

## **Internationalization in Higher Education: The P.R.I.D. Dimensions of Researcher's Internationalization**

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## ***1. Introduction***

“What is surprising, though, is the small number of academics or policy makers who are seriously studying the nuances and evolution of the term [internationalization] itself given the changes and challenges that are before us.” (Knight, 2004, p.9)

It is indeed surprising that, despite the strong expansion of internationalization initiatives in higher education, stimulated by globalization and technological development and mostly noted after the 1980s, there is still relatively scant academic research about the meaning of the term “internationalization in higher education” (Knight, 2004). What is even more surprising is the fact that, although full-time researchers are key actors in the vast majority of internationalization activities in higher education (Dewey and Duff, 2009; Rostan, Ceravolo and Metcalfe, 2014), their role has been somehow understated in research. In other words, while higher levels of analyses – organizational, industry and country levels – have been addressed (e.g., Paige, 2005; Sanderson, 2008), little research can be found at the individual level – that is, the researcher (Romani-Dias and Carneiro, 2018).

We address this gap by examining the conceptual delimitation of the “researcher internationalization” construct. Our research question is: **What constitutes the internationalization of full-time academic researchers?** Our contribution relates to the proposition of multiple (intertwined) dimensions by which the phenomenon of the internationalization of researchers can be conceived of. We call these dimensions P.R.I.D. (Place, Relationship, Impact and Dissemination), and argue that they provide a broad coverage of the several aspects by which the individual researcher can internationalize his/her activities.

We organize our article in six sections, besides this introduction. In the second section we argue that the general theme of Internationalization of Higher Education has been defined in different ways; therefore, there is no consensus in the literature about what such internationalization really means. In the sequence, we argue that the individual level of analysis has been underresearched. In the methods section, we present the research design, our criteria for interviewee selection, data collection procedures, and our strategy for data analysis. Next, we present our results in the form of the four proposed dimensions (P.R.I.D.) and our conceptual delimitation of the researcher internationalization construct. In section five we present a representation of the construct for use in statistical models. Finally, we return to our research objective, discuss the academic and managerial contributions of our study and bring suggestions for future research on the subject, as well as present some limitations of our study.

## ***2. Literature Review***

### *2.1 Internationalization of Higher Education (IHE) – A difficult-to-define concept*

The meaning of IHE varies across authors (De Wit, 2002; Knight, 2004; Teichler, 2003), regardless of the level of analysis used, in part because IHE is quite a broad and multifaceted phenomenon, but some definitions narrowly encompass just some aspects of it.

Table 1 presents some classic definitions of IHE. Some of them however, are too generic and some are even tautological, such as those presented by EAIE (as presented by Knight, 1994), Soderqvist (2002) and AUCC (1993). These definitions define internationalization as referring to the applicability of international aspects, which indicates cyclical reasoning. We understand that these definitions have little practical use, precisely because of the tautology. The definition proposed by the British Columbia Centre for International Education (presented in Francis, 1993), is vague and contains constructs that are difficult to define – for example, what does “greater overall understanding” mean? And “living and working in a diverse world”? Besides, this definition inadvertently uses consequences of the construct as part of its meaning, which should be avoided (*cf.* MacKenzie, 2003). Another classic definition, that by Van der Wende (1997), is quite generic and focused on the macroenvironment, not addressing organizational- or individual-level aspects.

The definition proposed by Arum and Van de Water (1992), in turn, seems to mix the definitions of internationalization with its activities, that is, in our opinion it brings examples of internationalization activities, but does not define internationalization itself. However, as cautioned by MacKenzie (2003), “[...] the problem with defining a construct solely by exemplars is that there is no way to know whether the exemplars provide a complete listing of the construct's domain and/or whether new exemplars should be excluded from the construct's domain.” (p. 325). The definition by Teichler (2003; 2004), on the other hand, is more precise, but does not contemplate aspects that are relevant today, since it focuses on crossing borders, which seems to be insufficient in view of the growing presence of at “at home” internationalization, that is, activities that do not require crossing borders to occur (Huang et al., 2014; Maringe and Foskett, 2010). The definition proposed by Knight (1994) entails only the institutional/organizational level of analysis, but does not consider the individuals who internationalize, as Sanderson (2008) and Trevaskes (2003) contend.

Table 1 – Often-cited definitions of Internationalization of Higher Education\*

Reference	Definition
<b>Association of Universities and Colleges of Canada (AUCC, 1993)</b>	It is a set of activities aimed at providing an educational experience with an environment that is truly integrated with a global perspective.
<b>Arum and Van de Water (1992, p. 202)</b>	"Multiple activities, programs and services related to international studies, international educational exchange and technical cooperation."
<b>European Association of International Education - EAIE, according to Knight (1994, p. 3)</b>	"Internationalization is the process whereby higher education becomes less national and more internationally oriented."
<b>Francis (1993, p. 8)</b>	"[...] process that prepares the community for successful participation in an increasingly interdependent world [...]. include all facets of higher education, leading to greater global understanding and the development of skills for living and working in a diverse world."
<b>Knight (1994, p.3)</b>	"The internationalization of higher education is the process of integrating the international dimension with the teaching / research and services of an HEI. The international dimension means a perspective, activity or service that introduces or integrates a vision - international, intercultural and global - encompassing in the main functions of HEI."
<b>Soderqvist (2002, p.29)</b>	"[...] is defined as a change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies."
<b>Teichler (2003, p. 180)</b>	"Internationalisation often is viewed as a growth of border-crossing activities while national systems persist, at least to a certain extent; thereby, internationalisation is often referred to when issues of cooperation and physical mobility, knowledge transfer as well as international education are addressed."
<b>Teichler (2004, p.22)</b>	"[...] the totality of substantial changes in the context and inner life of higher education relative to an increasing frequency of border-crossing activities amidst a persistence of national systems, even though some signs of “denationalisation” might be observed."
<b>Van der Wende (1997, p.18)</b>	"Any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labour markets."

\* Note: These definitions address only the organizational, or broader, levels of analysis.

The definitions presented in Table 1 have formed the foundations of the study of internationalization in higher education. However, this complex social phenomenon involves a key actor at a level of analysis yet little explored in this literature: the individual level.

After all, when does a full-time academic researcher internationalize his/her career? Will it be when he/she publishes an article or a book in a journal or a publisher outside his/her country of origin? Is it when the quality of your research is so great that the community of different countries recognizes he/she even when it only publishes in journals of their own country? Will it be when he/she relates to peers and graduate programs from other countries? Is it when he/she collect their data in other countries or work in a country that is not their country of origin? With these questions in mind we intend to show that there is not only a definition about the meaning of

internationalization of researchers, and that we must understand this phenomenon in a broader and inclusive sense, that is, in a sense that is consistent with the current international objectives of full-time academic researchers and educational institutions from different countries. In order to find answers to these questions, it is necessary to focus on the individual level of IHE analysis.

## *2.2 The need for definitions of IHE at the individual level of analysis*

Internationalization of higher education entails several aspects and actors. In terms of the “what” aspect, that is, the multiple activities that can have a component across borders, one can conceive of research, teaching and service/extension (Knight, 1994; Knight, 2004). As regards the “who” aspect, that is, the actors that are involved in activities beyond their domestic frontiers, there are faculty members (professors and/or researchers), students and staff (Brookes and Becket, 2011; Huang et al., 2014). As for the “where” aspect, that is, in what place international-related activities take place, one can envisage home-country-centered (inward) activities (for example, when an academic institutions or a faculty member receives people – students, researchers or staff – from other countries in his/her country of residence) and outside-home-country (outward) activities (when someone – a student, research or staff member – travels abroad or is electronically involved in activities that take place outside his/her country of residence) (Brookes and Becket, 2011; Maringe and Foskett, 2010).

For example, the literature covers international research networks (Van Damme, 2001; Teichler, 2004; Elkin, Devjee and Farnsworth, 2005), which often have projects funded by organizations from different countries, scientific production in the form of academic publications, published in journals, books or conference proceedings (Dewey and Duff, 2009; Cummings et al., 2014; Coates et al., 2014), the adaptation of curricula to international standards (Knight, 2004; Paige, 2005; Altbach and Knight, 2007), the development of projects in partnership between higher education institutions (Dewey and Duff, 2009; Rodrigues, Duarte and Carrieri, 2012), such as conferences, agreements for double-degree and joint courses, exchange of students, professors and staff in general (Elkin, Devjee and Farnsworth, 2005; Coates et al., 2014), the establishment of facilities in other countries (Van Damme, 2001; Rodrigues, Duarte and Carrieri, 2012; Chinelato, Ziviani and Rodrigues, 2015) and organization of complementary academic activities across borders, such as music or dance festivals and lectures, among others (Knight, 2004; Paige, 2005).

Within this large number of activities, we can note the (direct or indirect) presence of full-time academic researchers in almost all of them. In general, their participation tends to be direct when we consider the dimensions of research and teaching and indirect when it comes to extension activities or academic services. The particular emphasis on specific activities varies substantially across institutions as some are more focused on teaching and others on research, which tends to impact career promotion and tenure granting.

Despite the relevance of faculty to the IHE, we observe that the definitions of IHE do not explicitly comprise the individual level of analysis. For example, the model proposed by Elkin, Devjee and Farnsworth (2005), includes the researcher's activities for internationalization at the organizational level, as do Paige (2005), Dewey and Duff (2009), Maringe and Foskett (2010), Brookes and Becket (2011) and Knight (2015), without dealing with the definition of internationalization at the individual level – these models only mention the researcher's role. Knight's (2004) work includes only the national, industry, and organizational levels of analysis, a model that is expanded by Sanderson (2008), who includes the supranational (global and regional) and intra-organizational (departmental and individual) level; however, these models did not deepen the researcher's role in this process, despite the fact that the researcher is the main agent of the internationalization of higher education (Dewey and Duff, 2009; Rostan, Ceravolo and Metcalfe, 2014).

## **3. Methods and Data**

This article is the result of a series of studies that deal with Internationalization in Higher Education, having full-time academic researchers in graduate programs as the main unit of analysis. The

following research question served as a starting point for this study: What constitutes the internationalization of full-time academic researchers? Our purpose is to advance a definition that contemplates the different dimensions of the phenomenon of internationalization of higher education at the individual level of analysis.

In order to obtain broad coverage and to triangulate perceptions, we interviewed 34 full-time academic researchers from 13 graduate programs in the United States and Brazil. In the USA, the interviews were conducted at the Massachusetts Institute of Technology (MIT), Harvard University (two programs), Boston College, Northeastern University, Bentley University, Merrimack College and Georgia University (with the exception of the latter, all located in the New England region, known worldwide for being a cosmopolitan region within the USA, and home to some of the world's leading academic research centers); in Brazil, the interviews were carried out at FGV Sao Paulo School of Business Administration (EAESP-FGV; two programs), the Brazilian School of Public Administration and Business (EBAPE-FGV), the University of Sao Paulo (USP), and the Institute of Education and Research (INSPER).

### *3.1 Research design*

We conducted a qualitative study organized in two rounds of in-depth semi-structured interviews based on a consistent set of questions (Kerlinger and Lee, 2000), documental analysis and indirect observation, the latter originated from our own experience as researchers pursuing internationalization in our careers in its different dimensions and originated from participation in the same forums and academic communities that some of the interviewees participate.

A qualitative approach based on in-depth interviews (Strauss and Corbin, 1990) was used because the phenomenon investigated (internationalization of full-time academic researchers) is a complex social phenomenon, and because our goal was to unveil the very meaning ascribed to the phenomenon by those involved with it in practice. We followed the precepts of Sammarra and Biggiero (2008) for this choice. In addition, we understand that this approach was fundamental for building rich insights from the experience of the researchers interviewed (Miles and Huberman, 1994). The research design was constructed to identify key elements of the internationalization of researchers and uncover their understandings about reality (Morgan and Smirch, 1980), specifically the subjective phenomenon of internationalization in higher education, at the individual level of analysis.

We used some specific elements from the Grounded Theory technique to reach our goal (Glaser and Strauss 1967, Strauss and Corbin, 1990). We generate theory - in the form of model P.R.I.D. and in the proposal of defining internationalization of researchers - based on our data, especially from the interviews conducted. This proposal was pertinent to our objective because we did not find in the literature a definition of internationalization at the individual level of analysis, so we constructed this definition in an inductive way, and used literature that deals with other levels of analysis (in particular, the organizational level) to construct our discussions, but we did not start from this literature for the development of our proposal, but from the perceptions of the experts who were interviewed.

We interviewed researchers working in the United States or in Brazil. The two countries were chosen because their academic institutions are in different stages of internationalization and because they have very different institutional contexts, which helps increase the power of generalization of our findings (Creswell, 2003). On the one hand, we have researchers working in the region called New England (USA), world renowned for being cosmopolitan and hosting some of the most renowned educational institutions in the world; on the other hand, we have researchers in Brazil, a country considered new in the international academic debate and which, according to Elsevier (2018), has less than 40% of its researchers with international mobility - the United Kingdom and Canada, for example, have more than 70% of its researchers with such mobility. As an illustration, the Brazilian Graduate Programs began to gain momentum only from the 1960s (Velloso, 2012). We understand that this diversity between the two countries enriches the variation in our data.

In order to include as many relevant perspectives on researcher internationalization as possible, we intentionally selected full-time academic researchers for our study, because they are considered individuals who experience the academic internationalization and that have the capacity, as specialists, to generate insights on the investigated phenomenon, according to the recommendations of Marshall and Rossman (1989).

We sought to obtain good diversity across the profiles of the interviewees, as regards nationality (born in 11 different countries), academic programs (13 graduate programs), fields of knowledge (Business Administration, Education and Political Sciences), positions and career stability (assistant, associate and full professors, tenured [18] or in tenure track [16]), gender (29 men and 5 women), and the profile of the institution in which they work (whether of regional or global ambition/reach). These variables used to select the experts interviewed contributed to bring greater external validity to our study (Creswell, 2003). We aimed to bring the greatest number of valid perspectives on the internationalization of researchers, as recommended by Patton (1990).

### *3.2 Data collection procedures*

In order to draw our theoretically-derived sample (Pratt, 2009) we initially searched for schools known for their high degree of internationalization. In the USA, we pre-selected schools that are included in the Carnegie Foundation's list (2018) of regional or global internationalization, and in Brazil we selected schools with high degree of internationalization according to the official document published by the Brazilian Ministry of Education (Capes, 2013).

Secondly, we searched the websites of the previously selected institutions for the curricula of their faculty, in order to identify researchers based on some criteria (sometimes overlapping) related to internationalization experience, that is, to work with comparative research between countries and/or have a set of publications in journals from other countries or that were internationally recognized and/or had a substantial participation in international conferences, international research groups, serving as editorial members of a foreign journal and, when the information was available, that they had research grants from international organizations. In order to triangulate information about the professors and their works contained in the websites, we also used documents from the Researchgate and Google Scholar databases (for the US and Brazilian researchers) and the Lattes curriculum platform (<http://lattes.cnpq.br/>; for the Brazilian researchers) that is widely used in the Brazil.

Third, we contacted the pre-selected researchers by email. In the USA, we contacted (initially) professors from nine programs, and we obtained the acceptance of professors from seven programs. In Brazil, we contacted (initially) professors from five different programs, and we obtained the acceptance of professors from four programs. In both the US and Brazil, we included more programs in our selection, since additional professors from these programs were indicated by the first interviewees, using the snowball method (Martin and Eisenhardt, 2010) - these professors were indicated because, in the view of their peers, they have international research careers (we verified this information in the databases already mentioned). In the USA, two more programs were included (one of which is not in the New England region) and in Brazil another program was included also. After the researchers' acceptance, a new email was sent in order to set the interview schedule and inform, if requested, about the preliminary script.

Interviewees were prompted about three macro-topics of the script, composed of open-ended questions (Strauss and Corbin, 1990). After warm-up questions about their own academic trajectory, the interviewees were asked about the first topic, specifically, their perceptions about the meaning of internationalization. This approach gave the interviewee the possibility of spontaneously addressing the topics of internationalization of their interest. The second topic tackled the choice of researchers between domestic academic activities and international activities based on a comparative analysis of rewards and costs between the two. The third dimension of the research guide dealt with the institutional environment of which they are part, that is, of motivators, barriers and facilitators of their internationalization, also based on questions about their primary stakeholders. We highlight that, out of the three macro-topics presented, the first one was the one that generated the largest number of contributions to our study.

The first round of interviews began in Brazil in 2016 and the second round of interviews took place in the USA during the first half of 2018. Fifteen researchers working in Brazil and 19 in the USA were interviewed, totaling 34 interviews. We made efforts to obtain as many face-to-face interviews as possible, given the greater wealth of insights that this modality allows us to have. As a consequence, a substantial part of the interviews (24 out of 34) were face-to-face, however nine were conducted via Skype and one by telephone. The interviews had an average duration of 51 minutes (maximum = 97 minutes; minimum = 25 minutes), and were conducted in Portuguese for Portuguese-speaking interviewees and in English otherwise.

The way in which the interviewed experts explored the questions asked – offering deep reflections about their real experiences and their own perceptions of the investigated phenomenon – allowed us to obtain a vast set of data related to the objective of our study (Reay, 2014). We emphasized guarantee of anonymity (we use pseudonyms in the presentation of the results) and we provided a “friendly” environment in order to decrease inhibition and stimulate interviewees to voice what they “really think” about internationalization in the context of higher education. Following Creswell (2003), we stopped searching for new interviewees when we noticed that we had reached a point of saturation, that is, when new information that was directly related to the main research question was no longer presented.

### *3.3 Data analysis strategy*

The interviews were recorded with the consent of the participants, transcribed verbatim and analyzed, in their entirety and independently, by each of the two authors of this article, for a later comparison between the analyzed categories of analysis, and for increase the internal validity of the study (Creswell, 2003). We emphasize that the transcripts that appear in this article were translated (when originally in Portuguese) or verified (when originally in English) by a native proofreader in order to guarantee the accuracy of language. The transcriptions made up a Word document of more than 300 pages of transcription in Times New Roman style (font size 12), and single spacing.

In a second stage we compared our interpretations in an iterative process, and we came to a consensus on the categories of analysis most relevant to our results, following the recommendations of Glaser and Strauss (1967). This procedure puts into practice different protocols and research steps to ensure reliability and confirmability of the findings (Lincoln and Guba, 1985). There was careful control of how the data were collected, coded, classified and analyzed (Miles and Huberman, 1994), with the support, in the first phase of the study, of Atlas TI software, a qualitative analysis program widely used for analysis of data (Friese, 2014).

Also within the second stage, we initially coded the data using open coding methodology (Locke, 2001), by identifying terms and key concepts for our analysis; we verified the consistency of these concepts from the interviewees' speeches and organized the data into descriptive categories, which in our case were presented mainly as examples of internationalization activities of the researchers.

In a third step, with the definition of the main categories of analysis arising from our comparisons, we proceeded to construct deeper and more abstract (or analytical) categories, following the guidelines of Strauss and Corbin (1990). This process took about six months, as it demanded, in addition to the analysis of the interviews, in-depth return to the literature on the subject, which allowed us to propose the four dimensions of internationalization (called P.R.I.D.) presented in findings. Table 2 illustrates the coding scheme constructed.

Table 2 – Coding Scheme, Illustrative Data and Literature

Theoretical dimensions and main references	Second-order categories	First-order themes	Exemplary quotations (selected examples)
<b>Place Dimension</b>	Research location	• Conducting comparative studies	“I’m certainly very internationalized. What I study is comparative education. I study education policy in a comparative context, and one of the ways in which I do that is I lead a research collaborative that is comparing public education in ten different countries.”
		• Conducting focused studies	“I consider my career to be very internationalized, in several dimensions. On the one hand, I do most of my field research in other countries, most in Latin America.”
	Researcher location	• Professional location	“[...]look, but if I act (professionally) here (in France) and I come from Brazil, then here I am already internationalizing myself.”
		• Primary residence location	“I consider the US my country of residence, both personally and professionally. I would say that 60% of my work is in the USA and that 40% is Asia, Europe and maybe a little bit in Brazil (country of origin).”
<b>Relationship Dimension</b>	Organizational level relationship	• Obtaining financing from agencies	“For example, scholarships (from funding agencies) I have had from England, Germany, USA, Brazil and the European Commission.”
		• Organization and participation in scientific events	“There is another dimension (of internationalization): I participate in a group that coordinates an annual conference called Repal, a political economy in Latin America and the idea is to bring together researchers from the USA, Europe and Latin America.”
	Individual level relationship	• Academic coauthoring	“The other way for you to internationalize is to write together with people from other countries.”
		• Groups and networks for research	“I think that (internationalization) is fundamentally something, it is being embedded in international research networks. Because this implies that he / she is dialoguing with international researchers. Producing knowledge according to international peers.”
<b>Impact Dimension</b>	Impact on research and academic environment	• Quotations of works in the academic community (broad)	“My work is quoted in many countries and translated for use in many countries and I always travel giving lectures to several countries, so the international side of my work is even more important than the domestic one.”
		• Honors and distinction in scientific events	“Russia's science academy devoted the linguistic sector a whole day over my books. Tel Aviv University has organized a conference with participants from all over Israel about one of my books.”
	Impact on practice and for the general public	• Sales and translations of works	“I have several publications in Mexico, Argentina and Brazil. My first book has been translated into Portuguese and we are seeing if the new book coming out next year will come out in English and Portuguese as well.”
		• Practical use of intellectual production by broad audiences	“I have developed curriculum from kindergarten to high school to do that. That curriculum has been translated into many different languages and is being taught in schools in different places (countries). So, in that sense, I think that my work is internationalized.”
<b>Dissemination Dimension</b>	Dissemination by vehicle of communication	• Origin of journals (articles) or publishers (books)	“I do consider myself to be an international researcher. First, I have been publishing articles in international journals.”
		• Reputation of journals (articles) or publishers (books)	“Internationalization, let me say that it is the capacity and interest in dialogue to publish in the outlets that are most respected internationally.”
	Dissemination by applicability of the work	• Quotations of works in the academic community (restricted)	“A large part of this (internationalization) goes through publication and citation of publications. This is the dialogue.”
		• Practical use of intellectual production by specific audiences	“[...]if you will look at whether my research is an internationalized research, in the sense that it is adopted and read in various parts of the planet, as I have no publication in a four-star article or top of the rankings and nor a global book, so that diminishes, right? So, from the point of view of the international impact of my research, it is restricted.”



#### **4. Findings – The P.R.I.D. Dimensions of Researchers Internationalization**

Our analysis of the interviews led us to identify four dimensions of the “research internationalization” construct, which we called P.R.I.D – place, relationship, impact and dissemination.

##### *4.1 The place dimension*

A researcher can be considered internationalized when the empirical field of his/her research, is located abroad, regardless of the results that will be generated with the accomplishment of that research, that is, whether or not that study will bring consequences such as relationship, dissemination and/or impact of publication. Some of the interviewees' remarks illustrate this point:

“I’m certainly very internationalized. What I study is comparative education. I study education policy in a comparative context, and one of the ways in which I do that is I lead collaborative research that is comparing public education in ten different countries. So, certainly, the objective of study is comparative and, by definition, if you need to compare, you have to go outside of the boundaries of one nation.” **Peter**

“I consider my career to be very internationalized, in several dimensions. On the one hand, I do most of my field research [on comparative policy] in other countries, mostly in Latin America.” **Stewart**

“I’m very internationalized. I research on the topic of international business and therefore study foreign companies and internationalized companies. I participate in many studies in other countries, that is, in countries other than the one where I work.” **Michael**

From the quotations of Peter, Stewart, and Michael, we can note that conducting research with empirical data collected abroad is present in research areas of Comparative Policy (within Political Science, Stewart's case) and Comparative Education (within Education, Peter's case), where empirical collection often occurs in different countries. In the case of Business Administration, some researchers study internationalization of companies, as is the case of Michael.

There are also cases of researchers who choose to carry out the empirical part of their work in other countries not necessarily because it is something inherent to the topic on which they work:

“I’d say about 40% of the cases I’ve ever written are outside the United States. I consider the US my country of residence, both personally and professionally. I would say that 60% of my work is in the US and that 40% is in Asia, Europe and maybe a little bit in Brazil.” **George** (born in Brazil)

“The field work I do is situated in Africa, so the vast majority of my work is aimed at non-US markets. In fact, I find it very difficult to incorporate my work into the North American market.” **Mary**

Therefore, the research area (e.g., comparative education, international business, comparative policy) may determine that data must be collected abroad, even if collected online (i.e., without the need of physical travel abroad). Data collection may be conducted by the researcher him/herself or by students or colleagues – thereby, there may be an association between the Place and the Relationship dimensions. In addition, the research object may be “internationalized” (e.g., multinationals, expatriates, across-border and e-commerce activities). We note that both George and Mary have also opted to conduct surveys outside the country where they work.

It is interesting to note that some researchers work outside their country of birth, which also constitutes internationalization (by the way, quite common in the New England region, USA):

“I remember when I was on my first sabbatical back in France, so the department's discussion was that professors should have more international publications. I told them the following: I'm Brazilian and I work here with you in France, so I'm already internationalized. Do not you agree?” **Jeff**

“I consider myself [internationalized], because in the first place I have taught with permanent positions in Brazil, the USA, England and Germany, so I lived in all these countries.” **James**

Both Jeff and James work in the New England area, have held positions as permanent professors/researchers in different countries and understand that the place of professional activity should also be considered when discussing the internationalization of researchers, that is, professors

working in countries other than their home country are, to some extent, internationalized according to the vision of these respondents. For example, Richard understands that “Internationalization for the researcher applies also to being a professor at a foreign university.”

The perception of the respondents is similar to that of Mussolin (2004) and Tremblay (2005), who highlight the growth of academic mobility between different countries as part of the phenomenon related to the internationalization of full-time academic researchers.

In summary, the Place dimension of internationalization encompasses: (i) collecting data (i.e., location of data sources or of objects of investigation) outside one’s country of residence (even if one’s home country); and (ii) working outside one’s country of birth (even if temporarily; e.g., during sabbatical work or visiting professorship).

#### 4.2 *The relationship dimension*

A full-time academic researcher can be considered internationalized when, in his/her professional activities, he/she relates – either in his/her own country or abroad – to actors who live outside the researcher’s country of residence. In this case the researcher is known by the community in which he/she works, regardless of the degree of dissemination and impact of his/her intellectual productions, as highlighted by some of the interviewees:

“It takes a lot of investment to be an internationalized researcher. It is necessary to attend conferences, it is necessary to travel. Not everyone can do that.” **Joseph**

“There is another dimension [of internationalization]: I participate in a group that coordinates an annual conference called Repal, a political economy [forum] in Latin America and the idea is to bring together researchers from the USA, Europe and Latin America. I also did sabbatical, six months in Sao Paulo, in the 1990s. For example, I will spend four months in Brazil this year.” **Stewart**

“First, internationalization also means you actually leave your country and attend conferences, [or] visit other universities.” **Roger**

In the view of Stewart and Roger, being part of the organization of (or participating in) a scientific event is also part of the internationalization of researchers, which in this case occurs by receiving other researchers in your country of residence or by crossing borders (that is, physical mobility is necessary). In addition, some respondents understood that having an international relationship is intrinsically related to their insertion in research networks:

“If I understand that internationalization is a geographic issue - then I am rather internationalized. I participate in things in Europe and participate in things in Brazil. I have these nets.” **Jeff**

“I think that [internationalization] is fundamentally something: it is being embedded in international research networks. Because this implies that he/she is dialoguing with international researchers. The theme that he/she may be looking at may even be a theme pertinent to the reality of his/her country, but the dialogue established is an international dialogue.” **Christine**

“[Internationalize means] to be present in international networks of researchers, and to be close to some researchers abroad to have this collaboration more effectively.” **Donald**

A good example to understand the international relationship dimension as a whole is from Dave’s speech, for the richness of his examples of international activities:

“I have some specific relationships with researchers outside of the United States. I work with a professor in Hong Kong who is implementing some [parts] of the curriculum that my team has developed. I’m working with a professor in Quebec. She and I are going to do a case study together, a teaching case study of an innovative board in Canada. (Canada’s school districts are called boards.) And, beyond that, I co-published / co-edited a book with several professors from China that appeared [in print] last year. And I’ve gone to China and spoken at conferences and workshops that this same group has put together. So, it wasn’t just a one-time kind of experience. So, those are all ways that I think of myself as internationalized.” **Dave**

The international relationship is also present when the researcher does joint research with academics from other countries, as Stewart, who works in the USA, pointed out: “I consider my career to be quite internationalized [...]. I have partnerships and co-authorships with researchers from other countries, such as Mexico, Brazil and Chile. Roger has a similar positioning: “The other way for you to internationalize is to write along with people from other countries.” When asked about what

aspects of their work are considered internationalized, some respondents pointed out that they are internationalized because they relate to funding agencies from abroad, as follows:

“One dimension of internationalization is related to your doing research partnerships in other continents and to obtaining funds for research in these different countries. In my case, I try this in the UK.” **Mary**

“I’m internationalized. For example, scholarships [from funding agencies] I’ve had from England, Germany, USA, Brazil and the European Commission.” **James**

“It was very helpful to work with international institutions like the World Bank, the United Nations, Fulbright, and so on because they were interested in the things I was interested in and they could report my research to some extent. [...] World Bank sponsored a book I did on the privatization and control of state-owned enterprises.” **Bill**

We see in the quotes by Mary, James and Bill that the researcher's relationship in the international arena can also be extended to funding agencies from different countries or from global agencies.

The different forms of relationships that lead to the internationalization of researchers are widely highlighted in the literature, as in the studies by Knight (2004) and Van Damme (2001), who emphasize the importance of networks and international funding agencies for the internationalization of research and, consequently, of researchers. At the individual level of relationship, international partnerships are widely highlighted, for example in the form of co-authoring, which can be seen as international activities that boost the researchers' career, as underlined by Dewey and Duff (2009) and Coates et al. (2004). By crossing the data with the literature, therefore, we understand that the relationship is one of the dimensions of the internationalization of researchers and that it can even influence the impact generated by their work.

In summary, the Relationship dimension entails: (i) meeting/interacting with researchers or other actors (e.g., executives, students) who live outside one’s country of residence (even if from one’s home country) – whether or not this interaction takes place in one’s country of residence or outside it, or even electronically; (ii) participation in committees or boards of international organizations (e.g., academic associations, business associations, journal / publisher editorial boards, journal review boards, corporate boards); (iii) organization of activities (e.g., conferences) that involve participants from multiple countries.

#### *4.3 The impact dimension*

A researcher can be considered internationalized when the knowledge produced by him/her in the form of articles and books (or book chapters) is widely adopted by the international academic community and by different audiences from other countries, such as students, managers, public policymakers or other members of society. This is possibly the easiest dimension to understand, while being the most difficult dimension to be achieved by the researcher. Jeff's contention gives us an overview of the difficulty of achieving this stage:

“I think being international here is not having you published outside, but you have to be known by other countries, so everything converges here. When they say so, hey, this guy he is a professor who is international. In the USA this means that everyone from other countries knows this guy. He does not have to leave, outsiders come in contact.” **Jeff**

Jeff's quote also indicates that Impact can be achieved on its own, without the concurrent increase in other dimensions, such as Relationship. Some indicators of the international impact of the researcher are linked to the sales of books, translations of works and, of course, the number of citations of his/her articles in international outlets (i.e., those with authors and readers outside the researcher's country of residence), as Stewart, James and Bill point out:

“I have several publications in Mexico, Argentina and Brazil. My first book has been translated into Portuguese and we are seeing if the new book coming out next year will come out in English and Portuguese as well.” **Stewart**

“My work has quotes in many countries and it is translated into many countries [...]. About conferences, Russia's science academy devoted the linguistic sector a whole day over my books. Tel Aviv University organized a conference with participants from Israel on one of my books.” **James**

“[...] they keep citing that work - It doesn't necessarily mean that you have a good argument. But it is measure of impact. At the same time, I think impact will come if you work on important issues and do good work.” **Bill**

We also note, in James's words, that receiving honors and distinctions in scientific events can be an indicator of the international insertion of the researcher, when these events have international relevance that, roughly speaking, are those organized by academic associations that have on their board top academics from different countries. Another indicator of the global impact of the researcher is tied to the practical use of the knowledge generated by him/her, as George, Peter and Andrew point out:

"I consider myself rather internationalized, as my main activities which are teaching, academic research and consulting / writing cases affect individuals and companies in different countries." **George**

"I have researched and developed curriculum from kindergarten to high school to do that. That curriculum has been translated into many different languages and is being taught in schools in different places [countries] [...]. So, in that sense, I think that my work is internationalized." **Peter**

"An internationalized researcher, in my opinion, is one that generates outputs that impact in different countries, leading the discussions. An internationalized researcher should, for example, generate academic discussions in other countries." **Andrew**

For these researchers, the very definition of internationalization is associated with the practical contribution of their work, which in these two cases involves different sectors of the economy (e.g., educational and private companies) and different countries. We note in the words of Dave and Thomas that the impact can come in different forms, that is, from different media and vehicles that disseminate the researcher's intellectual output and are targeted at different audiences:

"Well, I want my work to have as much impact as possible. I build curriculum - I want people to use it. I write articles - I want people to read them. I give talks - I want people to go to YouTube and look at them and if I don't do international outreach, then I'm not going to have an impact there." **Dave**

"At the heart of any kind of internationalization, it's really the researchers. If a researcher has the intention to work hard at it, find good partners internationally, then they can expand the reach of the university to become international. They can impact their students. Then, they can impact companies to be more global. So that was my conclusion about internationalization." **Thomas**

Some interviewees pointed out that it may find that may difficult to achieve high impact from academic works, as illustrated by the words of Jeff and Joseph:

"[...] if you will look at whether my research is an internationalized research, in the sense that it is adopted and read in various parts of the planet, as I have no publication in a four-star article [from the ABS list] or top of the rankings, nor a global book, so that diminishes, right? So, from the point of view of the international impact of my research, it is restricted." **Jeff**

"Today we do a lot of research, but research with little practical impact." **Joseph**

In the same sense of the speeches of the various respondents are the studies of Paige (2005) and Diniz (2017), which deal with the importance of the impact on academic research, and which associate this impact with the internationalization of scientific production. These authors also discuss ways of measuring impact, among which is the number of citations of the researcher's works. In a complementary vein, Starkey and Madan (2001) discuss not only the academic contribution of the studies, but also their practical contribution, that is not necessarily associated with the number of citations that the researcher's works receive.

When we cross the perception of the interviewees with the literature, we note that both the academic and the practical impact should be part of the internationalization of researchers. In summary, the Impact dimension entails: (i) the quality level of the outlets where the researcher has managed to publish his/her studies; (ii) the intensity of adoption of the researcher's publications (e.g., as measured by number of citations in international outlets, or by the use of the researcher's models/frameworks in executive MBA programs or by public policymakers or consulting firms, or the use of the researcher's course syllabi in different countries, or the views of the researcher's talks in social media); (iii) honors and distinctions received by the researcher for his/her studies, awarded by associations with international academic expression; (iv) sales of the researcher's books or downloads of the researcher's articles; (v) translations of the researcher's works to different languages.

#### 4.4 The dissemination dimension

A researcher may be considered internationalized when his/her articles and books are to some extent circulated (in the form of digital or printed material) to other countries. In this case, we are not necessarily speaking of great global impact, but about making your works available to readers in other countries. Most of the respondents addressed what we call the dissemination dimension.

Despite the difficulty of achieving high impact, some interviewees believe that by publishing, for example, in journals circulated in other countries, is in itself part of the internationalization of their careers, as in the case of Jennifer and Thomas. Robert, in turn, understands that a step must be taken as regards publications in journals that, in addition to being international, should be recognized by the quality of the research they publish; besides, as expressed by Gerald, the work should be cited – these contentions blur the differences between Dissemination and Impact:

“Look, internationalization is recognition, so I’ve had articles published in partnership with international authors (in international journals).” **Jennifer**

“I do consider myself to be an international researcher. First, I have been publishing articles in international journals.” **Thomas**

“Internationalization is the ability and interest to dialogue and publish in the outlets that are most respected internationally. A large part of this [internationalization] goes through publication and citation of publications. This is the dialogue.” **Robert**

“To internationalize is not simply to arrive and to write a paper that will be accepted in a good journal but that will not be cited, that will not be read nor used. I do not see that this is internationalize. Internationalization is you entering the debate, being heard and even helping to change the terms of the debate.” **Gerald**

According to Paul, it is hoped that international research will be directed at people from different communities: “The research that involves internationalization is targeted to a larger audience, more comprehensive than the local audience. Internationalization is just that.”

Regardless of the degree of contribution of the researcher, be it practical or theoretical, authors such as Dewey and Duff (2009) and Huang et al. (2004) understand that the publication of his/her works in other countries compose part of his/her own internationalization and, therefore, Dissemination is a component of researchers internationalization. In summary, the Dissemination dimension includes: (i) the number of works that the researcher has managed to make available to audiences outside his/her country of residence; (ii) the number of presentations in events with an international audience.

Our model based on the four dimensions is illustrated in Figure 1:

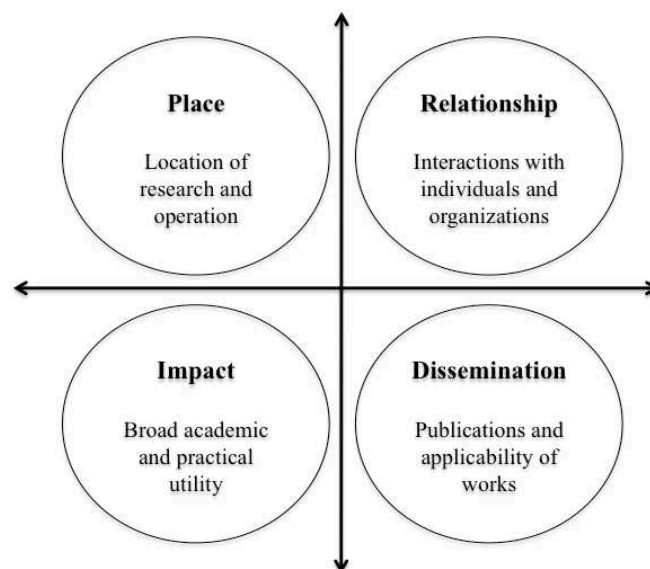


Figure 1 – The P.R.I.D. Dimensions of Internationalization

Based on the P.R.I.D. model, we propose the following definition of the researcher internationalization construct: **“A researcher internationalizes his/her academic activity when he/she (i) engages in academic activities in countries outside his home country or his country of residency, and/or (ii) establishes relationships with academic actors outside his country of residency, and/or (iii) his publications attain impact (in terms of being used by actors outside his/her country of residency), and/or his/her works are published in outlets with authorship and readership outside his/her country of residency.”**

This definition of researcher internationalization, that is of internationalization of higher education at the individual level, is “narrow enough to strip away unintended connotations [i.e., confusion with other related constructs] and surplus meaning but [is] conceptually broad enough to capture the underlying essence of the phenomenon” (Suddaby, 2010, p. 348).

### ***5. Representation of the Construct for use in Statistical Models***

After the conversation about the conceptual delimitation and definition of the “faculty internationalization” construct, which has helped obtain construct validity and face validity, the natural next step to the current study is the operationalization of the construct in order to insert it in models that test the relationship of the construct with its determinants and its argued consequences. This operationalization entails two parts (in the current study, only item (a) is addressed):

- a) The decision about the analytical structure of the construct, in terms of how the proposed four facets (the “P.R.I.D. dimensions”) relate to one another and to a possible higher-order abstraction; and
- b) The choice of operational indicators to measure each facet (given that each facet is complex enough and should be measured by multiple indicators in a latent variable representation) and the decision about the relationships of the indicators with their respective facet/dimension of the construct (specifically, a formative or a reflective perspective of measurement).

As regards a potential higher-order abstraction that connects the four facets of the construct and the corresponding perspective of relationship (formative vs. reflective) between first- and second-order latent variables, the lines of reasoning presented earlier do not provide clear indications about whether a formative or a reflective representation would represent the conceptual nature of the construct better.

On the one hand, one can argue that the P.R.I.D facets tend to be correlated, that is, the more of one, the more of another (the others). For example, a researcher that goes to more international conferences or that is involved in (more) studies with (more) colleagues from other countries (both indicators of the Relationship facet) will tend to also research and work in other countries (the Place facet), to publish more (the Dissemination facet) and better (the Impact facet). Such assertion suggests that the facets would tend to co-vary, thus a reflective relationship between the first-order dimensions with the second-order abstraction would make sense.

On the other hand, one can reason that each of the P.R.I.D facets provides an additional contribution to the “degree” of internationalization of the researcher, that is, the higher the level of a given facet, the more internationalized the researcher would be; besides, one may argue that a given researcher may be quite intense in some of those facets (for example, he/she has developed and tested a model of some phenomenon and has successfully published it in a top tier journal and has had its model used by several studies ever since, which indicates high Impact), but not necessarily on others (for example, the researcher may not publish much – low Dissemination – or may not be involved in research groups – which hints at low Relationship).

Such claims suggest that the facets may not co-vary, but that they may each provide their own specific contribution to the higher-order abstraction; thereby, a formative representation of the relationship between the first-order dimension and the second-order abstraction (the “degree” of faculty internationalization) would be appropriate.

However, one may ponder about whether more of a given facet can somehow make up for less of another facet. That is, in terms of the how much a give researcher is internationalized, are those facets mutually compensatory? If they are not, then a second-order abstraction in a formative perspective does not seem to be in place. Besides, if each facet has distinct determinants or has

distinct consequences, then a second-order abstraction in a reflective perspective does not seem to hold. Therefore, one may argue that each facet in fact represents a component of the construct, but that they are relatively “independent” from one another. Thereby, a group-factor model (cf. Rindskopf and Rose, 1988) may be suggested.

As of now, only the relationships between the facets and their hierarchical structure have been preliminarily discussed. Further reflections are necessary and empirical verification should be undertaken in future studies. The future empirical validation of the operational representation will also demand that specific operational indicators (measures) of each facet be provided and that the perspective of measurement between the indicators and their respective facet be determined.

## **6. Final Remarks**

Considering the growing debate about the topic of Internationalization of Higher Education, and the absence of specific studies that focus on researchers (i.e., the individual level of analysis), this study unveiled multiple facets (specifically, P.R.I.D. – place, relationship, impact and dissemination) that comprise the internationalization of full-time academic researchers. To reach our goal, we interviewed 34 researchers who work in Brazil or in the USA and who present varying levels of intensity in each of the proposed dimensions.

Our main contribution is to propose a comprehensive conceptual delimitation of the “researcher internationalization” construct. Although the examples and quotes presented in this study may not represent an exhaustive list of the multiplicity of aspects that comprise this construct, they illustrate the complexity of the phenomenon of internationalization and provide a reasonable coverage of it. We believe that our study takes a fundamental step in this understanding.

Our study may provide valuable basis for future studies that seek to investigate how the internationalization of researchers relates to the internationalization of the institution in which they work (e.g., in terms of the, inward and outward, internationalization of students, international accreditations, funding etc.) and how academic institutions can define the profile of their researchers and stimulate the internationalization of their researchers and understand the related trade-offs of costs and returns. From a more practical standpoint, our four-dimension framework may also prove useful for researchers to plan or rethink their career strategies.

An interesting insight of our study is that internationalization can, in part, be achieved even from activities conducted at home, as also highlighted by authors such as Huang et al. (2014), Knight (2004) and Maringe and Foskett (2010) – albeit with some limitations. Therefore, resource-scarce countries and institutions may devote greater efforts to such activities, also through the hiring of researchers that can disseminate their publication and who already have some degree of international research network.

The four dimensions proposed in this article open up different paths for new investigations, considering the interdisciplinarity of the topic of internationalization in higher education (Altbach and Knight, 2007). We suggest, therefore, the following avenues for future studies: (i) a survey with a researchers of varied levels of internationalization (as regards the multiple conceptual dimensions) in order to empirically assess the psychometric properties of the model, (ii) identification and test of determinants (drivers) of the “researchers internationalization” construct; (iii) testing effects of researcher’s internationalization (individual level) on the internationalization of their academic institution (organizational level); and (iv) identification and test of possible moderators of those relationships.

Some limitations of the current study must be noted. First, data was collected only about researchers who work in Brazil or in the USA, so generalization is not immediately warranted to other contexts. Second, we focused mainly on the research activities, while we acknowledge that teaching activities may also be considered part of the conceptual domain map of the “researcher internationalization” construct – therefore, the definition of this complex phenomenon (De Wit, 2002) may have to be revisited. However, while, on the one hand, this choice is a limitation of the study, on the other, it has allowed coherence between our research question and our data collection and findings.

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