top-down relation between institutional logics and action will be develop. The model is pursuing the purpose of this study and is based on what

has been discussed so far in this chapter. Its main purpose is to offer a base for the construction of the analytical framework of this study:

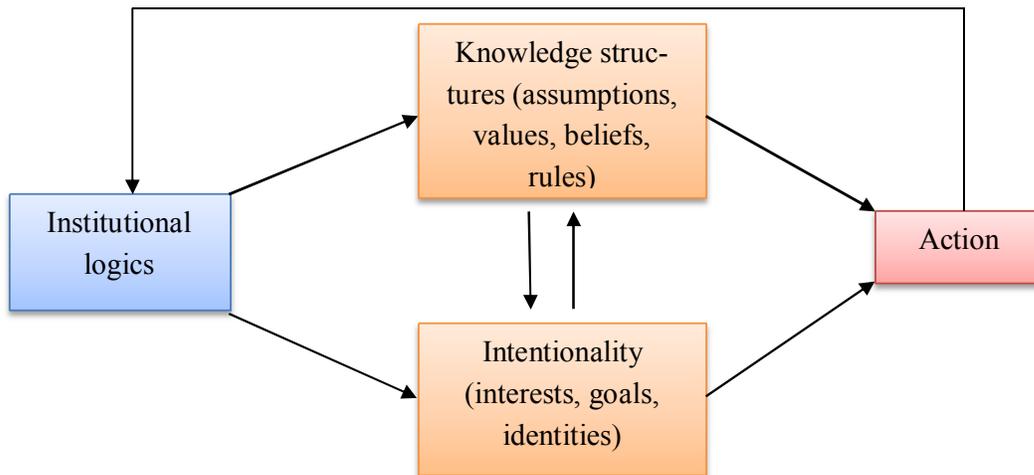


Figure 2: *The relation between institutional logics and action*

The constituted figure illustrates what relations are between institutional logics and action, and how they affect each other, as identified from the literature. We can clearly observe from the *Figure 2* that in order for the institutional logics to have an influence on the action of the social actors, it needs firstly to be accepted and internalized by the specific actors. This identification happens when the individuals find common bridges between their previous beliefs and understandings, the values that they give to certain aspects on which their interests are built, and the ones that the institutional logics are carrying (Friedland and Alford 1991; Thornton, 2004; Thornton, Ocasio, 2008; Thornton et al., 2012). By generating a set of values that order the legitimacy, importance, and relevance of issues and solutions, institutional logics are firstly influencing knowledge structures like the system of belief and understanding, and the intentionality of individuals which combines their interests and identities, in order to reach and influence the behavior towards the engagement into action. The focus of attention that was present in the Model of Microfoundations is no longer present here because it is a driver of action, and it can be implied already when the actual action is done. The focus of attention had a very important role in the Model of Microfoundations because of the social interaction was considered for developing the bottom-up perspective. But social interaction is not an important factor in the case of this study, since it only focuses on the top-down perspective.

Coming back to the purpose of this research, which is to identify which are the logics related to internationalization and how they can influence academics engagement in internationalization at the School of Management, UTA, the model built so far could be translated in the analytical framework of the study as follows:

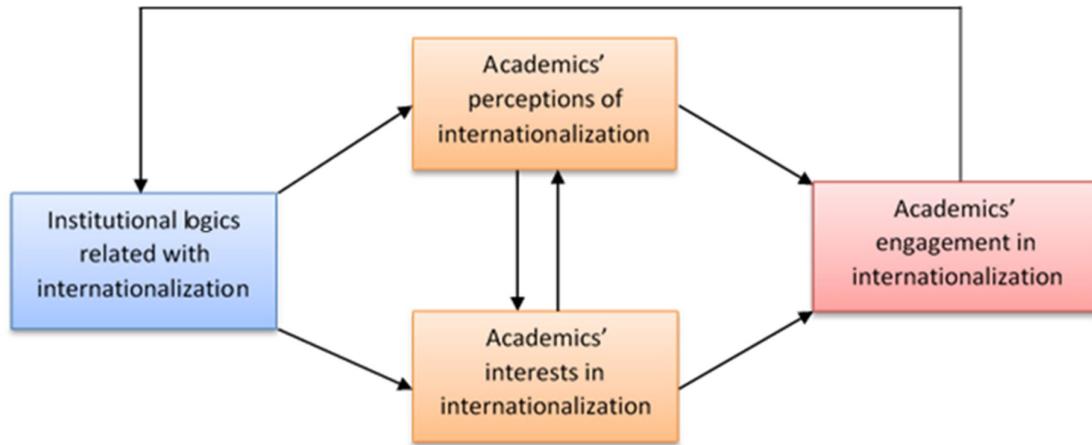


Figure 3: Analytical framework of the study

Figure 3 illustrated the analytical framework built from the relevant literature for the purpose of this study. Four dimensions have been identified as being relevant for the analysis of how institutional logics can influence the engagement of academics in internationalization: 1) institutional logics related to internationalization dimension, 2) academics' perceptions of internationalization, 3) academics interests in internationalization, and 4) academics engagement in internationalization. The framework developed shows the interrelations between these four dimensions as extracted from the literature.

The institutional logics of internationalization can influence the engagement of academics in internationalization firstly through providing meaning and understanding of the concept of internationalization, and also by giving it a particular value which raises the interest of academics to further take the action and engaging in international activities, contributing to the development of the internationalization process at the their institution. Academics' perceptions of internationalization dimension, as well as academics' interests in internationalization dimension are mediating dimensions in the relation between institutional logics and academics engagement in internationalization. They are important because through them institutional logics have effect upon academics engagement. As we already explained, institutional logics provide the meaning of internationalization that the institution is adopting and following to integrate, in accordance with its mission and strategies. They are creating a system of beliefs upon internationalization that in order to shape the engagement of academics, it needs to be accepted and interiorized by them. In the study that Schweitz (2006) conducted to investigate faculty's attitudes, beliefs, experiences, and involvement related to internationalization, widely presented in the Chapter II, an important correlation was found between the beliefs and attitudes that academics have towards internationalization and their actual engagement in it. An important aspect from this study is as well that the engagement in international experiences comes later, being preceded by the creation of the beliefs and attitudes that are favorable towards internationalization. In this sense, institutional logics contribute to first create the system of beliefs related to internationalization, through which to reach and influence the engagement of academics in it.

The literature so far has shown that successful internationalization efforts are highly dependent upon the understanding and interest of academics to engage in internationalization (Childress, 2008, 2009, 2010; Navarro, 2004, Hanson, McNeil, n. d.; Green, Olson, 2003; Schweitz, M., 2006). A study done by Kwok and Arpan in 1994, previously mentioned, has shown that a low level of faculty interest has ranked as the second most important obstacle in internationalization of U.S. institutions (Navarro, 2004, p. 53). A low level of interest of academics is a serious obstacle for internationalization as Navarro (2004) highlights, because they won't engage in internationalization if they won't see through it the fulfilment of their interests as well. As previously explained, institutional logics give as well specific value to internationalization that puts in order its legitimacy, importance, and relevance within the institution. This value given by the institutional logics is influencing and shaping the interests of academics to engage in internationalization, but firstly it has to be interiorized by them, in this way becoming one with their own personal interests. There is also a tight connection between understandings, perceptions and interests of academics upon internationalization. The understanding of the meaning, importance of internationalization can create interests related to it, as well as the existent interests can energize further understanding, which both contribute to increase the engagement of academics in internationalization. As literature already revealed, through their activities and engagement, academics have a strong influence on the determination of goals, management and administration of institutions and the daily routines of work, as well as in the implementation and development of the internationalization process (Enders, Musselin, 2008). Therefore, the actions of academics in internationalization contribute to the establishment of the dominant logics that is influencing their engagement. As previously shown, institutional logics can vary in their influence, multiple institutional logics related with internationalization exist, but not all of them have the same influence upon the engagement of academics in internationalization. Their dominancy can be changed over time due to the embedded agency, this recognized partial autonomy of individuals, which is exercised mostly through collective action.

The analytical framework is built upon the relations between institutional logics and action previously identified. Because the current study is purposed to analyze the influence that institutional logics have on the perceptions, interests and the action of academics in order to highlight how their engagement in internationalization is affected from the top level of the institution, so the macro-micro relation, the relation of influence from the academics engagement back to the institutional logics of internationalization, meaning the bottom-up relation is not going to be stressed here. By following its purpose, the analysis of the data will focus on the influence that institutional logics of internationalization have on academics' perceptions and interests related to the engagement in internationalization, and in what way. The analysis will look to identify as well the relation between the mediating dimensions of the analytical framework, the perceptions and interests of academics, and also how they are reflected in the actions of academics. The framework built takes into consideration as well that the institutional logics are not static structures, but they are keen to change, as the literature and the Model of Microfoundations showed. This micro to macro aspect is highlighted by the arrow through which the engagement of academics in internationalization affects the repro-

duction and transformation of institutional logics related with internationalization. Considering the fact that the perspective of the study is a macro to micro one, the micro to macro perspective will be left to be further investigated by other research concerned in this issue.

In order to further apply the analytical framework developed, three studies selected from the relevant literature and mentioned at the beginning of this chapter will be explained. For the first dimension of the framework developed, institutional logics related with internationalization, the literature revealed the two studies mentioned above, that can help us identify what are the institutional logics that can influence academics engagement in internationalization. In their study, Edelstein and Douglass (2012) bring from an institutional perspective the logics related to the enhancement in internationalization. They identified nine institutional logics of the international initiative of the universities: 1) *pedagogical and curricular logics* that are connected with the development of international activities which involve student learning and experience in collaboration with foreign partners, the mobility and exchange opportunities, as well as integrating an international aspect within the general curriculum; 2) *research, data access and expertise logics* points out the need of freedom of research and researchers to study what they want to study; facilitating the establishment of international, even global relationships and connections between scientists with the purpose of developing their research emphasize these logics; 3) *network development logics* are translated through institutional efforts to establish long-term relations with other partner universities abroad; 4) *competitive logics* which are shown by the pursue of prestige and recognition, as well as gaining access to new sources of students and academics, or other sources of revenue; 5) *market access and regional integration logics* are shown through the pursue of creating strategic relationships, activities and programs with partners in countries with rapid economic growth that will create long term benefits, as well as implementing supranational reforms, like the Bologna system, which to encourage a greater integration into the region; 6) *institution building, tech-transfer, development logics* is pictured by the capacity building, joint research programs and training activities in countries less developed economically to help HEIs to contribute to the economic and social development of their countries; 7) *revenue and resources logics* are seen in implementing international activities, partnerships, networks or the recruitment of students and staff which have as main purpose the obtainment of revenue; 8) *social responsibility logics* are driving universities to facilitate and promote activities that would assist individuals and communities in poor countries or regions by offering volunteering time, labor, and knowledge; 9) *national security logics* drive universities to receive government funding for implementing specific activities, national and international, like the study of specific languages and societies, research and projects focused on global and international issues and relations that are important for national security.

The second study that this research is considering as relevant for a better and deeper understanding of the logics related with internationalization that can influence academics engagement reveals the logics of academic profession identified by Burton Clark in 1987. These logics are particularly important for the analysis considering the fact that academics are appertaining to their “*tribes of professionals*” which “*cultivate their own social systems and*

cultures, perpetuate distinctive human coefficients”, have their “*special styles*” and “*elaborate powerful identities for individuals and groups*” as Burton Clark (1987, p. 257-258) is showing. By analyzing the academic profession, Burton Clark (1987) identified three logics that this profession is carrying: 1) *the hegemony of knowledge* that refers to the knowledge creation and transmission as the main drivers, knowledge being the means, as well as the end of the academic profession. The categories of knowledge that disciplines and professional fields of study have established historically and kept till the present contain the roots of the academic profession. As knowledge driven organizations, universities have a bottom-up structure, the power being contained within the basic units that are “*nearly self-sufficient entities that do the work of disciplines*” under the “*logic of subject domination*” (p. 268). 2) *The dualities of commitment* that show the belonging of academics to their disciplines and the institution, always having to find a balance between the two (p. 270-272). 3) *The absorbing errand* is picturing the devotion to knowledge that is the central thing of the academic profession and has “*great power*” (p. 275); the “*inward calling for science*”, “*the passion*”, “*the enthusiasm*” like a “*strange intoxication*” of the scientist to pursue the truth (p. 273) that “*captures and motivates*” academics to make their tasks part of themselves (p. 272).

To be able to analyze the second dimension of the analytical framework, which regards how internationalization is perceived in practice by the academics from the School of Management, UTA, the study mentioned above and developed by Haijing (Helen) de Haan (2014) will be used. The study brings a set of elements of internationalization that have been identified through research conducted between February 2009 and February 2011 in 16 Dutch HEIs, where 73 key actors in the field of internationalization were interviewed. The author identified 14 key elements that are constituting the concept of internationalization as it is seen in practice: 1) *student recruitment*, referring that internationalization is firstly perceived in practice as dealing with the recruitment of international students; 2) *gaining international experience/competences/knowledge* points out the internationalization makes an important contribution to the development of an international awareness or perspective among students and staff; 3) *internationalizing curricula/programs* refers to the fact that internationalization is seen as helping the development of international programs, or the adding of an international dimension to the existing programs, as well as attracting more international students and enriching the local students’ international knowledge; 4) *international marketing* is referring to the marketing and branding activities that target internationalization; 5) *globalization/government policies*, which show internationalization as a response to globalization, being steered by the EU and national government policies; 6) *network building*, pointing out the importance of networks, partnerships, or other forms of collaboration that internationalization is facilitating; 7) *improving education/research quality* refers to the possibility offered through internationalization to recruit internationally the best PhD students and research staff, as well as international students that can function as a role model for the local ones, and through which the quality can be enhanced; 8) *a process changing universities*, that refers mostly of the fact that the changes brought by internationalization go deeper within the universities, changing the mind-set of staff and students; 9) *student and staff mobility*, which involve any movement or exchanges of home students or staff with foreign institutions; 10)

international positioning of the institution covers the placement of the institution in relation with the international higher education community, referring mostly to rankings or reputation; 11) *creating an international environment* refers to an increased diversity of cultures on campus that internationalization is facilitating; 12) *integration into the entire organization* refers to the integration of the international aspects into the entire organization, creating an internationalized community; 13) *a defining feature of higher education* which means that internationalization is part of the core attributes of an university, higher education being international in its basic nature; 14) *peacemaking/solving global or societal problems* which infers the contribution that HEIs can have to finding solutions to the global problems, including here the political, cultural, and academic rationale.

Giving the fact that internationalization is called by Knight (2011, p. 14) a “catchall phrase” including “anything and everything remotely linked to worldwide, intercultural, global or international” (p. 14) and which can bring confusion and misunderstanding, the interpretations of internationalization are affected by many factors like the theoretical research, as well as the organization and consciousness of professional practice. Therefore, Haijing (Helen) de Haan’s (2014) study will help to reveal the perception that the academics from the School of Management, UTA have of internationalization. These findings will contribute to further analyze the data according to the framework developed, they representing the academics’ perception of internationalization dimension.

4. CHAPTER IV- METHODOLOGY

This chapter will present the methodology that this study is based on, and that is suitable for reaching its purpose to identify what logics lay the ground for academics to engage in different kind of international activities, and how they can influence the engagement of academics in internationalization process in the School of Management, UTA. The chapter presents in the first section the research design, followed by presenting the method used and the rationales for their appropriateness in relation with this study in the second section. The context of the study will be as well described in this section. Further, the data collection techniques will be presented, along with the sampling strategies. The fourth section will expand on the data analysis, whereas the last section of this chapter will look into the reliability and validity aspects of the current study.

4.1 Research design

The literature concerning research method highlights three main approaches to research: qualitative, quantitative, and the newest one, the mixed-methods approach (Biggam, 2011; Cai, 2012; Creswell, 2003, 2009, 2012; Johnson, Onwuegbuzie, 2004; Muijs, 2004). The qualitative approach is based on a constructivist or interpretivist paradigm and it can be exploratory, descriptive and explanatory (Babbie, 2006). Its purpose is to provide information about the “human” side of an issue researched like behaviors, emotions, opinions, beliefs, perceptions, helping in creating meaning out of social actions and experiences of particular populations (Cai, 2012, p. 64). Quantitative methods on the other hand, are driven by a positivist paradigm representing the “*cornerstone of social-science research*” (Johnson, Onwuegbuzie, 2004, p. 14) and are based on the collection of numerical data which is measured and analyzed through mathematical based methods, having the purpose of generalization (Muijs, 2004, p.1). Mixed methods presume the involvement of qualitative and quantitative methods used together in the same research.

This study implies a qualitative exploratory case study research design for the following reasons: 1) it studies things in their “*natural settings*” (Creswell, 2007, p. 36), meaning a specific context without manipulating it in any way; 2) the researcher keeps a focus on understanding the problem through the meanings that people bring to the issue under study; 3) the researcher is a “*key instrument*” (Creswell, 2014, p. 185) because has collected the data herself through interviewing the participants face-to-face, and not relying on questionnaires and instruments developed by other researchers, but developing the instrument herself, based on the literature; 4) the process of the research is, as Creswell (2014, p. 186) calls, “*emergent*” because it can be modified along the way in order to facilitate the learning about the problem form the participants and obtaining the information that needs; 5) the existing research related

with this topic is not enough so far, no research being done previously on this topic and in this context; 6) the need for a qualitative approach is as well reflected through the fact that due of the lack of existent studies, no important variables could be identified for this specific issue in this specific context at this point, meaning that the topic is not suitable for quantitative analysis; 7) a complex and detailed understanding of the issue in this particular context is needed, therefore, further exploration is important. Adopting a qualitative exploration approach to look into the problematic of how logics related with internationalization influence academics' behavior in internationalization, it will give the opportunity to deeper understand this issue, due to the flexibility that it offers, opening as well the path for further research.

4.2 Case study method

The case study is a qualitative and explorative approach strategy to inquiry (Creswell, 2007; Yin, 2003) where the researcher explores in depth “a bounded system (a case) or multiple bounded systems (cases)” in a certain period of time and integrating a description of it along with case-based themes (Creswell, 2007, p. 73). A case study can be a program, an event, activity, process or one or more individuals that are studied within their contexts and through a variety of sources of information like for example observations, interviews, audiovisual material, documents and reports which allows the understanding of multiple faces of the phenomenon, revealing “holistic and meaningful characteristics of real-life events” (Yin, 2003, p. 3). Yin (2003) is basing the case study approach on a constructivist paradigm which claims the relativity of the truth because of its dependency on the subjective personal creation of meaning, but recognizing some notion of objectivity as well. The reality is a social construct in this case, the understanding of the researcher upon the phenomenon researched is done through the stories of the participants that are describing their view of the reality.

Different types of case studies have been identified from the literature: Yin (2003) categorizes them into explanatory, exploratory, or descriptive, differentiating as well between single, holistic and multiple case-studies; on the other hand, Creswell (2003, p. 74), citing Stake (1995) is presenting the intrinsic, instrumental and collective case study types. The current research is conducted by an exploratory and instrumental case study approach that is chosen to fit the overall purpose of the study. It is exploratory because the investigator is inquiring a particular issue of the case study chosen, meaning the logics related with internationalization that influence the engagement of academics in internationalization. The existent relevant literature does not present this issue clear enough to offer already a set of outcomes, therefore, an exploratory approach is the most suitable in this case. It is instrumental because the case itself, the School of Management, UTA, is of secondary interest, playing a supportive role in facilitating the understanding of this issue of how the logics influence the engagement of academics in internationalization.

4.3 Data collection

Creswell (2014, p. 190) identified four types of data collection: observation, interviews (face-to-face, telephone, online or by e-mail, and focus groups), documentation, and audio and visual materials. For the interest of this research and for the nature of the issue investigated, obtaining primary data is in the interest of the researcher. The most appropriate method chosen for the data collection in order to explore individual thoughts and perspectives on the issue studied is the face-to-face semi-structured interview.

4.3.1 Sampling strategies

In order to proceed with the actual collection of the data and preform the interviews, an important step is choosing the most appropriate sample technique for reaching the purpose of the research. The identification of the target population, defined by Creswell (2007, p. 142) as a group of individuals that have the common characteristics which the researcher can identify as relevant for the purpose of the study, and from which to select a sample, is as well important for the relevancy of the data analysis and findings.

The target population of this study consists of all academics from the School of Management, UTA. Two sampling strategies have been identified to be the most suitable to select the sample from the target population in order to investigate the issue proposed by this study: the purposive sampling, along with the snowball technique. The purposive sampling has been chosen because it allows enough flexibility for the researcher to intentionally select individuals with particular characteristics that will be best able to answer to the research questions (Creswell, 2012, p. 206). Considering the fact that this study is investigating academics engagement in internationalization, and looking into how the logics related with internationalization can influence it, the previous and current engagement of academics in international activities has been identified as relevant characteristic that the participants should have in order to reach the purpose of this research for several reasons: first, for reaching the purpose of this research, an experience of the participants in international activities is important because it can reveal the logics that influence it; second, the academics already engaged in international activities have their own experience as a background for this issue, bringing a direct input; and third reason is that the academics engaged in international activities, and international active may express themselves much more easier in a foreign language, like English is in this case. The goal of choosing purposive sampling is not to randomly select units from a population to create a sample with the intention of making generalizations, but to focus on particular characteristics of a population that are the most relevant for gathering the information needed to attend the issue investigated. By choosing this technique of sampling, the sample selected will not be generalizable for the whole population, but this aspect is not considered as a weakness for the current study because it is more important to elucidate this particular and specific issue, opening the way for further research to be done.

Alongside with the purposive sampling, the snowball technique has been chosen as a way to reach the participants with this specific characteristic, meaning current or previous engagement in international activities. The snowball technique is described by Creswell (2012, p. 146) as an alternative to convenience sampling, the researcher asking the current participants to identify others that can “*become members of the sample*” (p. 146).

4.3.2 Instrument

The instrument used for the data collection was the qualitative interview. The type of interview selected was the semi-structured one. The interview included mostly open-ended questions because it offered enough flexibility for the researcher to investigate the issue proposed by offering the chance for the interviewees to express their thoughts related to the topic in order to capture relevant information. Previously to the interviews, a guiding structure containing 14 questions was developed according to the relevant literature; the guiding questions are attached in Appendix A. The questions were designed to reflect five topics: general information, internationalization concept, interest in internationalization, engagement in international activities, and institutional influence. Considering the fact that qualitative research is an emerging design, as Creswell (2012, p. 131) is stating, the questions asked varied from case to case according to the specific of each interview. The initial questions were as well shaped during the interviews, based on the feedback, or the relevance of responses for the topic investigated.

Eight interviews were conducted in the period 16th of March and 7th of April 2015, lasting about 40 min to 1 hour. A consent letter was sent previously to all participants, explaining the purpose of the research, what are the conditions of participation, as well as the confidentiality terms; the consent form can be found in Appendix B. All interviews were audio recorded using a voice recorder application from the mobile phone.

The interviewees were selected from all three departments of the School of Management, UTA according to the criteria stated above. In order to find the academics that were involved in international activities, the researcher accessed the information related with the current Master’s programs taught in English language from the School of Management, and contacted the academics involved. Once the first interview was over, the researcher used the snowball technique to reach other academics that could be involved in international activities. Each interviewee was asked to recommend at least one other person from the school that would fulfill the criteria requested.

4.4 Data analysis

The analysis of data was performed according to the qualitative process of data analysis proposed by Creswell (2012, p. 237) and illustrated as follows:

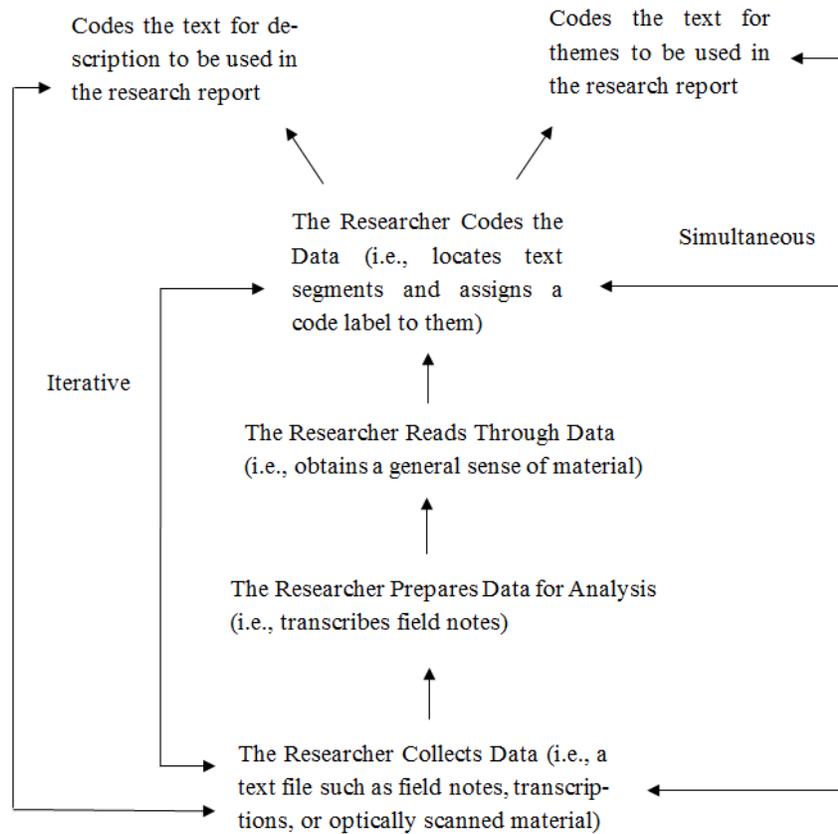


Figure 4: *The qualitative process of data analysis (Creswell, 2012, p. 237)*

As illustrated in *Figure 3*, the applied data analysis process was simultaneous, because the data started to be analyzed already from the collection stage; iterative because it implies a repetition of going through the data as many times as it is needed for getting more information as the analysis proceed; as well as inductive, because it starts with the detailed data collected, and ends with general cods and themes. After each interview conducted, the data collected through audio recordings was accurately transcribed and analyzed in terms of relevant and major ideas. A general sense of the data was obtained by reading it several times, for developing a better understanding of the information offered by the participants, as well as the analysis was conducted each time.

After the transcriptions of the data, to each interviewee it was assigned a specific color. Tables were formed, in which text segments with similar meaning from all interviews were brought together in specific cells. Part of the analysis was conducted deductively, the major themes being already provided by another study, and in this case, expressions used by the interviewees and that were judged to have similar meaning as the ones of each theme identified in the study were placed accordingly, recording them in the appropriate cell in the table. Other part of the analysis was conducted inductively, first grouping text that was judged to

have similar meaning into specific table cells, after which code names were given to reflect the content of each category. In the last stage, similar codes were brought together, and the final themes were formed.

4.5 Reliability and Validity

The validity and reliability of a study are important aspects to be considered for the study to be accepted by the research community. Both principles are important, because they establish the trustworthiness, the credibility and authenticity of the whole study, as well as its findings. Two types of validity have been identified in the literature, as Creswell (2007, p. 202-206) shows – internal and external validity. The internal validity refers to the appropriateness of choice in data sources and the method used to collect the data in a way that would accurately represent the reality or the phenomenon studied. The current study is taking into consideration the validation aspect by choosing the in depth interview for collecting the data from those participants that had the specific criteria needed to accurately illustrate the issue under investigation. During the overall research process, peer review was done to provide an external check. Debriefing sessions were made in the presence of another colleague who had the task to ask questions about the methods used and their relevance for the whole study, as well as to question the meanings, and interpretations of the data collected, in order to get the most accurate representation of the issue under study. Another way to enhance validity was through a detailed description of the participants and setting under study, in order to allow other researchers to make decisions regarding the transferability of the findings to other settings that might have similar characteristics. When looking at external validity, Yin (2003) characterizes it also as the extent to which the study can be generalized to a wider population. Considering the fact that the current research is a case study, purposed to explore the issue proposed in the context of the School of Management, UTA, and reveal findings mostly for this specific context, generalizability for a wider population is not an issue of concern.

On the other hand, reliability is meant to show the trustworthiness of the results by addressing the question whether other researchers could obtain similar results if they investigate the same problematic in the exact same way (Creswell, 2007, p. 209). Because of the specific of the qualitative research, and the fact that human nature is not static and interpretations cannot be generalized, challenges are brought for measuring reliability. To overcome this aspects, Yin (2003, p. 38) states that the best way to maintain reliability is to “*make as many steps as operational as possible and to conduct the research as if someone were looking over your shoulder*”. Therefore, this study is enhancing its reliability by accurately describing the process of data collection and data analysis, the participants and the site where it takes place. The fact that the interviews were audio recorded, as well as accurately transcribed, all data being properly stored and preserved, is another way to increase reliability. The development of an analytical framework from the relevant literature review to guide the whole data analysis and interpretation process it as well contributes to increase the reliability of the current study.

5. CHAPTER V – DATA ANALYSIS AND RESULTS

As previously stated, the primary purpose of this study is to identify how the academics' engagement in internationalization is influenced by the institutional logics related with internationalization. The study analyzes the case of the School of Management, from UTA, using semi-structured qualitative interviews to collect the data, as presented in the previous chapter. In order to be achieved, the main purpose of the study was divided in smaller objectives: 1) to assess the understanding of academics in this specific context, the School of Management, UTA, of the concept of internationalization; mainly how internationalization is perceived it in practice; 2) to find out in what ways are academics currently engaging in, and contributing to the development of internationalization; 3) to identify the interests that academics have to engage in internationalization; 4) to analyze how the previous three objectives reflect the institutional logics that guide/shape academics actions in internationalization. These four smaller objectives, reflect as well the sub-questions that this study is asking, and, alongside with the institutional logics related with internationalization identified from the literature, are part of the analytical framework developed in *Chapter III*, and which will guide the analysis of the data accordingly.

This chapter presents the analysis and findings of the study according to the analytical framework, in order to respond to the research questions and reach the purpose of the study. Two sections have been developed in this regard: the first one is focused on the descriptive analysis, offering a detailed profile of the participants to the study; the second section addresses each of the five research questions, analyzing the data according to the analytical framework that has been developed in this sense.

5.1 Descriptive analysis

This section will bring a more detailed picture about the academics that participated in this study. A total number of 8 academics from the School of Management, UTA voluntarily took part in this research, the confidentiality being assured through a consent of participation signed by both, the interviewer and the interviewee before the starting of the interview; therefore, all responses will be reported in a manner that will hide the identity of the participants. At the beginning of the interview participants were asked some questions related to their position within the School of Management, if they have a permanent contract or not, and for how many years they have been working as an academic in the UTA, considering the fact that the interviewer knew already to which department they belong to. A more comprehensive pictured is shown by the *Table 1* below.

Total participants		Number	Percentage
Department	Politics	3	38%
	Management and Business Administration	3	38%
	Administrative Sciences	2	25%
Position	Professor	5	63%
	University Teacher	1	13%
	Associate professor	1	13%
	Researcher	1	13%
Type of contract	Permanent contract	6	75%
	Term contract	2	25%
Years of working within University of Tampere	2 – 4 years	1	13%
	5 – 15 years	3	38%
	16 – 30 years	4	50%

Table 1: Demographic characteristics of participants

Using the purposive sampling method, as explained in the previous chapter, the researcher took into consideration the three units within the School of Management: Politics unit, Administrative Sciences unit, and the Management and Business Administration unit. Having an almost even numbers of participants from each of the three departments was one aim, in order to obtain a better homogeneity of the sample. As a result, a number of 3 participants voluntarily decided to participate for this study from the Politics and Management and Business Administration departments, and 2 from the Administrative Sciences one, in total 8 participants from the School of Management. The academics that participated to the study hold a broad range of positions within the school: the majority of them hold the position of Professor (63%); the other positions held by the participants are University teacher (13%); Associate professor (13%), as well as the position of Researcher (13%); this aspects are better illustrated by the *Chart 1* below.

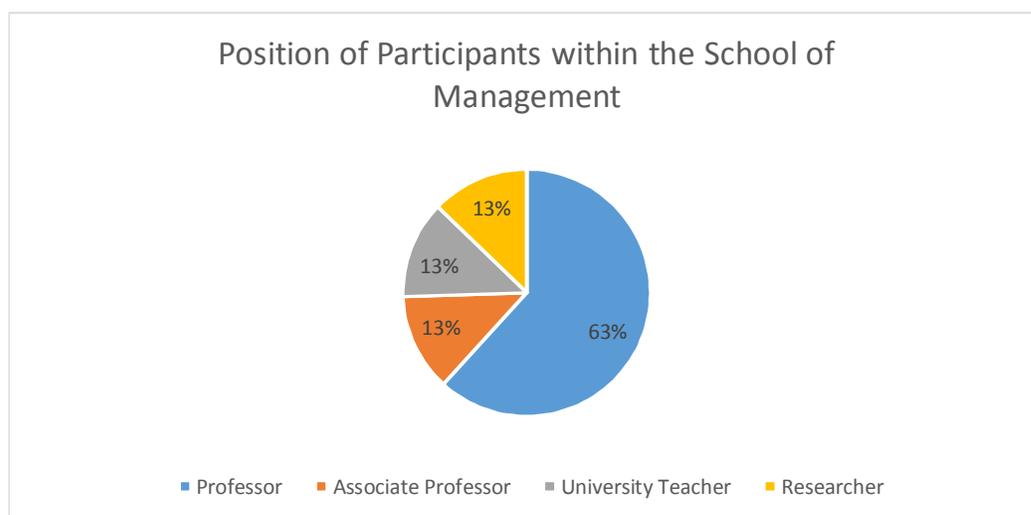


Chart 1: Position of Participants within the School of Management

When looking at the types of contracts that academics interviewed have, more than half of the overall participants hold a permanent contract within the school (75%). The contract aspect is relevant for this research because it can represent one of the barriers in the way of academics to engage in internationalization, as showed by Childress (2008, 2010), research already indicated that academics who have a permanent contract are more likely to engage in international activities than the ones that have a term one (Beatty, 2013). Considering these aspects, it is relevant for this research to have more participants with permanent contract in order to be able to identify the most important logics that might steer their engagement in internationalization.

Another question that the participants were asked was to indicate for how long they have been working at the School of Management or within UTA. As the table is showing, most of the participants have been working at UTA between 16 and 30 years (50%), as well as between 5 and 15 years (38%). Most of the participants in this study have been working at UTA and School of Management between 5 and 30 years (88%). The length of the working experience of the participants within the School of Management and UTA is as well important, because it suggests that they will have sufficient knowledge of the internationalization process pursued at their institution, and enough experience with the international aspect of their work, revealing the identification of the logics more accurate and fitted to this specific case.

5.2 Data analysis and interpretation

This section is focused in analyzing and reporting the findings for the research questions by applying the analytical framework developed in *Chapter III*. The analysis will start with each of the dimensions from the analytical framework discussed individually, and followed by putting together the big picture at the end.

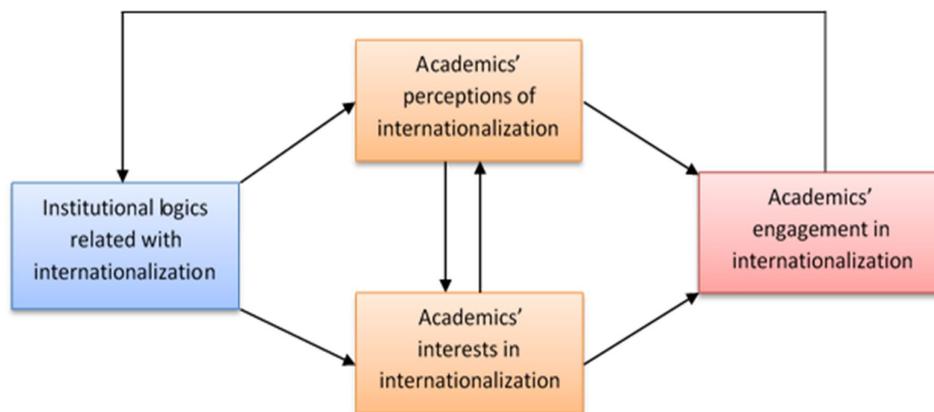


Figure 5: Analytical framework of the study

5.2.1 Institutional logics related with internationalization

This dimension of the framework is based on two studies identified from the literature and described in *Chapter III*: in the study Edelstein and Douglass (2012) conducted, “*Comprehending the international initiatives of universities: a taxonomy of models of engagement and institutional logics*”, the authors identified nine general institutional logics of internationalization: 1) pedagogical and curricular, 2) research and data access; 3) network development, 4) competitive; 5) market access and regional integration; 6) institution building, tech-transfer, development; 7) revenue and resources; 8) social responsibility; 9) national security; and in the one that is part of the book “*The academic life. Small worlds, different worlds*”, which Burton Clark (1987) identified three logics of the academic profession: 1) the hegemony of knowledge; 2) The dualities of commitment; 3) absorbing errand. This section will provide an analysis of both studies in order to identify the institutional logics that can influence the academics engagement in internationalization.

The institutional logics related to internationalization identified by Edelstein and Douglass (2012) can be supported by the ones identified by Burton Clark (1987) and related with the academics profession. The academic profession is only exercised within the institutional environment; therefore, these two groups of logics support each other and can be combined. Putting together both these studies, a more comprehensive picture of the existing logics that can influence academics engagement in internationalization is given, covering the profession perspective as well as the institutional influence. It is clearly shown from the descriptions above that the hegemony of knowledge logic identified by Burton Clark (1987) is supporting the pedagogical and curricular logics, the research, data access and expertize logics, and the network development logics identified by Edelstein and Douglass (2012). Knowledge creation and transmission are the main drivers of the academic profession; they are reflected through research, which represents the creation, through teaching, that is the transmission, and through network development that can represent both: a means for creating and transmitting the knowledge, all in the context of internationalization. The second logic identified by Burton Clark (1987), the dualities of commitment supports all the logics identified by Edelstein and Douglass (2012). The fact that academics have to find a balance between the requirements from the institution and the discipline is one aspect of their work, reflected as well in their engagement in internationalization. This logic can be embedded in all the other logics through the fact that they all include a dual perspective, institutional and individual. The third logic that Burton Clark (1987) identified, the absorbing errand and referring to the devotion to, and passion that the academics profession has for pursuing the knowledge, is not part of any of the institutional logics identified by Edelstein and Douglass (2012). This logic is also very important when looking at identifying academics’ engagement in internationalization because devotion and passion can be strong drivers of engagement in action. Devotion means a total dedication to the thing that one is passionate about, leading to individuals that “make the task part of themselves” as Burton Clark (1987, p. 272) as well shows. Therefore this logic will be added, for the purpose of this study, to the framework Edelstein and Douglass (2012) developed. As a consequence, the analysis pursued in this study will take into consid-

eration 10 main institutional logics related with internationalization: 1) pedagogical and curricular, 2) research and data access; 3) network development, 4) competitive; 5) market access and regional integration; 6) institution building, tech-transfer, development; 7) revenue and resources; 8) social responsibility; 9) national security; and 10) the absorbing errand.

Considering the fact that the current research is based on a case study design, the fourth sub-research questions addressed is pointing the importance of identifying what are the institutional logics related with internationalization in this specific context: *What are the institutional logics related to internationalization of higher education at the School of Management, UTA?*. By identifying the institutional logics related with internationalization that are manifesting their influence in this specific site, it would contribute to better understand their influence in practice, upon the academics engagement in internationalization, in this way having a better picture of the real situation within the School of Management, UTA.

As already described in the first chapter, UTA is highly regarding internationalization as a means to develop into an international research university, having the aim to be “*an internationally attractive and increasingly respected environment for studying, teaching and conducting research*” (University of Tampere, 2011). To reach this goal, UTA has adopted in 2011 the Strategy of Internationalization meant to steer and guide the development of the internationalization process in all its schools. The School of Management is one of the most international schools from UTA, therefore its highly influenced by strategy, as well as it has the task of fulfilling it by applying it into practice. Because of the limitations of time and resources that these study encounters in deeply investigating the institutional logics related with internationalization in UTA through interviews and other instruments, the Strategy of Internationalization has been taken by this study as representative for the main purposes and direction that the internationalization process is meant to take at UTA. Therefore, the study sees the Strategy of Internationalization as carrying the institutional logics related with internationalization. Further, an analysis of the Strategy of Internationalization from UTA will be conducted in relation with the above identified logics related with internationalization from the literature, in order to identify which institutional logics related with internationalization are exercising an influence at UTA and implicitly in the School of Management.

From UTA’s Strategy of Internationalization can be identified multiple logics related with internationalization. The most prominent institutional logics at UTA are the *pedagogical and curricular* logics. These logics are highlighted through a multitude of initiatives taken to develop and improve the international activities in order to enhance the international learning and experience of students, to better integrating an international aspect within the general curriculum, to develop more degree programs taught in English language, and also to increase the mobility and exchange opportunities. Other institutional logics that have been identified as important for UTA are the *research, data access and expertise* logics. These logics are driving decisions like increasing the funding for international research, the encouragement and support of the international publishing and participation in international coauthored publications, as well as support provision for making application for research funding

and concluding international cooperation agreements and implementing projects, as well as for active training and research cooperation with international partners. The *network development logics* have been also identified in the Strategy of Internationalization in UTA. They are translated through efforts of increasing international long-term cooperation, also the regional and national one, and networking opportunities. The competitive logics are as well highlighted through the pursue of prestige and recognition reflected in the stated aim of becoming an internationally attractive scientific community and a prestigious organization for learning, teaching and research, also through gaining access to new sources of students and academics, or other sources of revenue by investing in marketing and recruitment and increase its international alumni activity. The *market access and regional integration logics* are visible through the fact that UTA aims to support the economic life in the area, and exert its influence for the further competitive edge development in collaboration with the economic life, as well as through creating strategic relationships with the developing world and sustaining existing connections. *Institution building, tech-transfer, development logics* are pictured by the trainings provided to enhance the teaching personnel's multicultural competence and pedagogical development, as well as by the support offered for the universities in developing countries, through an "adoption scheme", to enhance their administration and teaching to be in accordance with the UN objectives of the millennium and the strategy of Education for All. The *revenue and resources logics* have been also emphasized by UTA's Strategy of Internationalization through the aim to export education and expertise. Other institutional logics reflected through the Strategy of Internationalization at UTA are the *social responsibility logics*. UTA is committed to "educate people who understand the world and know how to change it, who will promote justice, equality, the wellbeing of people in their own country and others, interaction between cultures and sustainable development" (University of Tampere, 2011), and aims that through educating citizens from the developing countries in this spirit, after graduation, they will support the development of their own countries.

Eight out of the ten institutional logics related with internationalization from the literature have been identified as present in the UTA's Strategy of Internationalization. The *national security logics* which drive universities to receive government funding for implementing specific activities, national and international, that are important for national security, as well as the *absorbing errand logics* which are picturing the devotion to knowledge, have not been identified from the strategy analyzed. For the further analysis of the data, the institutional logics related with internationalization from UTA will be used.

5.2.2 Academics' perceptions of internationalization

Academics' understanding of internationalization of higher education is one of the dimensions of the theoretical framework developed to answer the main research question of this study. The analysis of the data collected in this sense will help the understanding of how academics' engagement in internationalization is influenced by the concerning institutional logics. The analysis of this dimension from the analytical framework will bring the answer as

well to the first sub-question that this study has asked: “*How do academics perceive internationalization of higher education?*” This question is very important for the study because it brings an understanding of how the academics that participated to this study comprehend and interpret internationalization in this specific context. Understanding this aspect is contributing to further follow up their engagement in internationalization and identifying the institutional logics that can influence it.

From the analytical framework we can observe that the institutional logics related with internationalization influence the perceptions of academics of internationalization, and, through them, reaching their engagement in this sense. As showed by the relevant literature (Friedland and Alford 1991; Thornton, Ocasio, 1999; 2008; Thornton et al., 2012), institutional logics have the capacity to give meaning and significance, as well as to create understanding of the concepts that the tasks to fulfill relate to, helping individuals to recognize their value, and in consequence, identify their perceptions of the concept with the ones carried by the institutional logics. They provide a set of assumptions, values, beliefs, and rules related to internationalization that are purposed to guide the understanding, organize the importance, and provide meaning that academics have of this concept. Even though institutional logics can shape the understanding of individuals, the purpose of this study is to show how institutional logics can influence action; therefore, because of its mediating role in the analytical framework, the aim of this dimension is to provide support for reaching the main purpose of the study. It will be put in relation with the other elements of the analytical framework further on, in the analysis.

The data reflecting the perceptions of academics upon the internationalization concept has been collected through open-ended questions like “*What does internationalization mean to you?*” The questions varied from case to case, according to the specificity of each interview, considering the fact that the method used was semi-structured interview. For reaching the purpose of this research and not influence the answers of the participants, there hasn’t been any previous explanation given to the interviewees related to how this study is defining internationalization. The participants received general information about the study and some hints about the questions that will be asked during the interview in the invitation e-mail, and the consent form. The participants were as well invited for further clarification if needed.

For the analysis of the data, the framework developed by Haijing de Haan (2014) was used. The author of this research has identified 14 key elements of internationalization as it is seen in practice, by interviewing 73 key actors in the field of internationalization from 16 Dutch HEIs. The data collected concerning this aspect was analyzed according to these 14 key elements of internationalization as follows: a table containing all 14 key elements of internationalization from Haijing de Haan’s (2014) study was built; after the transcriptions of all interviews, keywords and expressions used by the interviewees and that were judged to have similar meaning as the ones of each key element identified in the study were placed accordingly, recording them in the appropriate cell. This technique was applied for all eight transcriptions from the interviews. The expressions identified from the interviews were placed within the

cells of the table using different colors specific for each of the interviewees, at the end having a precise image of which interviewee said what in each of the key elements cell, as well as how many interviewees used expressions according to each of the key elements. The *Chart 2* below is providing a clear image of the results obtained from this analysis:

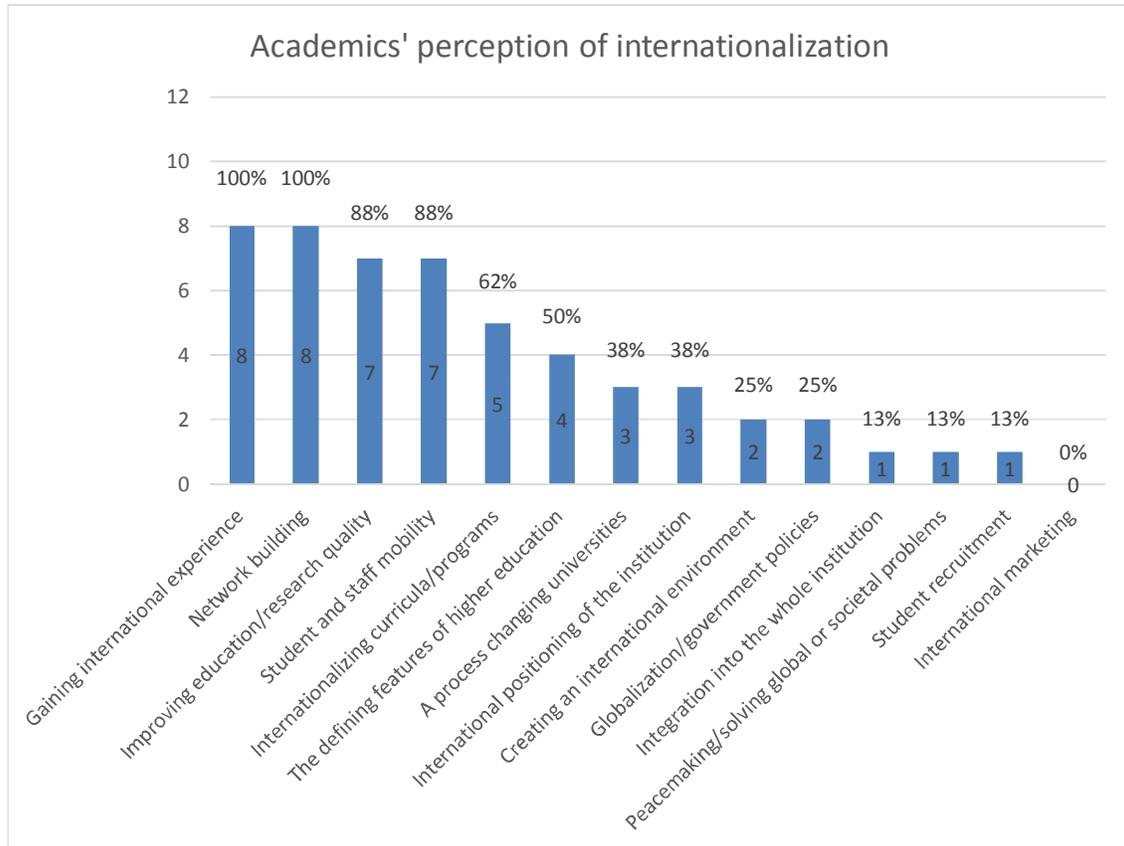


Chart 2: Academics' perception of internationalization

One of the most visible finding of this analysis is that the academics from the School of Management perceive internationalization mainly as *gaining international experience/competences/knowledge* and *network building*. All participants interviewed gave answers that fit the description of these two key elements. Gaining international experience/competences/knowledge is perceived as a very important aspect of internationalization by the academics that have participated in the study. This aspect was expressed through remarks that refer to self-development opportunities, that included in the eyes of academics possibilities to get skills in other languages, especially English language, to discover new things, exchange fruitful ideas to develop their teaching and research, as well as understand different cultures and learn how to collaborate with colleagues that come from other cultures, like one of the participants stated: “*understand the other culture, how to collaborate with the partners coming from a totally different culture, the informal individual networks, how they operate. It requires a lot of time. The further we go the more important is the soft side: the cultural sensitivity and the ability to create the trust and confidence*”. Network building was another very important aspect that the academics perceived of internationalization. Having

the possibility to get in contact with other colleagues from abroad, especially when talking about doing research, was one of the most important things that internationalization offered for the academics. They perceived building a network of contacts relevant for their field of interest as fundamental for their research activity, as one of the participants pointed out: *“it matters a lot if you have good contacts abroad and people know you; people can also in a way help you going forward”*, as well as for initiating new projects and programs that would take forward their research in the international context, as another participant explained: *“In the collaboration with international colleagues you need to have good contacts and high trust. Generally is happening that you know somebody, or someone knows somebody and then we come together”*.

Over 50% of the respondents gave answers that fit the characteristics of another four key elements identified in Haijing (Helen) de Haan’s (2014) framework: *improving the education and research quality* (88%), *student and staff mobility* (88%), *internationalizing curricula/programs* (62%), and *the defining feature of higher education* (50%). Improving the education and research quality and student and staff mobility have been perceived by seven out of eight participants to be some of the features of internationalization. Increasing the quality of teaching and research through providing the possibilities to access the latest information and to be up-to-date in the field of expertise, which are also reflected in the teaching. When looking at the mobility, most of the respondents saw it as being essential for getting in contact with other scholars to develop their research, and build their networks, as one of the respondents is stating: *“I had to look for foreign colleagues and foreign international research, how people have organized and thought at this issue. It doesn’t happen via email or even Skype, you have to see each other and discuss”*. They highlighted the participation in events and conferences abroad or initiating joint projects and programs as another very beneficial aspect of mobility, as well as the participation in exchange programs for teaching, like the Erasmus exchange program. Receiving scholars from abroad, as well as the mobility of students was also seen as a beneficial aspect of internationalization, contributing to increase the diversity of the home campus.

Five out of eight respondents perceived *internationalizing the curricula/programs* as a part of internationalization. One important aspect of this element was that all respondents stated that they are seeking for the best ways to integrate their international experiences and knowledge into their teaching, and the programs that they are developing. The fact that they are participating in international activities is making this process easier, as expressed by one of the respondents: *“It’s very useful in my teaching also. I have a lot of material for my courses. I can use case studies from Australia and other places. I don’t have to read before that, I have the slides from my colleagues and I know the story because we have been doing those studies together, and I think the students like it also. You can always add some personal things, what the colleagues have been telling. And you don’t spend so much time preparing for classes, because you have a lot of material already.”*

Internationalization was also characterized as a *defining feature of higher education* by four out of eight of the participants. Most of the respondents were referring to their work as being

by definition international, they couldn't do their research that they wanted, or to fulfill the tasks that characterized their work without the international aspects. Some respondents characterized internationalization as “*an elementary part of the work*”, “*a routine business*” or as the normal “*working environment*”, highlighting that internationalization is an important aspect of working in the university.

Less than 50% of the respondents give answers that characterized the other key elements from Haijing (Helen) de Haan's (2014) framework. Each of the key elements *a process changing universities* and *international positioning of the institution* received 38% of the participant's answers. Three participants out of eight perceived internationalization as *a process that brings change to the university*; most of them referred to the new norms and structures that have been implemented within the university to support internationalization. The same number of participants understood that internationalization is also characterized by being aware of the position the institution has internationally, perceiving rankings as a means to do that, as one of the respondents is stating: “*Because of the rankings, you have to be international, you have to be global. Our competitors are not that much anymore the universities in Finland, but universities abroad*”. 25% of all respondents have seen internationalization as *creating an international environment* and as *a response to globalization*, and just one respondent (13%) out of eight perceived it as *integration into the entire organization*, as *peacemaking/solving global or societal problems*, or as means for *student recruitment*. None of the participants interviewed for this study though, perceived internationalization as *international marketing*.

In conclusion, the response for the first sub-question of this research can be that internationalization is mostly perceived, by the academics that were interviewed from the School of Management, UTA, in relation with their direct work and tasks, and less as a holistic process with an effect upon the whole institution. They usually see internationalization as mobility and network building opportunities in order to gain international experience/competences/knowledge to be able to increase the quality of the disciplinary tasks regarding internationalizing research, curricula and programs. If we take into consideration the representative definition of internationalization for this study stated by Knight (2004): “*internationalization is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*”, we can say that the interviewed academics in this case understand internationalization of their institution mainly as integrating an international, intercultural, global dimension mostly into the function elements (which are teaching, research and service), and also into the delivery elements (meaning in building courses and programs), but less in the purpose (mission, mandate) of the institution. Their general understanding of internationalization is more connected with their day to day work and focused at disciplinary level.

When comparing the current findings with the ones from Haijing (Helen) de Haan's (2014) study, differences in perception upon the concept of internationalization can be identified:

Haijing (Helen) de Haan's (2014) study	Percentage	The current study	Percentage
Student recruitment	88%	Gaining international experience/competences/knowledge	100%
Gaining international experience/competences/knowledge	74%	Network building	100%
Internationalizing curricula/programs	67%	Improving education/research quality	88%
International marketing	62%	Student and staff mobility	88%
Globalization/government policies	58%	Internationalizing curricula/programs	62%
Network building	55%	A defining feature of higher education	50%
Improving education/research quality	52%	A process changing universities	38%
A process changing universities	49%	International positioning of the institution	38%
Student and staff mobility	48%	Creating an international environment	25%
International positioning of the institution	44%	Globalization/government policies	25%
Creating an international environment	36%	Integration into the entire organization	13%
Integration into the entire organization	30%	Peacemaking/solving global or societal problems	13%
A defining feature of higher education	27%	Student recruitment	13%
Peacemaking/solving global or societal problems	22%	International marketing	0%

Table 2: *The difference between academics perception of internationalization from Haijing (Helen) de Haan's (2014) study and the current study*

The most salient difference between the perceptions of internationalization from the two studies, as observed from Table 2, is that in Haijing (Helen) de Haan's (2014) study student recruitment and international marketing are among the main element through which the participants understood internationalization, receiving 88%, respectively 62% of the total respondents, whereas in the current study, just 13% of the respondents mentioned student recruitment as a feature of internationalization, and none referred to international marketing. In consequence, internationalization is perceived as having a commercial dimension where institutions are marketing and branding themselves, and compete on the international markets for revenue that international students will bring through paying tuition fees much more in Haijing (Helen) de Haan's (2014) study, that in the current one. The participants in both studies perceive internationalization mainly as gaining international experience /competences/knowledge, internationalizing curricula/programs, network building and improving education/research quality, and less as integration into the entire organization or peacemaking/solving global or societal problems.

When looking at the influence that the institutional logics identified above have on the perceptions of academics upon internationalization, we can bring a partial response as well to the fifth sub-question that this study is asking: *How do the perceptions and interests of academics reflect institutional logics that guide/shape their actions in internationalization?*. We can observe that several institutional logics can contribute to the creation of a certain understanding, or one institutional logic can provide the understanding of different aspects of internationalization as illustrated in *Table 3* below.

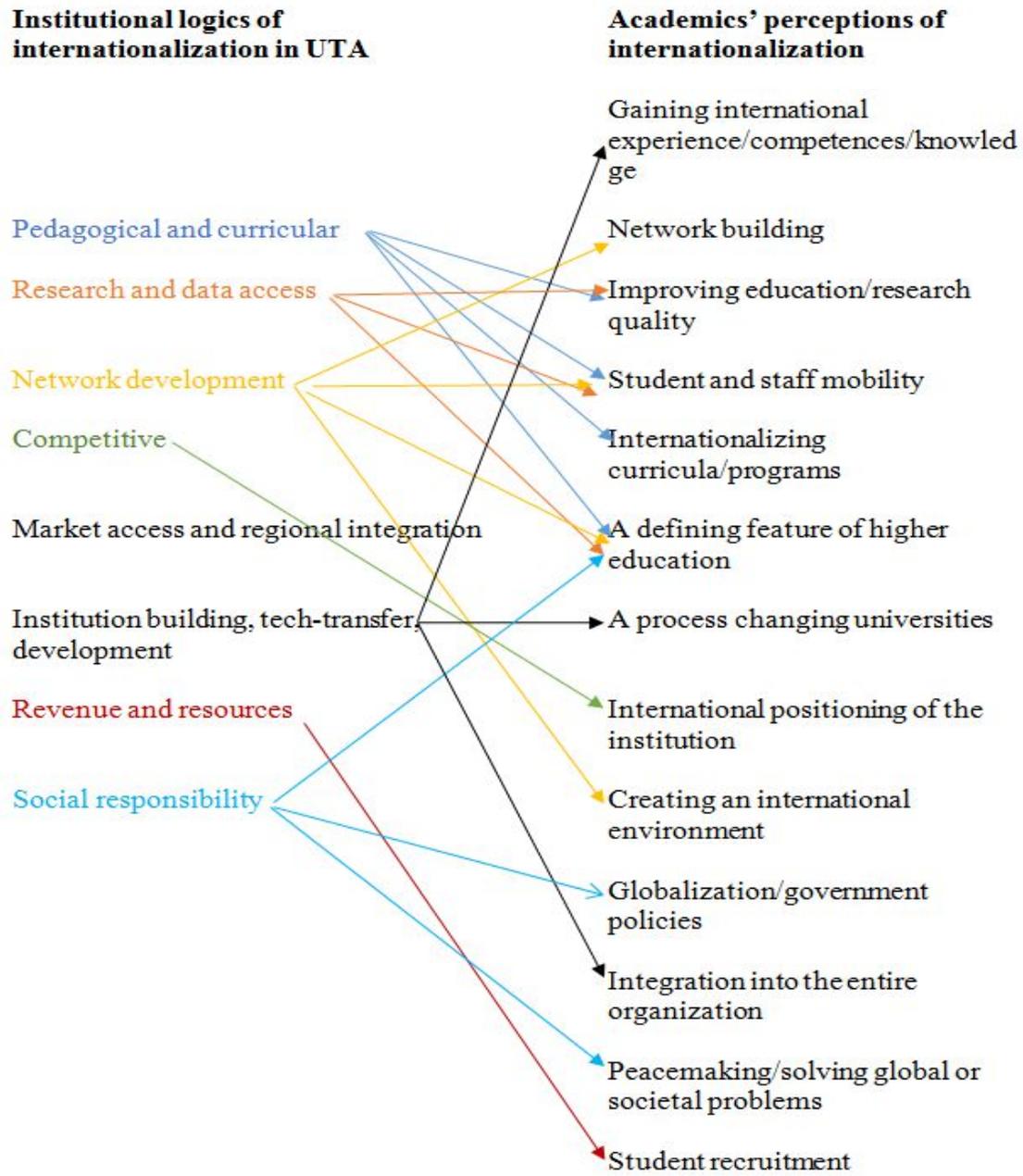


Table 3: *The influence of institutional logics related to internationalization upon the perceptions of academics of internationalization at UTA*

The strong influence has been identified from the part of the *research and data access logic*, the *pedagogical and curricular logics*, and the *network development logics* because they facilitate the understanding related with the elements that characterize internationalization mentioned by more than 50% of the participants, like improving the quality of education and research, internationalizing curricula and programs, network building, student and staff mobility, or a defining feature of higher education. The perception of internationalization as a defining feature of higher education, as its basic nature, integrated in all its activities, is built by more institutional logics like all the ones mentioned above, as well as by *market access and regional integration logics*, and the *social responsibility logics*. All these logics unite the image that the basic nature of universities carries in its three main pillars: teaching, knowledge development and regional/national integration, therefore creating the meaning of internationalization as a defining feature in all these main aspects.

Institution building, technology transfer and development logics is as well one of the institutional logics that contribute to the understanding of internationalization as gaining international experience/competences/knowledge that all participants of this study have stated, acknowledging the capacity building possibilities that internationalization is providing, as well, as a process changing universities and as integration into the entire organization. The *competitive logics* drive the understanding that internationalization can be also the international positioning of the institution, where all universities are competing in the world's ranking systems for the best place. On the other hand, the *revenue and resource driven logics* are not very visible in the participating academics' views upon internationalization. These logics can found understandings of internationalization as international student recruitment and international marketing, but less than 20% of the respondents have considered any of these aspects as being features of internationalization.

5.2.3 Interests of academics in internationalization

Another dimension identified in the analytical framework as being relevant for finding how institutional logics related with internationalization are influencing the engagement of academics is the interests that academics have in internationalization. By analyzing this dimension the answer for the second sub-question of the research - *What interests of academics drive them to engage in internationalization activities?* will be as well provided.

The analytical framework developed is positioning the interests and perceptions of academics of internationalization as mediators in the relation institutional logics – action. Institutional logics are influencing the academics' engagement in internationalization through first shaping their interests and perceptions. Interests, alongside with the understandings and values of individuals are embedded within prevailing institutional logics (Thornton, Ocasio, 2008, p. 103). Logics have the ability to shape individual perceptions, interests, and the categories of action, channeling interests for organizing certain activities or not (Friedland and Alford, 1991). The interests can influence and be influenced as well by the perception that academics might have upon the concept of internationalization. Identifying the interests of academics for

internationalization will help us further argument better the influence that institutional logics have upon the engagement of academics in internationalization, by giving them the opportunity to energize, or constraining it in a way that would direct their involvement in certain aspects of internationalization, than in the others.

The data concerning academics' interests in internationalization has been collected through asking open-ended questions like *Why do you engage in internationalization?*, *How much does it matter for you to be involved in international activities?* or *What expectations do you have when you engage in internationalization?*, the questions differed from case to case according to the specific of the interview and the particular interviewee. In order to identify these interests, a table was created in which were placed all expressions, comments or statements that could be interpreted as reflecting the interests of the participants. A different row was created aside in which were grouped together, in separate cells, the similar comments, expressions or remarks from all the interviews. At the end of this analysis, representative names were given for each of the categories of interests identified. After this exercise was performed, five categories were identified as representing the interests of academics to engage in internationalization: 1) *pursue of knowledge*; 2) *global network building and cooperation*; 3) *building a good international reputation*; 4) *personal development*; and 5) *reward*.



Figure 6: Academics' interests in internationalization

The first category entitled *pursue of knowledge* is the most salient, important and representative for the interest of the academics interviewed to engage in internationalization. All participants wanted to engage in internationalization, through participating in different international activities with the purpose of developing their research and teaching. They were aware of

the possibilities that the international perspective was bringing for enhancing their knowledge in the area of expertise through *“receive the best information”* as one participant has stated, or through bringing *“new elements”* as another one acknowledge. One of the most stated and important interest from this category was that internationalization represented a fundamental part, and the means for *“bringing your research forward and publications as well”*. Internationalization opens the door for academics’ interest in pursuing of knowledge worldwide, and it is important because *“if I would only focus on what is done here in Finland I wouldn’t know much about. Even in my field the research is really strong in Finland but still you have to be engaged in order to be able to produce high quality research. It would be impossible to do research in my field without knowing what’s being done elsewhere”* as one of the participants shows.

The second category of interests that academics have in order to engage in internationalization is building global network and cooperation. This is another important interest because it’s considered as a means to fulfill the previous one – pursuing the knowledge internationally is highly supported by having good international contacts and connections that will help in *“doing research and getting published. I have coauthors and people who are more advanced than me to read my papers; it helps in the formal approval of your work”* as one of the respondents is explaining. Research cooperation is very important for academics because *“if you want to do an interesting research, it’s almost necessary to be cooperating with some partners from abroad”* as another participant shows. Building a network in the area of expertise is regarded by the academics interviewed as an essential aspect to conduct their work. Being able to recognize the international community where they belong according to their area of expertise, as well as to find and connect with those international colleagues with similar interests is regarded as an important aspect as shown by one of the respondents: *“Step by step it’s important to build a community with people interested in the same topics, to write, meet all the time”*. So building an international network is bringing support for the work of the academics involved, as well as is taking their work forward by offering possibilities for them to take. They can use the international networks to develop new programs and projects.

Building a good international reputation is the third category of interests that academics have to engage in internationalization. This category reflects the importance that academics attribute to the recognition that they have internationally and they can built through the engagement in internationalization. Building a name, a good reputation that would be known and appreciated internationally is very important for the academics interviewed, as one of the respondents is showing: *“I think today, if you want to be respected and acknowledged in whatever discipline, you have to be international”*. This interest is brought up especially when seeking cooperation with other international colleagues, the reputation playing an important role in this case, as another participant shows *“Too often happens that people want to come to the project and cooperate, but then they don’t have resources or capacity or something, that they couldn’t keep their promise in a way, and it’s very harmful for your reputation; if you are part of a project you must be sure you have something to give”*. Having a good international reputation give academics more possibilities to be invited to participate in different international events or projects where they will have the chance to make their work

known and enlarge their contact networks, as another interviewee stated “*The more I go abroad and know people, in a way the more I have more name*”. International visibility of the person, he’s/her work, and implicitly to the institution where the person is employed is attracted and enhanced through a good international reputation.

A personal development interest has been identified as well when academics seek to engage in international activities. The development and improvement of personal skills like English language has been one of the most frequently stated interest by the participants. Cultural understanding is another skill that academics are enhancing through their international engagement as one respondent stated “*to understand how to collaborate with the partners coming from a totally different culture, the informal individual networks, how they operate*”. Cultural understanding is seen as very important in network building, as another participant has stated “*the further we go the more important is the soft side: the cultural sensitivity and the ability to create the trust and confidence*”. The engagement in international activities brings as well for the academics possibilities to develop themselves through developing their understanding of the happenings in other parts of the world, “*so it’s really like opening eyes to know about how things are in different parts of the world*” as a participant acknowledges, which brings changes in the way they think by giving them more points of comparison and increasing their tolerance towards the differences between cultures.

The last, but not the least of the five categories of interests identified from the statements of the academics related to their engagement in internationalization, is reward. The engagement in internationalization is rewarding for academics because it’s “*offering new kinds of possibilities and having a specific dynamism*”, therefore, making the work more interesting and attracting excitement and personal enthusiasm. Apart from the rewards of gaining international friends and good relations abroad, or visiting different countries they can as well gain extra money or bonuses, or fulfill the criteria for obtaining a higher position or maintaining the one they already have by their engagement in internationalization. Even though the international work is described as not so easy and challenging by some of the participants, “*When you start doing it internationally, you can’t take nothing for granted. There is always something that surprises you*”, it brings as well “*a lot of fun*” and “*an endless source of energy*” to keep them going further as most of the participants stated.

From the analytical framework we can observe that the interests and perceptions are the two mediating dimensions between institutional logics and academics’ engagement. They both are influenced by the institutional logics, they also influence each other, and through them the engagement of academics in internationalization is influenced. When looking at the relation between perceptions of, and interests in internationalization we can state that it is as well confirmed through the analysis of the data performed above. The way something is perceived and understood can become or not of interest; or an interest in a particular aspect can facilitate its better understanding. We can observe that the main understanding of the concept of internationalization is also reflected in the interests academics have to engage in it, that can further deepen the way a certain aspect is perceived.

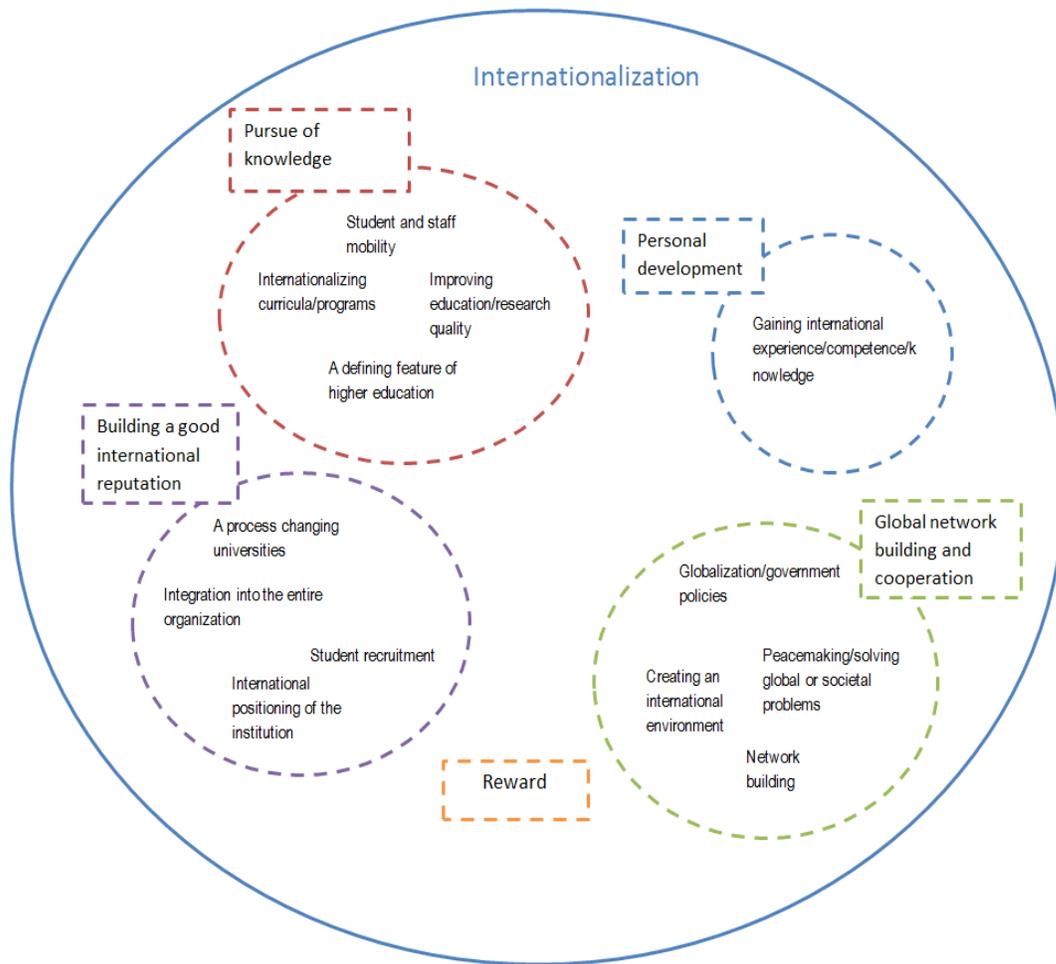


Figure 7: *The connection between the perceptions and the interests that academics have in internationalization*

In figure 6 above are illustrated what perceptions of internationalization can mostly reflect which interests, as well as which interests can lead to a deeper understanding of what particular elements of internationalization. Even though there are determined categories energizing specific interests in the figure presented, the categories are not closed, they being defined with dashed line; depending on the case, a certain perception upon internationalization can be reflected by several interests, and the other way around, the connection between interests and perceptions of internationalization that academics have differing from case to case. No specific category of understandings has been attributed to the reward interest because it can be found as supporting in different degrees all the perceptions upon internationalization.

In order to complete the response to the fifth sub-question of this study - *How do the perceptions and interests of academics reflect institutional logics that guide/shape their actions in internationalization?*, and as well to illustrate what influence the dimension of the institution-

al logics related to internationalization has upon the dimension of the academics' interests in internationalization, as pictured by the analytical framework, the following table was built:

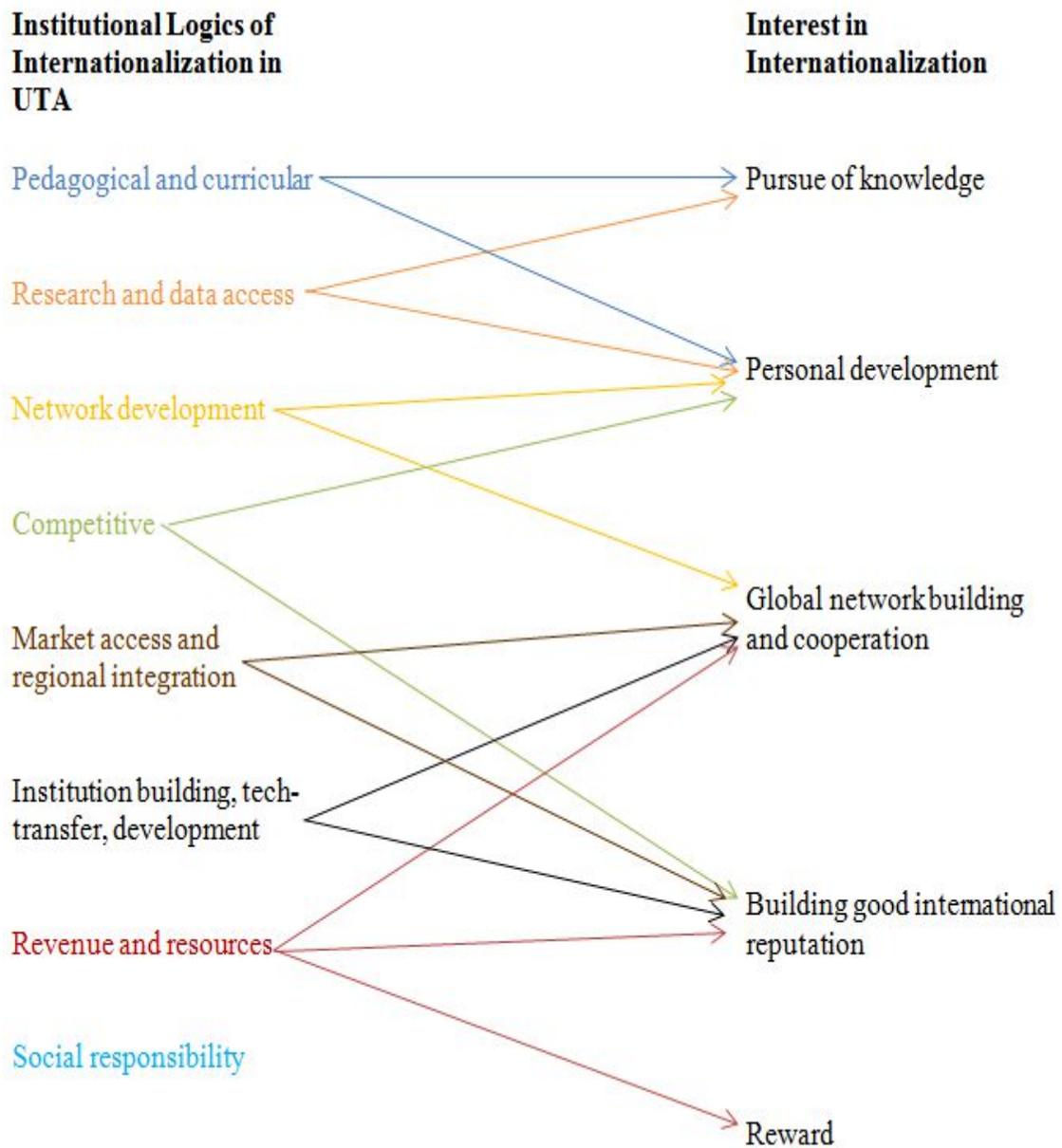


Table 4: *The influence of institutional logics related with internationalization upon the interests of academics to engage in internationalization in UTA*

When looking closely at the influence of institutional logics upon the interests of academics, we can observe some differences from their influence upon the perceptions that academics have of internationalization. This aspect shows that even though institutional logics can generate an understanding upon the concept of internationalization, their influence can just influ-

ence specific elements at time which can become interests. The interests in personal development, global network building and cooperation, as well as building good international reputation are the ones the most influenced by the institutional logics related with internationalization. They have been found as reflecting more logics of the institution, therefore they are considered to be the most supported by the institution. Even though the interest in pursue of knowledge has not been found as reflecting so many institutional logics, it is one of the interests tightly connected all the others, representing a base, meaning the discipline on which they are developed. *Pursue of knowledge* is one of the central interests that academics have in internationalization, building all their other interests on it. The *reward* interest, although it reflects mainly the influence of one of the institutional logics of internationalization, the revenue and resource ones, it is highly important because it contributes to support all the others. Some of the institutional logics that were influencing the meaning of just one elements from academics perceptions, like the competitive logic influencing the international positioning of the institution element, or the revenue and resource logic that influenced the student recruitment understanding, in the case of interests, they are increasing their influence. On the other hand, no influence has been identified from the part of the social responsibility logics upon the interests in internationalization of academics interviewed in this particular case.

5.2.4 Academics' participation in the development of internationalization

The third sub-question of this study seeks to find out the ways the participants are engaging in internationalization, asking the following sub-question: *How do academics participate in the development of internationalization within the School of Management, UTA?* This question is as well very important for reaching the purpose of this research in finding out how do logics influence academics engagement in internationalization. By identifying the activities in which academics participate for the development of internationalization in their institution, we will be able, further on, to put them in relation with the logics that may influence them and find the answer for this study. To find the answer for this sub-question, open-ended questions have been asked, like: *To what extent are you engaged in internationalization at your institution?* or *In which international activities do you generally get involved?*, the questions differing from case to case according to the specific of the semi-structured interview.

The analysis of the data in this case was done by creating a table in which the answers related with this issue from every interviewee were placed in a specific cell. All the activities that participants mentioned were highlighted with a different color. Another row has been created in the same table that contained the activities extracted from all the answers, similar ones being put together under one category. The following international activities have been identified as the ones in which the academics from the School of Management, UTA are engaging:

International Activities
Teaching in English to international students at home
Teaching mobility periods
Research mobility periods
International research cooperation
Publishing in international journals
Inviting and hosting international scholars
Going to conferences and seminars abroad
Organizing or participating in international events or projects at home or abroad
Build up degree programs taught in English at home for international and local students
Build up international joint degree programs
Build up degree programs for universities in developing countries
Build up professional networks and global cooperation
Tailor-made program export
Offering consultancy and expertise for international bodies
Holding positions in international organizations
Recruitment of international students
International students thesis and dissertation supervision
Participating in internationalization strategy building and at the university level

Table 5: The international activities in which the academics interviewed from the School of Management, UTA are engaging

We can clearly see from the Table 2 presented above that the academics from the School of Management, UTA are engaging in a variety of international related activities, in this way contributing to the development of internationalization at their own institution: from teaching in English language international students at home or abroad, to collaborating internationally for doing research and publishing in international journals, participating in conferences and seminars abroad, or organizing and participating international events and projects, as well as building international degree programs for incoming international students or jointly, in consortiums with other universities from abroad. They as well hold positions in international organizations, offer consultancy and expertise for international bodies and also participate in supporting and guiding the strategy of internationalization at their own institution.

In order to find out which are the international activities in which most of the academics are involved on regularly basis, on the side of every international activity was written the code with which every interview was registered, when the activity was identified as being mentioned by the interviewee. This procedure was applied in order to see how many of the partic-

Participants are engaging in each of the activities identified above. In consequence, a chart was created to give a more comprehensive view upon this issue:



Chart 3: Academics' engagement in international activities

A wide variety of activities have been identified, in which academics interviewed from the School of Management, UTA are engaging. *Chart 3* is clearly showing that the most popular international activities in which the academics interviewed are generally engaging are especially related with the research side of their work and building the networks of contacts that are relevant to bring it forward. This is reflected by the engagement of all participants in activities like international research cooperation, publishing internationally, going abroad for research purposes, to conferences and seminars, participating or even organizing scientific events or projects internationally, and inviting and hosting international scholars at their own university. Another significant aspect that *Chart 3* is showing is the engagement of all respondents in teaching in English language at home in degree courses for international students, as well as a high number of them going in teaching mobility periods in other universities abroad or supervising the Master's thesis or PhD dissertations of international students

graduating from their home institution, as well as of the ones enrolled in joint degree programs with other partner institutions from abroad.

Less popular activities are mostly related with more complex and difficult, time consuming international activities, which need a major effort and dedication to be developed and conducted. Building international degree programs at home, or joint degree programs in collaboration with foreign partners, or in other countries like the developing ones, as well as creating tailor-made degree programs and exporting them to international partners are some of the international activities initiated by just a few of the academics interviewed, mostly the ones holding a professor position, tenure and considerable long experience. Offering consultancy and expertise for international bodies is also a meaningful international activity in which a few of the academics interviewed mentioned to be engaging, and also not so many of the respondents were involved in building the strategy of internationalization in their own institution.

When looking at putting the findings to each of the dimensions from the analytical framework in relation, we can say that the general understanding of the academics interviewed upon the concept of internationalization, along with their interests, is reflected through their engagement in international activities. The general perception of internationalization, the interests of academics in it, as well as their engagement reflect a highly connection of internationalization with the disciplines to which the academics belong to, being tightly connected to their specific field of work. This finding is somehow expected because it illustrates one of the main characteristics that the academic profession has, as shown as well by the literature and through which they exercise their contribution to internationalization process. On the other hand, the development of internationalization as a holistic process within the institution and school is less reflected throughout academics' perception, interests and engagement in international activities. A fragmentation of the engagement could be observed as well, academics engaging in international activities mostly individually, discipline oriented, therefore an increase in interdisciplinary or inter-units collaboration being beneficial to bring further the development of internationalization in the School of Management, UTA.

5.2.5 Influence of institutional logics on academics' engagement in internationalization

This last section of the analysis will put in relation, according to the analytical framework developed in *Chapter III*, all the findings revealed so far, in order to respond to the main research question of the study: *How do institutional logics related with internationalization of higher education influence the perceptions, interests and actions of academics in the development of internationalization at School of Management, UTA?*

The analytical framework is showing that institutional logics related with internationalization are influencing the action of academics through shaping their understanding of, and their interests in internationalization. The analysis conducted so far has shown that the institutional logics related with internationalization influence the perceptions that academics have of the

concept of internationalization, as well their interests in internationalization, which are strongly reflected through the international activities in which they are engaging. Both dimensions, perceptions and interests, are tightly interconnected. Institutional logics of internationalization at UTA are able to provide certain meaning and give value to it in such way, that it will be integrated in the interests that academics have to internationalize their work, and activating the action towards their engagement in internationalization. The following table will try to integrate the findings that have been revealed so far, in a way that would bring clarity of the issues discussed, and bring the answer to the main research question of the study.

Influence of institutional logics of internationalization on academics’ engagement in internationalization

Institutional logics	Perceptions of internationalization	Interests in internationalization	Engagement in internationalization
Pedagogical and curricular	Internationalizing curricula and programs	Pursue of knowledge Personal development	Teaching in English to international students at home International students thesis and dissertation supervision
Research and data access	Improving the quality of education and research Defining feature of higher education Student and staff mobility Gaining international experience/competences/knowledge	Reward	Build up degree programs taught in English Teaching and research mobility periods Organizing or participating in international events or projects at home or abroad Going to conferences and seminars abroad International research cooperation Publishing in international journals
Network development	Network building	Global network building and cooperation	Build up professional networks and global cooperation Inviting and hosting international scholars Organizing or participating in international events or projects at home or abroad
Market access and regional integration	Gaining international experience/competences/knowledge	Personal development Reward	Going to conferences and seminars abroad International research cooperation
Institution building, tech-transfer, development	Globalization/government policies		Build up degree programs for universities in developing countries
Competitive Revenue and resources	International positioning of the institution A process changing universities Student recruitment Gaining international experience/competences/knowledge	Building a good international reputation Personal development Reward	Publishing in international journals Recruitment of international students Tailor-made program export Holding positions in international organizations Build up international joint degree programs Offering consultancy and expertise for international bodies

Table 6: Influence of institutional logics of internationalization on academics’ engagement in internationalization in the School of Management, UTA

As Table 6 is showing, the main institutional logics related with internationalization that are influencing the engagement of academics in developing the process of internationalization in

the School of Management, UTA are the research and data access logics, the pedagogical and curricular logics, network development logics, market access and regional integration logics, institutional building, tech-transfer and development logics, the competitive ones, as well as the revenue and resources ones. All these logics contribute in different ways to the engagement of academics in international activities, the dominance of one being able to stimulate more engagement in certain activities upon others. The logics have effect upon the engagement through the perceptions and interests that they generate, and as *Table 6* is showing, institutional logics are providing several understandings reflected in more interests of academics that enable the engagement in internationalization.

The research and data access logics, as well as the pedagogical and curricular ones are influencing the engagement more in international activities strongly connected with the discipline and in which most of the academics interviewed are engaged. The understandings and interests that these logics are facilitating and supporting are embraced by all the academics interviewed. Some of the activities influenced by the above mentioned set of logics are as well influenced by the network development, market access and regional integration, institutional building, tech-transfer and development logics. These logics create a different set of understandings and interests that reinforce the engagement in the international activities like organizing or participating in international events or projects at home or abroad, going to conferences and seminars abroad or doing international research cooperation. This aspect can be interpreted as bringing a higher importance to these activities. A deeper understanding and more interests are channelized by the several institutional logics in favor of the engagement in these international activities; therefore, all participants in this study have stated their engagement in them. A similar case can be observed with the engagement in publishing in international journals; this international activity is reinforced by the research and data access logics, the pedagogical and curricular logics, as well as by the competitive logics and the revenue and resources ones, through a variety of understandings and interests that reinforce the engagement of academics in it, fact illustrated as well through a 100% engagement of the academics interviewed.

The competitive logics and the revenue and resources ones are the ones with the lowest influence upon the engagement in international activities of the academics interviewed in the School of Management, UTA. This aspect was shown from the beginning of the analysis, when less than 50% of the participants showed an understanding of internationalization as the international positioning of the institution, process changing universities or student recruitment, and as well reflected by the international activities in which less than 50% of the academics interviewed are engaging. We can draw here the conclusion that these logics are not among the dominant ones that influence the engagement in internationalization of the academics that participated in this study. As we have previously explained, reward is one interest supporting all the others, and therefore it can be one important driver of the engagement of academics in internationalization. The reward interest has though two aspects: the intrinsic and the extrinsic one, influenced by the revenue and resources logics, reflected through specific material and personal benefits that they can obtain through engaging in international

activities. Although it has an extrinsic side, the interest in reward is influencing the engagement in all international activities mostly through its intrinsic aspects.

6. CHAPTER VI- CONCLUSIONS

An overall image of this study will be brought in this last chapter. The chapter comprises five sections which will bring firstly a view upon the most important findings that the study has identified, as well as other findings that didn't responded directly to the research questions, but they were considered to enrich the current study. The third section will discuss how the study contributes to the knowledge pool in the field both theoretically and empirically. Limitations that the study has are stated in the fourth section, whereas the suggestions for further research will be comprised in the last section of this chapter.

6.1 Summary of the research findings

The current study aimed to explore how the institutional logics related with internationalization influence the engagement of academics in internationalization in the School of Management, UTA. A top-down perspective is brought upon in the issue investigated by applying the institutional logics perspective. Institutional logics are developed at the university level, meaning macro-level, and they exercise their effect upon the engagement of academics that constitute the micro-level. Considering the fact that internationalization is a process of transformation, generally planned at university level, and with the purpose to reach the entire institution, the concerning literature revealed institutional logics related with internationalization that guide the process of internationalization.

Through the analysis of the data according to the analytical framework developed, important findings have been revealed in order to respond to the research questions that this study is asking.

- The findings for the first sub-question of the research, *How do academics perceive internationalization of higher education?* reveal the fact that the academics interviewed from the School of Management, UTA perceived internationalization of higher education more in tight relation with their direct work and tasks, and less as a holistic process with an effect upon the whole institution. They generally see internationalization as mobility and network building opportunities in order to gain international experience/competences/knowledge to be able to increase the quality of the disciplinary tasks regarding internationalizing research, curricula and programs.
- The second sub-research question, *What interests of academics drive them to engage in internationalization activities?* brought five categories of interests have been identified as representing the ones that academics have in order to engage in internationalization: 1) pursue of knowledge; 2) global network building and cooperation; 3) building a good international reputation; 4) personal development; and 5) reward.

- To respond to the third sub-question of this study, *How do academics participate in the development of internationalization within the School of Management, UTA?*, a wide variety of activities have been identified, in which academics interviewed are engaging. The most popular international activities in which the academics interviewed are generally engaging are especially related with the research side of their work and building the networks of contacts that are relevant to bring it forward. The international activities in which more than 50% of the academics interviewed are engaging are: publishing in international journals, international research cooperation, going to conferences and seminars abroad, building professional networks and global cooperation, organizing and participating in international events or projects at home or abroad, inviting and hosting international scholars, research and teaching mobility periods, teaching in English language at home, international students' thesis supervision. Less popular activities are mostly related with more complex and difficult, time consuming international activities, which need a major effort and dedication. These international activities are mostly developed and conducted by the interviewed academics that have a professor position, tenure and considerable long experience.
- The fourth sub-question of the study *What are the institutional logics related to internationalization of higher education at the School of Management, UTA?*, has identified that there can coexist multiple institutional logics related to internationalization at UTA, that can influence academics' engagement in internationalization: 1) pedagogical and curricular, 2) research and data access; 3) network development, 4) competitive; 5) market access and regional integration; 6) institution building, tech-transfer, development; 7) revenue and resources; and 8) social responsibility.
- The fifth sub-question of the study, *How do the perception and, interests of academics reflect institutional logics that guide/shape their actions in internationalization?*, revealed that several institutional logics can contribute to the creation of a certain understanding or interest, as well as one institutional logic can provide the understanding and interest in different aspects of internationalization. According to the analytical framework the perceptions and interests dimensions are mediating the relation between institutional logics and the engagement of academics in internationalization. The institutional logics influence academics engagement in internationalization through providing specific meaning that is reflected through academics perceptions of internationalization, as well as giving value to this meaning, reflected through academics' interests in internationalization. A strong influence has been identified from the part of the *research and data access logic*, the *pedagogical and curricular logics*, and the *network development logics* because they facilitate the understanding related with the elements that characterize internationalization mentioned by more than 50% of the participants. In the case of the influence of institutional logics upon the interests of academics in internationalization, the interests in personal development, global network building and cooperation, as well as building good international reputation are the ones the most influenced by the institutional logics related with internationali-

zation. They have been found as reflecting more logics of the institution, therefore they are considered to be the most supported by the institution.

- The answer to the main research question of the study *How do institutional logics related with internationalization of higher education influence the involvement of academics in the development of internationalization at School of Management, UTA?*, has been as well identified by bringing all four dimensions of the analytical framework developed in relation with each other. The findings have shown that not all institutional logics related to internationalization are reflected through the academics' engagement, and that they can have different degrees of influence upon it. The main institutional logics related with internationalization that are influencing the engagement of academics in developing the process of internationalization in the School of Management, UTA are the *research and data access logics*, the *pedagogical and curricular logics*, *network development logics*, *market access and regional integration logics*, *institutional building*, *tech-transfer and development logics*, the *competitive ones*, as well as the *revenue and resources ones*. The institutional logics that mostly influenced the perceptions and interests of academics, exercised the biggest influence upon their engagement in internationalization as well. The research and data access logics, the pedagogical and curricular ones, as well as the network development logics are influencing the most the understanding of, and the interest in internationalization, and through them, the engagement in internationalization of the academics interviewed. This influence is strongly connected with the disciplines to which the academics belong to and their specific field of work. The competitive logics and the revenue and resources ones have the lowest influence upon the perceptions and interests of academics in internationalization, therefore upon their engagement. We can draw here the conclusion that these logics are not among the dominant ones that influence the engagement in internationalization of the academics that participated in this study from the School of Management, UTA.

6.2 Other findings

Due to the fact that the data was collected through semi-structured and in depth interviews where the participants were able to freely express their thoughts related to the topic, there have been other findings identified through the process of data analysis. These additional findings do not respond to the exact purpose of this research, but they are relevant for the topic investigated, as well as for the site where the research took place.

As already showed in the second chapter of this study, the literature has identified individual and institutional barriers that can influence the engagement of academics in internationalization. By the analysis of the data collected, the following barriers have been identified as constraining the engagement of the academics interviewed from the School of Management, UTA in internationalization:

- 1) small budget for the development of new projects, especially for the planning and the starting phases, as well as for traveling;
- 2) little time;
- 3) bureaucracy;
- 4) not enough personnel to handle the international cooperation;
- 5) position constrains, in terms of the possibilities it offers to obtain external funding, as well as the possibility to travel;
- 6) little diversity in the possibilities offered;
- 7) not being able to charge tuition fees from international students.

Other findings consist in suggestions that the academics interviewed have made for improving the internationalization process in UTA:

- 1) to develop more courses taught in English language;
- 2) resources allocated for the English taught master courses;
- 3) the curricula for Finnish students to integrate as well courses taught in English, as an alternative to going abroad, for the enhancement of internationalization at home;
- 4) to create study packages for exchange students, not just single courses;
- 5) to improve the internal communication in English language;
- 6) to develop an incentive system through which to bring support and recognition for academics' engagement in international activities;
- 7) more pluralism in the agreements with other countries in order to bring more diversity in the possibilities offered;
- 8) to build more joint international programs;
- 9) to develop administrative services offered in English language;
- 10) to develop specific administrative positions that would deal with the international cooperation and all the bureaucracy in English that is behind it;
- 11) to have one person within the schools that would take care of all the international correspondence related to financial or legal issues, easily accessible for the ones who need support, and whom to collaborate with the central administration;
- 12) to create a feedback system to give more voice to the staff within university, as well as a forum that would ease the communication between departments or schools regarding internationalization;
- 13) to recruit people who understand international research and want to do it;
- 14) to open 10 to 15 post-doc positions advertised internationally;
- 15) to offer trainings for younger professors, or post-docs on how to lead research group and what it means, and how to work within an international group.

These additional findings are important because they contribute to better illustrate the development of internationalization at the School of Management, UTA, giving further value to this study. As we have already demonstrated, successful internationalization efforts are highly dependent upon academics interests and engagement, they representing the main drivers and “key actors” (Navarro, 2004, p. 52) with a “pivotal role” (CIGE, 2012, p. 14) for the in-

ternationalization process within universities. Because of this important position in the internationalization process, academics are the ones who know the best what issues have to be improved at the institutions where they work, as well as the best ways to improve them. Therefore, the relevancy of this section relies firstly in its direct contribution for the improvement of the process of internationalization within the School of Management and University of Tampere.

This section brings also an important contribution to the analytical framework of this study. These findings give further support to the main research question of the study and the analytical framework developed, by illustrating the diffusion and reproduction of the institutional logics identified to have an influence in this specific case, especially the research and data access logics, the pedagogical and curricular logics, network development logics, market access and regional integration logics, institutional building, tech-transfer and development logics. The barriers identified and the suggestions proposed reflect most of these institutional logics, contributing to their development and stronger support. Another aspect that this section is reflecting is the tendency to change. As stated in the *Chapter III*, the analytical framework built to meet the needs of the current study focused mostly on the top-down perspective, of how institutional logics and influencing the engagement of academics in internationalization, but it took into consideration the bottom-up perspective as well. This section enhances the applicability of the bottom-up perspective of the framework developed by showing the strong influence of academia on the management, administration, and the daily routines of work (practices). In this way it sheds light into the tendency of the transformation of the institutional logics related with internationalization at UTA. The study identified so far a lower influence from the behalf of the competitive and the revenue and resources logics, but the other findings reflect a tendency towards an increase of their influence in the future.

6.3 Implication of the study

The current study brings significant implications for the academic community and the issue researched, as well as for the practice. When looking at the academic implications, the most important are the uniqueness of the perspective taken to investigate the issue proposed, as well as the analytical framework developed. The study brings a unique perspective upon the problematic of internationalization and the engagement of academics in internationalization by applying the institutional logics perspective. In this way it conveyed together two important concepts: the concept of internationalization and the one of institutional logics. The study contributes to the existing literature concerning internationalization by deepening the understanding related to the academics engagement in internationalization, as well as to the one concerning institutional theory, through exploring what is the position of academics in an institutional system, and which institutional logics are influencing their engagement and in what way. The findings from this study add content to existing literature concerning internationalization, by contributing to the gap identified related to the key role that academics' engagement in internationalization play for its successful implementation. Schweitz (2006, p. 2) stressed the importance of both, academics' engagement and of institutional leadership for

the degree of internationalization in a campus, therefore, the study brings more awareness of the influences that exist between these different levels of the institution from the internationalization perspective. By looking into how multiple logics are acting upon individuals' behavior and their actions, this research responds to the call for further research within the institutional logics perspective, where there has been limited attention paid to the impact of multiple logics on action (Waldorff, Reay, Goodrick, 2013, p. 100-103). Another significant academic contribution that this study is bringing is the analytical framework developed from the relevant literature. Based on the institutional logics concept, and their influence upon the behavior of the individuals within the institution, the analytical framework brings in relation the two concepts mentioned, at different levels within the institution, showing how action can be influenced. The analytical framework developed had an important role, guiding the analysis of the data in order to reach the purpose of this study, and it can be applied as well in further research.

Apart from the academics implications, the study brings as well practical implications for the School of Management, and UTA. The findings of the study reflect the situation of internationalization in the School of Management, regarding the academics involved in internationalization. They bring a more concrete view upon the influence that the institutional logics related with internationalization have upon the academics' engagement in internationalization in the School of Management, which can contribute to the improvement of the whole internationalization process. Söderqvist and Parsons (2005, p. 3) advocate the need for common view within an institution regarding how internationalization should be defined; therefore the study is providing for the School of Management a comprehensive image of the perception upon internationalization of the academics interviewed, as well as their interests in internationalization. This information can be used to further develop the understanding of internationalization in order to prevent the fragmentation of the international effort which could stay in the way of reaching the institutional aims. Mestenhauser (2002, p. 189) highlights that is important for an institution to be aware that "*all parts of the system influence other parts*" they being perceived as mutually interdependent. Regarding this aspect, the current study contributes to a deeper understanding on how the institutional logics developed at the university level influence the actual engagement of the academics in internationalization in the School of Management, UTA. This information, along with the other findings that the study is bringing, can be taken into consideration when building future internationalization plans and strategies, as well as for the implementation of the process in practice in the School of Management, UTA.

6.4 Limitations of the study

Time and resources are considered to be a limitation of this study. This study was conducted in order to fulfil the requirements for obtaining the Masters' degree, in a time frame of 5 to 6 months. The limited time frame and resources available are constraining the researcher to conduct a larger study on this issue, with a bigger sample of participants, or integrating as well the other schools from UTA.

Another limitation can be its generalizability. The findings of this study are limited to the School of Management, UTA, and representative for the academics that are actively engaging in internationalization. This being a qualitative study, the results can contribute to enrich the knowledge related to academics' involvement in internationalization in the School of Management, and they can be taken as an example for the other schools within UTA, but they should not be generalizable to the entire university. They can also be relevant for similar institutions; however, they should not be taken out of context.

Even though the results apply only to this specific context and cannot be generalizable, the study can be taken as an example for other schools within UTA or for other similar institutions, as well as followed up by further and more extensive research.

6.5 Suggestions for further research

By bringing a new perspective of inquiring internationalization phenomenon through the institutional logics, the current study lays the basis for further research. The analytical framework developed can be used in other studies to analyze the influence of institutional logics on the behavior of individuals, their interests and beliefs in internationalization or regarding other problematics. This aspect is important because it reveals the top-down affect within the institution, bringing a better understanding of the degree of penetration of the internationalization strategies aimed to be implemented.

Limited attention has been paid to the relationships among multiple logics that are not competitive (Waldorff, Reay, Goodrick, 2013, p. 100-103) or to how and why actors manipulate and switch institutional logics (Thornton, Ocasio, 2008, p. 121). Therefore, further research can explore these aspects when looking at the internationalization process, to see if the direction of implementation is the wanted one or not, by analyzing the existent multiple logics influencing action; furthermore, it can be also investigated if the direction that the process of internationalization is taking is congruent with the specific of the institution and its culture, by looking at how actors manipulate the existing institutional logics and what is the tendency of change.

More research is needed to better understand how the changes in actions of individuals can contribute to explain the outcomes at the macro-level (Thornton, Ocasio, 2008, p. 120). A bottom-up perspective upon the concepts of internationalization and institutional logics, showing how the activity at micro-level related with internationalization can influence the development of institutional logics related with internationalization is still missing. By exploring this issue, important aspects and implications of internationalization could be revealed from the practice, which could contribute to the improvement of the strategies and the plans developed to support it.

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8. APPENDIX

Appendix A: Guiding questions for the interview

General information:

1. For how many years have you been working in the School of Management, University of Tampere?
2. What is your position within the School of Management or in the University of Tampere?
3. Do you have a tenure position within the university?

Internationalization concept:

1. What does internationalization mean to you?

Engagement in internationalization:

2. To what extent are you engaged in internationalization?
3. In what international activities are you currently involved?
4. Have you been involved in international activities in the past? For how long?
5. Are you aiming to be involved in the future as well?
6. In which international activities do you prefer to engage the most? Why?

Interests in internationalization:

7. Why do you engage in internationalization?
8. How much does it matter for you to be involved in international activities?
9. What expectations do you have when you engage in international activities?
10. What do you find attractive about engaging in internationalization?

Institutional influence:

11. How would you describe internationalization in School of Management and University of Tampere?
12. What do you think are the pluses and minuses of the internationalization situation in School of Management? But in the University of Tampere?
13. From your perspective, what are the major constrains that academics have to face when they participate in activities related to internationalization?
14. From your perspective, what facilitates the engagement academics in international activities?

Appendix B: Consent form for interview participation

Title of research: Institutional logics influencing the engagement of academics in internationalization at the School of Management, University of Tampere

Researcher: Simona Calugareanu

Professor supervisor: Yuzhuo Cai

Details of the research:

You have been invited to take part in a research study conducted by Simona Calugareanu under the supervision of Dr. Yuzhuo Cai from the School of Management, University of Tampere. This research is intended to represent the master thesis for the fulfillment of the master program Research and Innovation in Higher Education. The purpose of the study is to identify how the logics are influencing academic's engagement in internationalization, by analyzing what are the logics of academics regarding internationalization, how they drive action, by further enabling the engagement in different international activities.

Participation in the research:

You will participate in this research by agreeing to be interviewed. The interview is on voluntary basis only. Each interview will be at a time and place convenient to you. The interview will be held in English language, and it will contain questions about your perception of internationalization and your experience in international programs and activities, your work resulting to be meaningful for reaching the purpose of this research. You have the right to skip any questions that you do not want to answer, and to stop the interview at any time or for any

reason. With your permission, the interview will be audio recorded solely for the purposes of accurately transcribing the conversation.

The expected duration of the interview is about 45 minutes to 1 hour.

Confidentiality:

The data collected will be confidential, used only by the researcher and for the purpose of this research. Interview data will be held and used on an anonymous basis, with no mention of your name, and the interview tapes and transcripts will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by the law). However, if you request it, you will be supplied with a copy of your interview transcript so that you can comment on and edit it as you see fit.

Compensation:

There will be no direct compensation for the participation in this research, but we hope that the findings will provide deeper understanding of how internationalization is perceived by academics within the University of Tampere and will contribute to a better support for their work in this regard.

Contact:

Please feel free to contact me if you have any questions related to the research and the interview process at the following e-mail address: simona.calugareanu@gmail.com.

A copy of this form will be given to you to keep for your records.

Statement of consent:

I have read the above information and I voluntarily agree to participate in this research.

I give my consent for the data to be used for the purpose specified above.

I give my consent for the interview to be audio recorded.

_____	_____	_____
Name of participant	Signature	Date

Name of researcher

Signature

Date

This consent form will be printed in two copies to be signed by both interviewee and researcher, one kept by each.