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Internationalization Applied?

Abstract: Internationalization becomes no longer a fashion and set of activities conducted by some enthusiasts, but rather a leading topic either in terms of education and research, incorporated into the core missions and strategies of universities and influencing their management. So it is everywhere in the educational world, and so it is in Poland. Declaration of the official statements does not always result in real activities. This paper describes the issues relevant to the application of internationalization and outlines the analysis needed to prove to what extent some of technical universities in Poland adopted and what impact it had on their management.
Key words: internationalization, higher education management, university administration, technical universities in Poland

Introduction

Internationalization of universities has become a leading topic for Polish higher education institutions (HEIs). Yes, but what is it? Already a short insight in the literature of the subject shows gradual development and diversity of definitions and approaches.

Internationalization as defined by Jane Knight is a process of incorporating the international dimension into all processes connected with teaching and research at a university [Knight 2015b]. However, as there is a wide variety of institutions that can be grouped under the name of "university", there is also a diversity of processes and activities within each of them and a number of different approaches to their management [Hudzik 2014]. Internationalization is also a social issue [Antonowicz 2016] and in this context it is surrounded by and a is itself a source of myths and interpretations.

In case of Polish higher education institutions, the term "internationalization" is frequently used and apparent in most statutory documents. However, the reality of university campuses looks less international than the statutory documentation would suggest.

The aim of this paper is to identify the areas of a single HEI's management and administration issues, critical from the point of view of internationalization at Polish HEIs, as well as to design a research to evidence and name the imperfections of the processes and activities of internationalization as presented by the Polish HEIs. Further analysis of research outcomes and the recommendations for the institutions are beyond the scope of this article, but will be addressed in course of future research work of the author.

The first part of the paper will give a theoretical background regarding the internationalization itself, where the motion comes from and how it is influencing the overall management of HEIs. We will also consider some recent trends and developments in this area.

The second part of the paper with deal with the Polish edition of HEIs internationalization. We will identify the key issues and developments influencing and shaping the internationalization of Polish HEIs.

Finally, we will draw the outline of a research embracing a selected group of Polish universities. At this moment we already know that the entities selected for the research should be similar in terms of ownership and areas of scientific interest, hence this is most likely to affect their management and organization.

The concept of internationalization

Internationalization often appears in the context of globalization. Sometimes these concepts are used simultaneously or even worse – interchangeably. But globalization and internationalization should be clearly differentiated.

Globalization touches the HEIs as a reality shaped by an increasingly integrated world economy. It is a totality of changes relating to growing interrelationships, including the flow of information and communication, new technologies and other forces beyond the academic institutions [Altbach 2004, Teichler 2004]. If viewed as the result of (western) imperialism, it receives rather negative connotations as a kind of largely ungoverned threat [Yang 2002, Brandenburg and De Wit 2015]. But globalization can also be seen as a source of new challenges and opportunities: "flow of technology, economy, knowledge, people, values and ideas… across borders" [Knight 2015a]. All together globalization is rather to be seen as external condition, while internationalization is a process, a set of actions undertaken to take advantage of globalization and to react on it

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and as such it is rather conscious. Knight argues that the relation between globalization and internationalization may be thought of as that of a catalyst and response, albeit a response in a proactive way [Knight 2004]. Later Altbach and Knight added that: "Globalization may be unalterable, but internationalization involves many choices" [Altbach and Knight 2007].

Current trends in (global) HE internationalization

Over the last 20–30 years HE appears as a politically, economically and socially important subject of consideration in the global agenda. Of the 17 goals included in 2030 Agenda For Sustainable Development of United Nations, the fourth states that the UN should "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". It clearly puts education on the very top of the international activities worldwide [United Nations 2015].

HE also increasingly becomes a commodity. As Altbach points out: "Current thinking sees international higher education as a commodity to be freely traded […] as private good, not a public responsibility" [Altbach 2015a]. And so internationalization is no longer merely related to as a policy of cultural exchange, but it is now a necessary marketing mechanism to keep the HEIs alive e.g. by increasing the number of students [Hazelkorn 2015]. In 2015, HE was included in the World Trade Organization's GATS [Altbach 2004, Altbach 2015b] and global capital is increasingly invested in knowledge industries worldwide, both in terms of education and training [Altbach and Knight 2011]. We can thus say that as the "knowledge society" expands, education is becoming an important investment asset.

It is worth noticing that in European context, along with the establishment of EHEA and in course of consequent legislative actions, mutual recognition, convergence of educational systems and numerous incentives for international cooperation followed, richly funded by the EU money. Even though the European internationalization (sometimes called Europeization[1]) is largely cooperative internally, it still acknowledges global market pressures and demographic trends that increase the global competitiveness in HE, which is clearly manifested in the Bologna Declaration [Education 1999] and the consequent Comuniques [De Wit 2015].

Hence, within the scope of HE institutional activities, new educational concepts based on international engagement are developed. An example can be "the incorporation of international and intercultural dimension into the content of the curriculum as well as

1 According to Teichler, Europeanisation is the regionally defined version of either internationalization or globalization.

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the teaching and learning processes and support services of a programme" [Leask 2009] called the Internationalization of curriculum. Another example may be the transformative internationalization, meaning a holistic approach in which universities become internally-minded communities, not simply institutions with ever increasing numbers of international students [Robson 2011]. The conceptual development is followed by real investments in offshore and branch campuses in other countries and collaborative degree programs with universities and business enterprises abroad.

Last but not least, internationalization is strongly impacted by lasting trends in technology development of satellite communication and distance learning technologies, which enable HEIs to deliver parts or all of the educational program to distant learners worldwide [Altbach 2016]. Also the international research cooperation is increasingly based on satellite technology communication.

Clearly, the internationalization can no longer be seen as only the appearance of foreign students on campuses or the means of developing international mobility of students and staff. It is more a path to developing modern societies and setting necessary conditions for interactions and cooperation between them.

Internationalization from an institutional perspective

At contemporary universities, internationalization is no longer a fashion or set of spontaneous activities performed by a group of enthusiasts. Instead it is an overreaching concept or, as Knight and de Witt say: "a process of integrating international dimensions into teaching, research and service functions of a university. It embraces activities, competencies, ethos and processes of the university" [Knight and de Wit 1997].

However, as Hudzik explains in his "Comprehensive Internationalization", it is difficult to describe precisely either the term itself or the particular approaches to the application of the internationalization [Hudzik 2014]. Therefore he stresses the concept of comprehensive internationalization as "aspirational", "a road without end" or "a long-term commitment to staying the journey". Depending on institution itself and its strategic priorities, internationalization can be understood in different way and include different actions and processes. The comprehensiveness of internationalization is achieved through the mainstreaming it and integrating into the very mission of the institution. From the organizational point of view, internationalization should be addressed by all institutional assets and participants from top, middle, and lower level leadership, to all academic units and staff and all administrative units.

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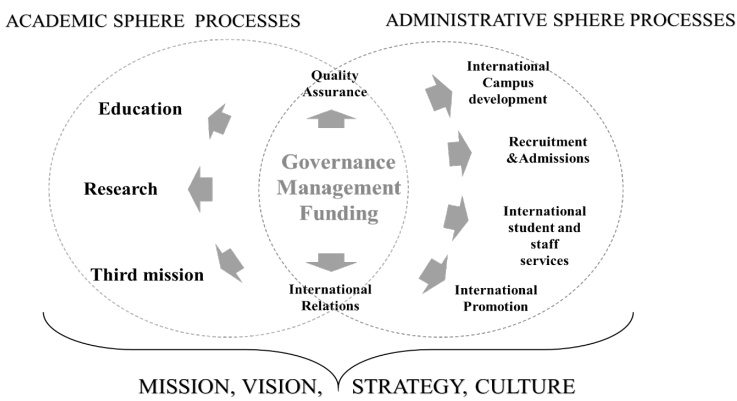
According to Knight, impact of internationalization on HEI organization and management can be divided into two groups of strategies: academic and managerial. First referring to initiatives which are academic in nature (teaching, learning, training, research, advising or supporting activities) and the second including policies, procedures, systems and supporting infrastructures [Knight and Wit 1997].

There is a variety of approaches and attitudes towards systemizing and describing the complexity of interconnections and impacts generated by internationalization at different stages of organizational development of a university [Beelen, De Wit 2012, Enders 2004, Hudzik 2014]. They are strictly linked to the particular national system. The governance of university derives from the local legal regulations including financial, fiscal and statutory requirements. Hence we have a diversity of nationally specific approaches to HEI governance and organization.

For the purpose of this paper we will modify the Knight approach slightly and propose a blended construct applying a modified triple helix approach [Etzkowitz 2008] for the description of internationalization of academic processes under application of Hudzik's comprehensive Internationalization common aspirations concept [Hudzik 2014].

Figure 1. The circles of internationalization



Source: own elaboration.

The outcome would be the academic sphere processes and the administrative sphere processes based on common mission, vision and foremost organizational culture of a university. Such approach will be applied to systematize the research designed in further part of this paper.

On basis of the above definitions and approaches the institutional internationalization can be illustrated, as shown in figure 1.

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The impact of internationalization starts from the governance where the international dimension for the whole organization is, or should be, placed into vision and mission of the university. This in turn has implications for organizational structure or is incorporated in the strategy. From this point on, the processes and activities of internationalization either of academic and administrative character can be designed.

Academic processes

The internationalization in academic sphere is reinforced by processes connected strictly with the three basic areas of HE tasks, namely the education, research and the so called "third mission".

Education

International education means primarily the development of international study programs or in other words – the educational offer. This includes issues such as: foreign language studies (mostly English taught programs), internationalized curricula or joint and double degree programs. These are required to attract international students and to enable domestic students to take part in international classrooms.

Main players here are the academic teachers who design the programs and teach them. The internationalization means also their cross-cultural training, as well as visiting lecturers and scholars who come to the university to enhance and enrich the domestic teaching. There is a lot of space for interaction and exchange of experiences and ideas regarding teaching and curriculum building.

Research

The effect of internationalization on research has been profound. It goes far beyond joint research projects, publications or international conferences and seminars. The use of a common language of research, English, and the ease of transfer, and dissemination of information facilitated by worldwide communication, has brought science and scientists together.

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Through international cooperation, research is becoming more open, but at the same time more complex, and thus requiring more advanced infrastructure and specialized expertise. Also the funding of the research projects, increasingly granted to international consortia and organizations, requires international cooperation. Hence, there is a need for professional international management activities connected with research such as project writing, reconciliation, reporting, and disseminating.

Third mission

Professional international management is also needed in research-business cooperation. Here the processes include creating space for business ideas development, handling international property rights issues, supporting the start-ups and spin-offs and overall linking of community development projects with training activities, teaching and research.

Administrative processes

This area of activities embraces whole university administration, which – as supporting and facilitating organs – should facilitate the basic activities. Those processes when developed with international dimension in mind, can significantly improve the effectivity of education, research and teaching.

International Campus development

Under this common name we grouped both running management (e.g. of financial resources, campus infrastructure, human resources) and the organizational support to international research and teaching activities.

Internationalization is based on processes which facilitate effective and adequate financial support and resource allocation. Therefore, various management tools such as systems of planning, budgeting and quality assurance and review [de Wit, Knight 1999] should be designed and developed with the international dimension in mind.

International dimension in broadly understood campus infrastructure meaning: English language information and services delivered on campus such as translations of re-

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levant legal documents and instructions, accesses, campus orientation, IT services and language proficiency of campus employees.

But the impact of internationalization reaches as far as the human resource development, where it affects recruitment and selection procedures in order to reorganize international and intercultural expertise, reward and promotion policies to reinforce faculty and staff contribution to internationalization, support for international assignments and sabbaticals and all professional development activities for Faculty and staff which facilitate international teaching as well as research cooperation.

Internationalization states the "raison d'être" for activities such as language training, curriculum development, library, and student support services.

Recruitment and admission of foreign students

One of the most apparent elements of internationalization and best measureable is the presence of foreign students at the campus. This starts with an increasingly costly process of candidate evaluation and admission. As the HE market itself becomes more and more competitive, universities are forced to invest more to support the international recruitment. This includes international staff support, marketing and promotion, agent commission, and sometimes even overseas representative offices.

What activities are constituting to this process? First of all the potential candidates have to be reached and attracted. This can be done in a variety of methods, either by engaging recruitment agents or directly marketing using the web-site. We have distracted the international promotion as a separate process, but it is basically the matter of promotion to get the candidate. Once a candidate applies, he has to be led through a process of evaluation and verification of his capacities to become a student. This process is crucial for the quality of teaching and highly demanding because of a diversity of education systems around the world and the risk of fraud and corruption present in many places of international students origin [Altbach 2015, Knight 2015]. But at the same time the candidates put under unnecessary and prolonged scrutiny may simply choose another university. Therefore the process must be both detailed and swift to be effective.

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International Student and Staff Services

Once foreign students are recruited and arrive, a number of activities must be conducted to facilitate their accommodation, information and integration at HEI. Those are the tasks of institution-wide service units, including student housing, counselling, fund raising, designated for international students studying on campus and as well as domestic students going abroad, and include orientation and integration programs, student counselling and advisory services, cross-cultural training, etc.

International staff mobility, in order to bring the desired results in terms of cooperation development both in research and education field, requires organization and management efforts, starting up with the arrangements of itineraries and visit organization, through pick-up, welcoming, meetings, and summing up of arrangements, to final reconciliation of costs. International guests, just like students, represent a variety of cultures and their understanding and observance is of major importance from the point of view of internationalization.

Last but not least, the international student services should include alumni relations. The alumni can be best advocates or ambassadors of a university. They spread the information about the quality of services and education wherever they go. If addressed properly, this can be a source of feedback as well as a means of promotion.

International promotion

Nowadays the promotion of HEIs is mostly international. While neither education, nor research are limited to national scale, to be recognized and noticed internationally, HEIs must invest heavily in their international image. Probably most apparent and best known way of international promotion is the presence on international fairs. Another way to promote internationally is to cooperate with intermediaries – agents located in different parts of the world.

The first and most important source of information about the HEI is its internet site. Easily accessible, it is also an important means of international promotion. It is the first impression that counts, and from the point of view of international audience, internet site is the first element of the university to be seen. Therefore it must be up to date, informative, user friendly, necessarily in English but useful also in other languages.

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New means of communication appear to take over the lead in international promotion. They are more cost effective, flexible and giving wider access than the traditional "face-to-face" promotion. These are the social media including various communication applications such as Facebook, Twitter, Instagram and their equivalents in different parts of the world.

Regardless which channel of communication will be chosen, crucial for the international promotion is the language and content. As English has become a lingua franca not only in HE, but also in business and politics, it is a must to communicate in good (understandable) English. It is also extremely important to know and address the cultural characteristics and diversity [Lumby, Foskett 2014, Sallis 2014].

When talking about international promotion of HEIs one should not forget to mention rankings. Albeit criticized and sometimes even negated by the universities, they clearly influence the international promotion thus reshaping the HE. Being on the top of a league table is the best way to attract candidates from distant countries as well as research partners [Grewal et al. 2012]. In addition, rankings are a means of measuring quality [Erkkilä 2013]. By comparing the HEIs according to a set of defined, common criteria and measures, they aim to give a comprehensive overview of the market to the stakeholders of HEIs. They also enforce managerial behavior, because the benefits which are expected to derive from being highly ranked, incentivizes the reorganization of structures and procedures, re-engineering of student recruitment and allocation of resources to fields of study and research which are internationally competitive [Hazelkorn 2015, Hazelkorn, Loukkola et al. 2014].

Mixed sphere processes

There are also processes that lie within both administrative and academic sphere, e.g. the Quality assurance [QA] or international relations management. Both are comprehensive concepts [Hudzik 2014], [Sallis 2014] embracing multiple (if not all) areas of HEI functioning.

Internationalization "made in Poland"

The internationalization as an issue for Polish universities in contemporary understanding is strongly related to the changes that occurred in Poland after 1990. After 60 years of soviet-style management of universities in Eastern Europe, Polish HEIs entered into

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a new era. The major change was made by the law on Higher Education in 1990 which opened the HE system in Poland to commercialization by allowing for non-public institutions and the public universities to charge tuition fees to non-stationary students. In consequence both the number of students and HEIs rose sharply [Stec 2015]. Until the appearance of demographic downturn which limited the number of Polish students, there were scarcely any incentives or real attempts to bring internationalization to the main agenda.

But the impact of internationalization at Polish HEIs can be seen in the first place on staff and students mobility. It started with the mobility programs such as Socrates, Tempus in the early 1990s. Mobility programs, richly funded by the EU, significantly increased the interest of both groups in internationalization.

While the mobility programs prepared the ground for internationalization, a real breakthrough was the acceptance of Bologna Declaration and Poland's access to the EU and the EHEA in 2004. Bologna brought in fact the main impulse for managerial changes at Polish universities. It brought about the harmonization of educational systems and thus to certain extent supported the withdrawal of the nation state from the HE sector [Antonowicz 2016].

The second major aspect of internationalization in Poland is the commercialization and appearance of tuition students – full time foreign students. Of course, foreign students were present at Polish universities before, but they were never acknowledged as an important factor influencing the program offer or the administration of the university. Only the financial constraints and demographic changes forced Polish HEIs to gradually re-direct their activities and (albeit hesitantly) adjust their study offer to the needs of the employers, increase the quality and follow the international market trends.

In the period before 1990 nobody ever thought of creating English taught programs so foreign students had to learn Polish in order to study in Poland. Hence, Polish HEIs were not very motivated to develop their program offer in English until foreign students became desired as source of additional income. This new dimension of internationalization still states a challenge to the majority of Polish university teachers.

Foreign students as "own students" need a full range of administrative efforts starting with admission and recruitment, through the adjustment of legal and formal procedures and regulations to the counseling and guiding. The number of foreign students in Poland has been constantly growing since 2000s.

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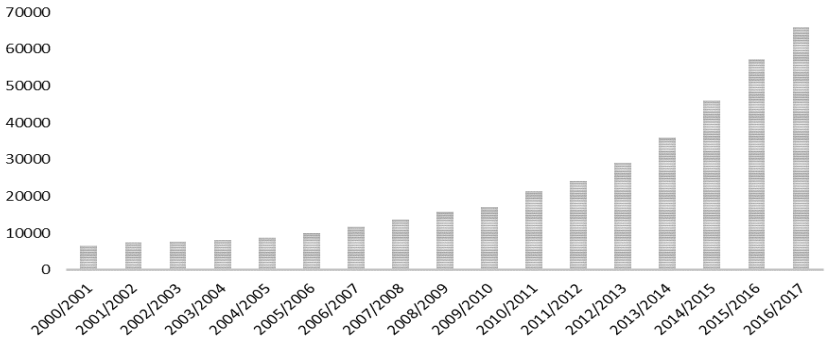
Figure 2. Growing number of foreign students at Polish universities from 2000 to 2016



Source: Perspektywy, Szkoły wyższe i ich finanse w 2016 r.

Finally, the internationalization has become an important element of state donation for Polish public HEIs. The state donation algorithm included elements of international impact such as: the numbers of foreign students, foreign academic staff, and number of mobilities.

The overall level of internationalization in Polish HE system is relatively low, but there is clear increase visible in course of last 5 years. The number of foreign students at Polish HEIs in 2017 reached 66 thousand, making some 5% of total number of students. It is still relatively low compared to the leaders of the educational market such as New Zealand, Australia, Great Britain (over 18%) or even OECD average of 8.4%. Compared to previous years however it has grown significantly (from 0.6% in 2008 and 3.1% in 2015) [Siwińska 2016].

But the major source of foreign candidates and students for Polish HEIs is Ukraine. The Ukrainians chose Poland because of its geographic and cultural proximity and the political turmoil which started in 2013. They study mostly in the Polish language, and currently (2015/2016) make over 50% of foreign students in Poland. So is this real internationalization in education?

In terms of research internationalization, the analysis of Polish scientific area from the perspective of European Union conducted by Kwiek et al. in 2015, showed that productivity of Polish scientists is strongly correlated with their international cooperation. Those who cooperate internationally evidence higher research productivity regardless of the scientific area. Unfortunately the level of international research cooperation is low compared to other European countries. Polish scientists are on average less international

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research oriented, publish less internationally and are averse to English language publications [Kwiek 2015].

How to evaluate the internationalization

When discussing the level internationalization it is important to define measures to be applied for evaluation. These will be both qualitative and quantitative. On the one hand we can draw some numbers e.g. number of foreign students or programs, but on the other we should evaluate the effects of internationalization on organization and the perceptions of its stakeholders (students, staff).

Therefore mixed approaches should be used to research the internationalization depending on the context and area of HE activity.

Starting with quantitative measures, in educational context we usually take such as the number of international students or the proportion of international students in the overall student number. We can also compare the number of English taught programs and foreign academic staff employed. As far as the research activity is concerned, the best measures are the international research productivity evidenced in the number of international publications or publications in international cooperation. A good measure of internationalization is the number of international projects and grants.

Qualitative measuring of internationalization starts with the description of processes influenced by the internationalization and the level it impacts or even shapes the organization. It can be drawn out of formal and statutory documents such as mission, vision and strategy, often included in the statute of an HEI.

Qualitative would also be the analysis of opinions, attitudes and perceptions of particular groups of shareholders starting with the top level management (rectors, vice-rectors) through academic staff, administrative officers and students.

Design of research on internationalization

Focus – target group

There are 390 HEIs in Poland, out of which, 134 are public and 254 non-public.

In order to draw comparisons of internationalization, as organizational phenomenon, we should select a group of universities that would be similar and comparable in

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terms of research and teaching fields and with similar balance of activities (i.e. research and teaching orientation). Here the comprehensive universities fall out as they operate on wide scope of disciplines and different disciplines would have different specifics in terms of management. This would make the analysis of a specific issue – here the management of internationalization – difficult if not impossible.

We have therefore decided to choose a group of HEIs that operate in a narrow scope of scientific disciplines with similar balance between the teaching and research activity. These are the technical HEIs. There were 19 public, technical universities in Poland operating in the analyzed period and their main features with regard to this research are presented in table 1.

Naturally, while analyzing the internationalization we would omit the universities without evidence of foreign students – being most apparent evidence of internationalization [No. 19].

Table 1 shows the level of research engagement of the university in terms of the level of income from the three major areas of activity, i.e. education, research and other. The average level of income from education is 76%, but the group is diversified. Therefore, further limitation was made extracting only the universities with significant research influence, i.e. those who have at least average level of their income generated by research activity. This brings us to the ultimate definition of research group of five technical universities:

- Politechnika Warszawska [Warsaw University of Technology]
- Politechnika Wrocławska [Wroclaw University of Technology]
- Politechnika Łódzka [Lodz University of Technology]
- Politechnika Gdańska [Gdansk University of Technology]
- Politechnika Rzeszowska [Resovia University of Technology]

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Table 1. Selected data on the technical universities in Poland

No.	Name of HEI	total number of students	number of foreign students	level of income in 2015 (PLN)					structure of income in 2015 (PLN)	
				total	educational donation	research	other	educational donation	research	other
1	Politechnika Wrocławska	33 530	713	630 410	454 659	167 314	8 437	72%	27%	1%
2	Politechnika Warszawska	33 360	1 337	738 254	525 014	208 446	4 795	71%	28%	1%
3	Akademia Górniczo-Hutnicza im. Stanisława Staszica w Krakowie	30 262	548	717 501	471 423	244 257	1 821	66%	34%	0%
4	Politechnika Gdańska	23 017	416	394 332	297 769	90 166	6 398	76%	22,87%	2%
5	Politechnika Śląska	22 923	112	470 123	366 522	102 683	919	78%	22%	0%
6	Politechnika Poznańska	20 052	166	337 777	268 876	67 031	1 870	80%	20%	1%
7	Politechnika Łódzka	18 697	454	429 394	305 223	111 519	12 651	71%	26%	3%
8	Politechnika Rzeszowska im. Ignacego Łukasiewicza	16 543	108	228 122	170 418	56 863	841	75%	25%	0%
9	Politechnika Krakowska im. Tadeusza Kościuszki	15 687	264	290 207	23 781	40 214	11 211	82%	14%	4%
10	Zachodniopomorski Uniwersytet Technologiczny w Szczecinie	10 570	43	227 696	189 820	37 876	–	83%	17%	0%

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11	Politechnika Białostocka	10 544	218	145 928	134 063	10 271	1 594	92%	7%	1%
12	Politechnika Lubelska	10 095	647	151 928	120 710	30 913	306	79%	20%	0%
13	Politechnika Świętokrzyska	9 003	34	101 184	92 948	7 262	974	92%	7%	1%
14	Politechnika Częstochowska	8 792	83	159 207	124 443	34 014	750	78%	21%	0%
15	Politechnika Opolska	7 579	236	109 929	100 481	9 448	–	91%	9%	0%
16	Akademia Techniczno--Humanistyczna w Bielsku-Białej	6 390	61	67 661	63 218	4 385	58	93%	6%	0%
17	Politechnika Koszalińska	6 124	34	83 599	77 741	5 858	0	93%	7%	0%
18	Uniwersytet Technologiczno--Humanistyczny im. Kazimierza Pułaskiego w Radomiu	5 826	25	74 238	70 154	3 460	625	94%	5%	1%
19	Uniwersytet Technologiczno--Przyrodniczy im. Jana i Jędrzeja Śniadeckich w Bydgoszczy	n/a	–	128 034	103 986	20 584	3 464	81%	16%	3%
	Total	288 994	5 499	5 485 522	4 176 247	1 252 561	56 714	76%	22,83%	1%

Source: Ministry of Science and Higher Education, plan realization reports 2015.

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The author proposes following research questions:

1) How are Polish universities addressing the issue of internationalization in their organization and management?

a) How did the organization and management of Polish HEIs in the area of internationalization change between 2005–2015?

b) How did the internationalization influence the management of universities?

2) What are the perceptions and attitudes of different groups of employees and management towards these changes and how do they impact the ultimate outcome of processes and activities?

a) Management (Rectors);

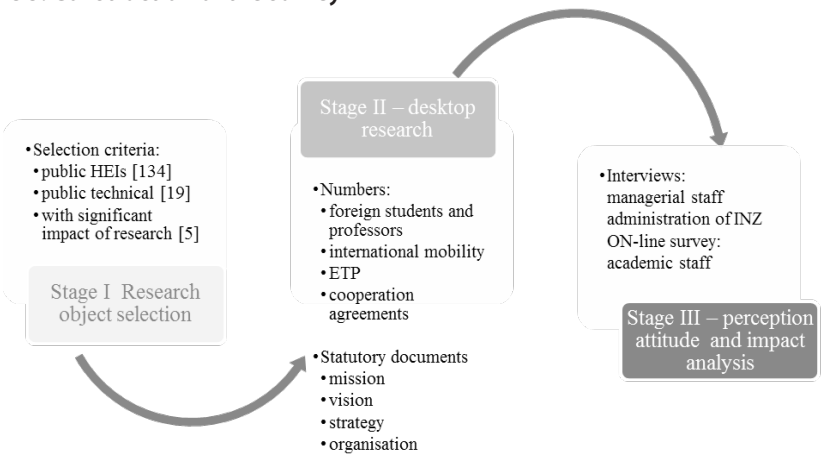
b) Administrative staff (Middle management);

c) Academic staff (scientists, teachers).

Mode of research

The construction of the survey is presented by the figure 3.

Figure 3. Construction of the survey



Source: own elaboration.

As implicated above, the impact of internationalization cannot be measured only in numeric terms. Moreover, when considering the research question 2 it becomes apparent that it will strongly rely on perceptions, opinions and attitudes. Therefore qualita-

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tive methods will be dominating the research. However, in order to measure the effects of internationalization we will definitely need some numeric, quantitative data such as number of students, cooperations or English taught programs, which will be used in course of the research in order to support the qualitative evaluation [Creswell 2013].

The research will be divided in three stages: the definition and selection of research objects (as described in the previous section of this document), description of organization of internationalization and evaluation of level of defined parameters on basis of publicly available data, and research of perceptions and attitudes on basis of questionnaires and interviews. We will apply on-line questionnaires also to draw the picture of internationalization organization and processes as they usually are not described in detail in public documents.

The descriptive stage will focus on examination of impact of internationalization on the statutory documents such as the statutes, missions and strategies. Source of information is publicly available BIP as well as internet sites of the institutions themselves. The publicly available documents should also outline the organization of HEIs. What is of interest to us is how the international relations were organized.

The numeric parameters to be analyzed are:

- number of foreign students,
- numbers of staff and students mobility,
- number of programs in English, joint programs,
- number of cooperation agreements,
- number of foreign and visiting professors,
- international research projects,
- international joint publications (with researchers from other countries),
- international publications (in international journals).

On the basis of numeric and qualitative (descriptive) data we will be able to draw a picture of changes that took place in organizations in the analyzed time span (i.e. from 2005 to 2015).

The second part of the research will be qualitative, based on interviews which should give the picture of perception of changes. These will help us to understand the attitude towards internationalization and evaluate the impact of changes on the employees (academic and administrative staff) of the HEIs. First group of interviews will be conducted with the leaders of the HEIs (rector, vice-rector responsible for internationalization, chancellor). Then there will be open-end interviews with the administrative staff responsible for internationalization.

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Parallel to the interviews which will be held with the managerial staff, on-line survey will be addressed to randomly selected representatives of academic staff. On-line survey will first require a declaration as scientist or teacher (or both) and then ask questions about participation in international projects, publications and English taught programs and subjective evaluation of these activities. The on-line survey will only ask closed questions.

Conclusions

The analysis described in this article shall deliver a picture of processes and practices connected with the internationalization at the chosen HEIs. Internationalization is necessary in globalizing reality of HE. We showed how complex and wide the nature of this adjustment is. Polish HEIs are relatively slow with this adaptation, albeit the number of foreign students in Poland is constantly growing and the importance of international cooperation is stressed by the researchers and incentivized by the regulator. To include internationalization in the statutes and documentation as declaration is one thing and having HEIs competing on integrational or global scene is another.

Therefore it is interesting to analyze the actual level of organizational (managerial) maturity of Polish HEIs and find out about the attitudes and obstacles hampering the introduction of internationalization in practical terms in the micro scale, which is the HEI itself.

The outcomes of the research will deliver knowledge as to the particular problems at the micro level. They are expected to serve as basis for practical recommendations. It is also assumed that the research will raise awareness of the problem among particular players on the scene of internationalization.

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