Shifting logics and performance measurement practices in hybrid universities

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Keywords: hybrid organisations, higher education sector, performance measurement, institutional logics, Poland

JEL Codes M4, M40, M49

Data Availability Summary of data is available from the author

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Abstract

This paper contributes to the current debate on the shifting logics and performance measurement practices in hybrid universities. It draws upon notions of neo-institutional theory and adopts a longitudinal and ethnographic case study methodology based on participant observations and several interviews. The study focuses on the case of Kozminski University, a private and independent non-profit business school whose brand is recognized at home and internationally. Findings show that universities and academic workers, particularly their business and academic logics, are constrained by various factors related to the specific field and the local society. These factors include the burden of government regulations and control of the state (i.e., state logic), the expectations of different clients (i.e., students, enterprises, government agencies), and the need to comply with international standards and market mechanisms (i.e., market logic). Our results show that multiple logics shape the performance measurement practices of universities and generate hybrid solutions. While previous literature has mainly focused on competing logics and the possible tensions they generate when expectations/pressures are divergent, this paper has also shown that potentially conflicting logics may 'peacefully' coexist in a university context.

1. Introduction

Performance measurement (PM) practices at universities have become increasingly popular on institutional, group, and individual bases. Since a university's performance is often directly linked to its funding, many universities spend considerable resources on the development of tools to measure organizational and individual performance in terms of research and teaching.

Traditionally, PM practices have played a more developmental role and were intended to help academic workers improve their future performance. However, a shift has occurred toward a more quantitative and judgmental approach in which evaluation is largely based on the quantitative evaluation of past performance. This change in performance evaluation has been associated with the rise of new public management (NPM) and the growth of managerialism in the application of private sector methods within the public sector. The effectiveness of business models and tools in the public sector is still critically debated (Broadbent and Guthrie, 2008; Pallot, 1992; Braun, 2001; Musselin, 2007; Osterloh and Frey, 2009, 2010; Willner and Gronblom, 2009; Tahar, Boutellier, 2013; Santiago, Carvalho, and Sousa, 2015; Gunter, Grimaldi, Hall, and Serpieri, 2016).

This paper explores the shifting logics and PM practices as a result of internal challenges and external forces in a hybrid university characterized by competing organizational and individual logics (academic and business logics). As a private university that depends on enrollment for financing, the institution applies many management methods and practices used in the private sector. At the same time, the university is subject to public regulation and control. As public funding for selected activities (research and some educational activities) has gradually became available, the university also must apply traditional public sector methods of management. This blend of two different logics creates tensions and conflicts among academic actors who engage in an ongoing debate about the role and the mission of the university in question and the shared meaning of what constitutes research and teaching. In this paper, we will examine the changes of PM practices and their effects on individual academics in a hybrid university in which two competing logics exist, each dominating at a different time and also harmoniously coexisting.

This study raises two crucial research questions about changes in PM practices in hybrid universities:

1. How have the environmental changes (e.g., competition, financing system) and the emerging logics (state and market) in the higher education field affected the shift of organizational and individual logics and PM practices of hybrid universities?
2. How have internal changes (i.e., accreditations, changes in scope of the role of Vice Rector for Research and Faculty Development, Development of Research Office, development of PhD programs) affected the academic work, and how do departments and faculty perceive the effectiveness of the new PM practices?

We answer these questions through a longitudinal and ethnographic study of the process of change in the PM practices of a hybrid university that has gradually become increasingly research oriented (mainly because of external forces and the vision of its founders).

In that sense, the subject of our study is not the traditional public university, but a hybrid university as an organization that borrows logic and practices from both the public and private sectors (André, 2010; Billis, 2010; Koppell, 2003) (Andre, 2010). Our hybrid university was founded as a private university which gradually became subject to the rules governing state and public universities, at first in relation to research funds but later also in relation to the partial funding of academic programs.

Despite the considerable amount of research on performance evaluation in the public sector (Propper and Wilson, 2003; ter Bogt, 2003, 2004; Johnsen, 2005; Pollitt, 2006; de Bruijn, 2007), little research has been conducted on the shift in logics and PM practices at hybrid universities. The existing body of research at the university level has explored the following:

1. Research assessment on the national level and the use of journal rankings (Merisotis and Sadlak, 2005; Dill and Soo, 2005; Ashton et al., 2009; Marginson and van der Wende, 2009)
2. The impact on governance and resource allocation (Martin and Whitley, 2010; Whitley, Gläser and Engwall, 2010)
3. The effect of new PM practices on academic workers and departments (Thorsen, 1996; Winefield et al., 2003; Tytherleigh, Webb, Cooper and Ricketts, 2005; Woods, 2010; ter Bogt and Scapens, 2012; Kallio and Kallio, 2014)

The reforms in the university sector imitate the private sector corporate philosophies and echo the return of scientific management (Parker, 2011; Yamamoto, 2004; Vukasović et. al., 2012; Azis, Simatupang, Wibisono and Basri, 2014; Kallio and Kallio, 2014;

Santiago, Carvalho and Sousa, 2015; Gunter, Grimaldi, Hall and Serpieri, 2016; Harker, Caemmerer and Hynes, 2016). Moreover, all of the research on PM practices at universities examines what is very often proudly described as traditional, highly respected academic institutions in Western Europe (ter Bogt and Scapens, 2012; Tahar and Boutellier, 2013; Kallio and Kallio, 2014; Kallio, Kallio, Tienari, and Hyvönen, 2016; Harker, Caemmerer, and Hynes, 2016; Gunter, Grimaldi, Hall, and Serpieri, 2016; Graham, 2016), Australia (Guthrie and Neumann, 2007; Pop-Vasileva, Baird, and Blair, 2011), New Zealand (Coy, Tower, and Dixon, 1994; Norman and Gregory, 2003), Canada (Elliott and Goh, 2013), the United States (Rabovsky, 2014; Ryazanova and McNamara, 2016) and Asia (Yamamoto, 2004; Pongpearchan, 2016).

This paper contributes to the development of knowledge and academia by investigating the still seldom-researched shift of organizational and individual logics and consequences of the PM practices in hybrid universities. The setting of the paper is a unique and unexplored university which can be characterized by multiple competing logics at the organizational and individual levels, strongly influenced by external forces and logics present in the higher education field. The findings of this study also contribute to neo-institutional theory, which has mainly concentrated on two competing logics instead of focusing on the multitude of logics and the possible tensions they generate when expectations/tensions are divergent. While previous literature has mainly focused on competing logics and the possible tensions they generate when expectations/pressures are divergent, this paper has shown that potentially conflicting logics may also 'peacefully' coexist in a university context.

2. Emerging institutional logics and PM practices in hybrid universities

Institutional logics "represent frames of reference that condition actors' choices for sense-making, the vocabulary they use to motivate action, and their sense of self and identity" (Thornton, Ocasio, and Lounsbury, 2012, p. 2). This means that, when making strategic decisions and operational choices, organizations are influenced by the institutional logics to which they are exposed, because those logics may define expectations and legitimate activity and become embodied in organizational structures and practices (McPherson and Sauder, 2013). Each point of logic is associated with a distinctive mode of rationalization–defining the appropriate relationship among subjects, practices, and objectives (Scott, 2014).

Thornton, Ocasio, and Lounsbury (2012) employ the concept of institutional logic to identify a specific set of models for motivating and organizing societal arenas or societal subsystems.

However, when the prescriptions and proscriptions of different logics are incompatible, they generate challenges and tensions for the organizations exposed to them (Greenwood, Raynard, Kodeih, Micelotta, and Lounsbury, 2011, p. 318). Many of the most important tensions and change dynamics observed in modern organizations and organization fields can be fruitfully examined by considering the competition and struggle among various categories of actors committed by contrasting institutional logics (Scott, 2014). Vam Gestel and Hillebrand (2011) suggest that change processes are usually considered a struggle between competing institutional logics, as dialectical in nature, and as involving many individual and collective actors. Reay and Hinings (2005) suggest that competing logics can co-exist over an extended period in tension but may be limited in scope. They also suggest that one dominant point of logic emerges, but only temporarily, and one change is followed by another.

Organizations operate in a context characterized by ambiguity when they face multiple (not always aligned) logics. Greenwood, Raynard, Kodeih, Micelotta, and Lounsbury (2011) argue that the existing neo-institutional theory literature has mostly concentrated on two competing points of logic instead of focusing on the multitude of logic to which organizations are exposed. Any organization, including universities, may be driven by the different logics from private and collective actions that generate different types of pressures that may conflict with each other (Greenwood, Raynard, Kodeih, Micelotta and Lounsbury, 2011).

Universities are increasingly becoming hybrid organizations that combine the features and tools of public sector organizations with those of private sector organizations. Hybrid organizations borrow components and logics from three different sectors: public, private, and non-profit (Billis, 2010; Koppell, 2003; Grossi and Thomasson, 2015). Hybrid organizations can take different organizational forms, including public-private partnerships incorporating elements from state, market, and civic society, and can focus on different objectives (Pache and Santos, 2013). Moreover, hybrid organizations can be explained by the increasing prevalence of pluralistic and complex institutional environments and are exposed over lengthy periods of time to multiple institutional logics that prescribe what aspects constitute legitimate behaviour (Thornton and Ocasio, 2008). Pache and Santos (2013) stress that it is not enough to focus mainly on the organizational-level perspective, because it reveals little about the incorporation of logics within organizations, and further study is needed on elements of the logics that organizational actors enact as they try to deal with competing demands and pressures present in the complex institutional environment as well as the factors that drive their behaviour. As Pache and Santos (2013) highlight, we address this gap by exploring how

hybrid universities internally incorporate elements of competing logics related to their institutional environment.

In our study, we identify multiple logics related to the universities: *state and market logics* related to the community, the environment, and the field in which universities operate and the *academic and business logics* related to their organizational and individual levels.

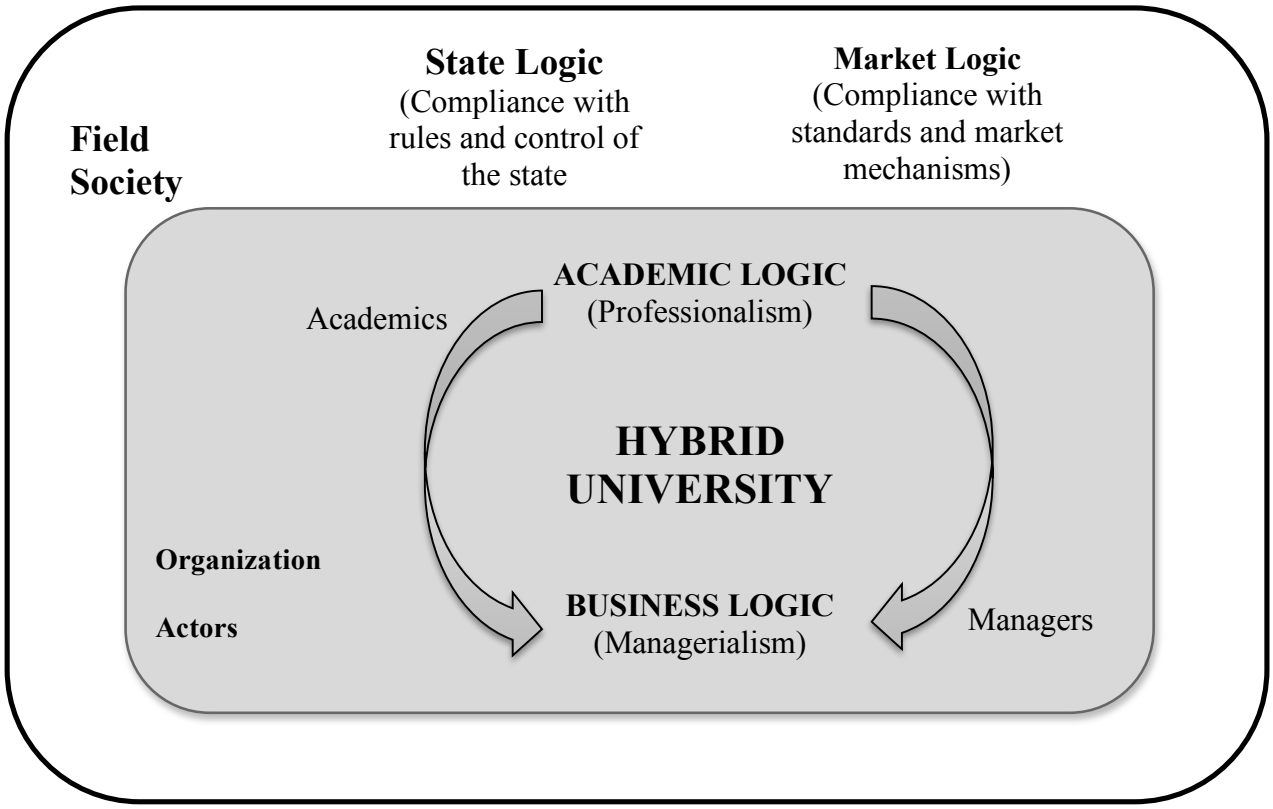

Figure 1. Multiple logics in the hybrid universities

Because they borrow characteristics from different sectors, however, hybrid organizations are regarded as complex and often lacking in accountability (André, 2010; Billis, 2010; Grossi and Thomasson, 2015). With regard to accountability of universities, Burke (2005, p. 22) identifies three interests and pressures: (1) state priorities that reflect the public needs for higher education programs and services, often expressed by civic leaders outside the government; (2) academic concerns involving issues and interests of the academic community, particularly professors and administrators; and (3) market forces covering the consumer needs and demands of students, parents, and businesses, as well as other clients. Universities, therefore, are becoming hybrid organizations driven by different steering paradigms (Jongbloed, 2015): governmental regulation and market forces.

The hybridity of universities is particularly relevant in the area of university finance and its objectives. During the last decade, the most relevant policy development has been the

reduction of government funding, which has seen public universities shift from being fully funded to partially subsidized (Guthrie and Neumann, 2007). This change variously reflects the marketization of government through reduced levels of direct government funding, grants, and subsidies and, consequently, greater reliance on market-generated revenues (Parker, 2011).

These trends are also related to changes in university funding, with a growing decrease in public governmental spending in several countries and an increased need to rely on external funding (often from private and non-profit organizations) (Wedlin, 2008). As a result, universities have a more mixed public-private funding model from a wide range of financial sources: public money, tuition fees, sponsored research, private donations, and other means of non-governmental funding.

Along with the returns to the intellectual property rights that it secures, research is seen as an important and lucrative activity. However, in this scenario, universities take a market-oriented approach to operations with the risk of losing basic academic values (Lancrin, 2004).

In several countries involved in the Organization for Economic Cooperation and Development (OECD), it has become more common for universities, compared to engaging in teaching and research, to provide services (e.g., consultancy, training) to industries and the government and to contribute to national and regional economic and social development (Jongbloed, 2015). The traditional three objectives of the university—teaching, research, and community service—are more balanced, although there is greater differentiation across institutions and different historical developments due to enhanced autonomy and greater responsiveness.

Traditionally, universities were more focused on the *state logic* related to state priorities that reflects public needs and desires of higher education programs and services, often expressed by national and international rules and monitored by national agencies for higher education. Thus, to obtain and maintain legitimacy in society, universities operate in research, teaching, and in a third mission related to the need to have strong national and local development and contacts with the local community and enterprises. Today, universities are under stronger governmental pressure to perform better research and provide teaching activities to receive the reduced government funding available (Pop-Vasileva, Baird, and Blair, 2011). Since the 1990s, several quality assessments have been conducted with government funding tied to research and teaching output, forcing universities to become increasingly competitive to obtain these resources. State logic has also influenced PM

practices, with a stronger focus on research performance that is usually measured by the number of publications in academic journals; the international rankings of these journals are used as an indicator of quality (ter Bogt and Scapens, 2012). In particular, stronger pressure has been placed on the research production side of academic work, exemplified in the phrase "publish or perish" (Pop-Vasileva, Baird, and Blair, 2011; Kallio, Kallio, Tienari, and Hyvönen, 2016).

In addition, modern universities are exposed to *market logics* derived from the need to sell programs and services within and outside the national boundaries to ensure financial sustainability. The cutback management initiatives in funding have compelled universities in several European countries to turn toward different sources of financing, resulting in the adoption of more market and entrepreneurial logics in university management. *Market logics* are the main drivers of this scenario, with a private tertiary sector regulated by private companies as far as quality assurance and accreditation are concerned and mostly funded through market mechanisms. *Market logics* stem from the need to maintain good positions in the national and international rankings and guarantee survivability (i.e., avoid a merger with another university). The importance of such rankings has increased largely because of competition between universities, both nationally and internationally, as well as the more general internationalization of the university sector. Market forces give rise to institutions that become specialized by function (e.g., teaching, research), field (e.g., business, humanities), and audience (e.g., young students, part-time students, distance education, adult education, lifelong learning), while business firms grant degrees to their employees for their corporate training. With the widening of student choices, there is greater competition for students, and tuition revenue has come to represent a more important share of overall income. Market logic has also influenced PM practices with a stronger focus on teaching performance related to the number of students, the degrees awarded, and the quality of the education provided (Harker, Caemmerer, and Hynes, 2016). These PM changes have resulted in higher student/staff ratios and greater teaching requirements and pressures (Parker, 2011).

The logics that emerge over time and are established at the field, environment, and societal levels can penetrate an organization and alter the balance of its existing logics. At the organizational and individual levels, universities in Europe and elsewhere can be considered hybrid organizations subject to conflicting conditions from both an *academic logic* and from a *business logic* (Kubra Canhilal, Lepori, and Seebert, 2016; Kallio, Kallio, Tienari, and Hyvönen, 2016). According to Thornton and Ocasio (2008), academic logic considers a university to be a 'community of scholars' whose main mission is to produce scholarly

knowledge and maintain its reputation among peers. Authority is based on professional seniority and collegial principles, whereas decisions are made by consensus, and autonomy of academics is guaranteed (Kubra Canhilal et al., 2016).

The academic logic emphasizes the specific nature of research activities, which cannot be controlled from outside, and provides a rationale for autonomy for research and lack of central control. Universities in several developed countries have been operating in an environment in which the government and public sector bureaucracy has introduced *business logics* under the strong influence of NPM ideologies based on managerialism (Parker, 2011). Pollitt (1990) refers to the new phenomenon of managerialism, whose foundation is the private sector, in which the importance of PM practices seems virtually self-evident. The key aspects of *business logic* have maintained a focus on outcomes and related value for money, outsourcing of former government activities to private and non-profit organizations, more autonomy and decision-making power from central government with accompanying strengthened accountability and control mechanisms, a user-pay philosophy, and market-based competition for purchase and delivery of goods and services. All of these strategic changes resulting from the market and societal pressures about internal organization, academic activities, hiring and firing, financing, and internal allocation of resources represent a real threat to academic freedom (Evans and Nixon, 2015).

The business logic foresees the centralization of decisions and their implementation through command and rule systems guiding employees in their activities (Kubra Canhilal et al., 2016). Several European Union (EU) countries (such as the UK, Finland, France, Sweden, the Netherlands, and Norway) as well as the United States, Japan, Australia, and New Zealand, have implemented their own higher education reforms, typically involving different models of PM tools and practices of both institutions and individuals (Vakkuri and Meklin, 2003; Yamamoto, 2004; Modell, 2003, 2006; Guthrie and Neumann, 2007; ter Bogt and Scapens, 2012). Although the ways in which these reforms are implemented in practice tend to be country specific, they typically echo NPM ideology, which involves the use of private sector methods in the public sector, and have attracted strong criticism within academia (Broadbent and Laughlin, 1998; Kallio and Kallio, 2014). Ter Bogt and Scapens (2012) focus on the increased use of judgmental forms of more quantitative performance measures and the ambiguous effects on individual workers, such as stress, uncertainty, and anxiety (Chandler, Barry, and Clark, 2002). For the majority of academic staff members, the managerial logic has meant increased occupational insecurity and disillusionment with employer responsibility (Evans and Nixon, 2015).

Czarniawska and Genell (2002) highlight that the standardization of PM practices by both departments and individuals plays an increasingly central role in contemporary academia. Kallio, Kallio, Tienari, and Hyvönen (2016) point out that business logics and managerialism elevate metrics and indicators, and the system is likely to become self-referential and self-fulfilling. Moreover, the diminishing sense of collegiality is therefore visible in the workplace that now values individuals solely through their measurable performance (Evans and Nixon, 2015).

We can conclude that universities are becoming hybrid organizations because they borrow components and logics from different sectors (public, private, and non-profit); they are also becoming heterogeneous organizations because at the organizational and individual levels multiple and competing institutional logics (e.g., academic and business logics) coexist as a combination of professional/academic and managerial/administrative values and PM practices (Pettersen, 2015) and operate in a community, environment, and field permeated by multiple and competing logics (e.g., state and market logics).

When different logics coexist, prioritization is necessary (Greenwood et al., 2011). To understand how this prioritization takes place, one must establish an understanding of how multiple and competing logics are embodied in hybrid organizations by eventually changing existing PM practices and routines, and an analysis of organizational and especially individual behavior is also desirable (Lounsbury, 2008).

A focus on the key persons operating within the organization and leading the incorporation of different logics requires a study of elements that act as enablers or resistors to PM changes.

3. Setting up the context:

3.1. *High education system in Poland*

Poland's Higher Education Institutions (HEIs) are classified as either state (public) or private (non-public), and the main categories of higher education institutions are university and non-university. The structure of careers and academic qualifications in Poland is similar to that of Germany and some other European countries. Beyond the bachelor's, master's, and doctoral qualifications, there is the habilitation. This second research-based doctorate (habilitation) is a prerequisite for appointment to senior posts in the academic profession, although not the final one. Additionally, only academics holding the habilitation may supervise and examine doctoral theses. Academic staff members aspiring to be appointed to

the highest posts must also submit to a further assessment of their research, and if successful, they will then be awarded the academic title of professor. This assessment is different from a faculty appointment as a professor and can be seen as a further requirement (Fulton, Santiago, Edquist, El-Khawas, and Hackl, 2007). It requires additional substantial research outputs and indicators going beyond those required when assessed for the habilitation degree, although a formal thesis is not required.

Academic institutions enjoy considerable autonomy in terms of human resource management. Institutions have freedom to appoint and promote staff, subject only to national restrictions on the qualifications for occupying specific academic grades. They can also freely set salaries (within centrally fixed salary bands in the case of public higher education institutions). There are also national regulations setting the maximum hours of work, but institutions have the freedom to allocate teaching and research on a flexible basis.

The research excellence of universities at the national level is monitored by the Committee for Evaluation of Scientific Units (CESU). The main task of the Committee is to draw out the project of parameters and criteria for comprehensive evaluation of scientific units and to perform such an evaluation on a periodic basis (at least once every four years). The Committee indicates to the Minister the leading scientific units taking into account the quality of their scientific activity in order to determine the level of financial support for their research.

The final evaluation score of the scientific unit—the result of the method of pairwise comparisons within GWO (assessment common group)—grants each unit a scientific category. The point of reference for the categorization of scientific units is the score received by reference units within categories A and B. It is also important to note that the scientific units with assigned A+ category are at the forefront of scientific research and R&D. Those institutions are selected by the evaluations teams through implementation of an additional set of criteria such as belonging to 25% of the highest-rated scientific units within a GWO or outstanding quality of conducted research and the effects of their implementation (Rozporządzenie MNiSW, Article 18, Sections 6 and 7).

3.2. *Kozminski University as a hybrid university*

Kozminski University is a private and independent non-profit business school. Its origins date to 1989, when a group of faculty at the University of Warsaw's School of Management started a private management development company, the International Business School (IBS). IBS specialized in Executive MBA, in-house, and tailor-made management

development programmes for companies and government agencies as well as in short seminars and programmes for local government officials and community council members.

In 1992, the leadership of IBS concluded that the school's legal status and the complex challenges created by the nascent Polish educational market necessitated the founding of a completely new institution. This new institution would be fully integrated within the Polish system of higher education. Following the procedures stipulated by Polish law, IBS applied to the Ministry of National Education for the right to open the Leon Kozminski Academy of Entrepreneurship and Management (LKAEM) as an independent institution of higher education, operating as a non-profit organization. According to Polish law, the founder of a non-public institution of higher education cannot be its owner or hold property rights or school assets. The founder is also not entitled to a share of the school's financial surplus, which by law must be reinvested into the development of the school. The founder provides the seed capital, prepares statutes for approval from the Ministry of Education, and nominates the governing bodies of the new institution.

Names of higher education institutions in Poland are strictly regulated and the name "Akademia" (Academy) is granted only to institutions that are allowed to award doctoral degrees. Moreover, higher educational institutions can operate under the name of Akademia only after undergoing official auditing procedures. Therefore, LKAEM was granted the right to change its name to Kozminski University (*Akademia Leona Koźminskiego*) in October 2008 in recognition of the institute's research achievements.

Today, Kozminski University (KU) holds doctoral granting rights in management, economics, law, finance, and sociology. KU is the only private institution of higher education in Poland that holds habilitation-granting rights in management and economics.

In economics, KU has been awarded designation in the "A" category in the national parametric research performance evaluation. This assessment is based on research output and research development delivered by research units and is carried out by the Ministry of Science and Higher Education every three years.

Kozminski University's continuous self-improvement and its striving for internationalisation have been rewarded by three prestigious accreditations: EQUIS, AASCB and AMBA. Apart from EQUIS accreditation (since 1998), Kozminski University received the AMBA reaccreditation in 2013 for its MBA programmes. In 2011, KU completed the accreditation process with AACSB and was awarded full accreditation. It is Poland's only AACSB-accredited institution. By receiving the AACSB accreditation, KU joined the exclusive club of prestigious best business schools that award the "triple crown": EQUIS,

AACSB, and AMBA. KU was also accredited by the Central and East European Management Development Association (CEEMAN) in 2001 and was reaccredited in 2007 and 2013. The high quality of education offered by KU is also demonstrated by its position of the university in rankings published by the *Financial Times*.

4. Data collection and methods used

Qualitative research is useful for building process theories because it is sensitive to the context and sequence of organizational events and actions (e.g., Gephart, 2004; Pettigrew, 1990). Case studies are especially well suited to the dynamics of an organization (Eisenhardt, 1989). The case study presented here focuses on a private university in Poland. We explain in detail why this organization and its institutional context provided a useful setting for this study. We also describe the data collection and data analysis procedures.

The study uses ethnography as a research methodology constituted by multiple data collection methods—participant observations, interviews, and archival sources. An ethnography is well suited to understand the dynamics and the process of change from within the environment from which they emerge (Adams and Larrinaga-Gonzalez, 2007; Ball and Craig, 2010; Liguori and Steccolini, 2014), as it allows a researcher to engage with organizations and draw from the field the rationales that could shed new light on how change unfolds over time and how accounting practices interact with the change process to enhance practice (Adams and Larrinaga-Gonzalez, 2007; Ball and Craig, 2010; Liguori and Steccolini, 2014). The closeness to the people, events, and natural practice within the context being studied help to produce a rich and thick portrayal of life that is representational and interpretive and persuades the reader that this is a real picture of a studied phenomenon (Putnam et al., 1993, p. 224)

Data has been collected from a range of sources. Participant observations were made during the last eight years, such as the one in which the researcher was involved in setting up performance systems. She attended managerial meetings, faculty meetings, and the meetings of a special committee for development of faculty. This gave her the unique advantage of "comparing the rhetoric of reform with the reality of experience," since "there has so far been very little systemic empirical research into practitioners' experiences" (Norman and Gregory, 2003: p. 35).

To minimize the researcher's bias and to improve the trustworthiness of the data, this paper will triangulate data from archival sources (internal and external documents). Archival

data includes university regulations, rectors' directives, minutes of senate and rectors' meetings, accreditation reports, committee meetings minutes, and research reports.

Fifteen interviews were conducted with the faculty members of Kozminski University. The interviews were semi-structured and held with founding fathers and management of the university, senior and junior faculty, and research and teaching faculty.

The initial intention of the research team was to interview the founding fathers and the senior faculty who had been with the school since its establishment. However, due to the great diversity of faculty in terms of research engagement, the interviewees were divided into four groups: senior faculty fully engaged in research, junior faculty with at least five years of employment at the school and fully engaged in research, senior faculty who contribute more to the teaching mission than to the research of the school, and junior faculty members devoting most of their time to teaching than to research.

The interview questions (see Appendix 1) revolved around (1) changes in the performance evaluation systems and the evaluation of the current system cause by the internal and external forces, (2) the perceived objectives of the changes, and (3) the perceived consequences of the changes.

Data analysis was carried out to ensure that the resulting narrative was a systemic and rich portrayal of real-life organizational systems, processes, and practices. Actual data analysis develops a narrative of changes at the university level and in the performance evaluation system. Clear patterns identified by a researcher analyzing the data were confronted with the results of computer-aided analysis done by a different researcher. The differences were discussed to reach a unified conclusion about the issue under analysis.

5. Emerging institutional logics and PM practices in a hybrid university

The case below illustrates how PM practices and institutional logics evolved with the different stages of development of the studies university. The first stage is consistent with the original strategy of a teaching institution. With the change in strategy and decisions regarding more international exposure, the strategy and dominating organizational logic had to change to become more academic oriented to suit the needs of development of research and internationalization in stage two. Further development of the university and its desire to be recognized as a leading research institution has provided momentum for another change in the performance measurement system and modification of the dominating logic to increased academic orientation. Below we sketch the existing performance management systems and link them to the dominating organizational logic in each of the other three identified stages.

Kozminski University	Logics in the environment	Logics with the organizarion	Performance measurement
Stage 1 **Performing teaching:** 1993-1999	Market logic	Business logic	Teaching
Stage 2: **Impression performance management:** 2000-2007	State/Market Logics	Business/academic logics	Teaching & Research
Stage 3: **Professionalization of the performance management system** 2008-2015	State logics	Academic logic	Research

Table 1. Institutional logics and PM practices in Kozminski University

Stage 1. Performing teaching (1993–1999)

The studied university began operating in 1993 as an undergraduate teaching college. For the first two years, Kozminski University (then called the Higher School of Entrepreneurship and Management) concentrated on high-quality teaching and students' satisfaction and efficiency of operations, following simple business logic. The quality of teaching was a single individual performance measure, and we assessed the overall performance of the organization on the basis of efficiency of consumption of allocated resources.

The first five years of the school's operation was a period of faculty formation and organic growth parallel to the formation and growth of the school itself. Until 1995, KU had few full-time employees (five full-time and 36 part-time faculty). Most of its faculty shared a double appointment with the Faculty of Management at Warsaw University or other academic institutions around Poland, as was a common practice. Close scrutiny of school documents, including minutes from the meetings the rectors, minutes of the meetings of the Academic Senate, and Rector's Orders and Decisions show no trace of any substantial discussion regarding research.

One striking point from the analysis of the interviews is that few interviewees remember how research was financed and evaluated in the 1990s, and any such reminiscences are scarce. However, the first extracurricular activities are noticeable; invitations to speak were sent to intellectuals, politicians, successful businessmen, or distinguished professors. KU

also established an academic press to publish academic textbooks, teaching materials, and research monographs and to issue a monthly business-related bulletin intended to be read by students and faculty. In January 1995, the Academic Senate constituted the Commission for Academic Faculty, and a decision was made to hire full-time faculty, especially junior faculty, which resulted in the ratio of full-time to part-time faculty of 1:2. A trace of a research requirement can be found in a resolution on the remuneration of faculty. The resolution listed the performance expectations and clarified that 25% of the basic remuneration is connected to research activities related to teaching.

There was no formalized procedure for faculty management and evaluation at that time. All decisions were made by the rectors on a case-by-case basis and financing came mainly from the KU's internal funds; however, some small external grants were also available.

The following statements made by the interviewees describe the situation.

"*As far as I remember, this was not an issue, since research was not a priority and there were no serious research activities at that time.*"

"As far as I can look back, the beginning of research financing was such that we were not running bigger research projects. There was not however any problem with financing participation in conferences, and this was what distinguished the school from other academic institutions.

"Twenty years back there was no a system of research financing. There was no research really, from the point of view of the institution. There were however individual employees, out of which only some conducted some research."

Despite the lack of formal organizational research activities and the scattered research projects among faculty members, two important developments arose related to research in 1998. KU became the first private academic institution to obtain the right to grant the Ph.D., and it offered its first Ph.D. seminars. The second development pertained to faculty performance management. A young faculty performance evaluation was organized to evaluate three types of activities: teaching (40%), research (30%), and organizational activities (30%). One criterion for the evaluation of research activities was an earned Ph.D., being engaged in the Ph.D. process, and publication of research in Polish and international journals. Also, around the same time, the first internal regulations on research performance were issued by the university. In 1998, KU was found eligible to begin the EQUIS accreditation process,

which ended with its receipt of EQUIS conditional accreditation in 1999. Those two important developments led to further development of the performance management systems to address the need for internationalization and development of research.

Stage two: Impression performance management (2000–2007)

By the academic year of 2000/2001, KU already employed more than 230 faculty members, with a ratio of full-time to part-time faculty of 2:1. The university has gradually started to develop more advanced forms of performance management, especially at the individual level. The KU changed its policy on hiring junior faculty and decided to offer long-term contracts, rather then short-term, teaching-based assignments. In the period of analysis, two strategic plans were developed and implemented (2002–2013 and 2004–2007). The two important documents for the development of the school directed the school's attention to the development of school identity (2002–2013) and a unique brand as an international, broad profile business school (2004–2007). The organisational logic at that time started to shift towards academic logic, but the business logic was still a dominating logic for the organisation. Still concentrating on student satisfaction, the school decided to concentrate on international activities and on the development of fully engaged faculty working on exclusive contracts. Another strategic programme was designed to improve academic recognition domestically and abroad, the school's ability to obtain research grants, and conditions for the academic development, including the ability for the younger faculty to gain international experience. Research in those two strategies was treated not as a goal but rather as a medium for improvement of the quality of teaching and for increasing student satisfaction.

The year 2001 brought a new emphasis on institutionalised research. The position of vice-rector for research was created, and the Office for Research Administration was opened. The vice-rector for research was responsible for research organisation and the allocation of research funds. The research office was opened with the intention of promoting research activities, helping in applications for research grants, and administrating the distribution of research funds.

Performance evaluation on an individual level as well as unit level (department and research centers) was run. The results were discussed during executive meetings. A general but uneven increase in research activities was noted across the units. Some departments were active in the organisation of and participation in conferences and in publications and were successful in the development and promotion of young faculty members. Other departments showed little involvement in research. Despite a formal evaluation of research activities, the

production of reports, and discussion on the results at executive meetings, it seems that the whole process of performance management had a more ceremonial role, already forgotten by the faculty. As one of the faculty members stated, "there was such an episode. But it was never accepted." It is also striking that the respondents describe the department evaluation not as a formal evaluation by a committee but rather an informal annual meeting of each chair with the rector at which the evaluation and the development plan for each department were discussed. As one of the faculty members described the process:

> *"At the beginning a formal system of the evaluation of the departments did not exist. It had a subjective character. They had a form of individual conversations of the chair with the Rector organised on an annual basis. We did not have to talk about names or persons. We were discussing perspectives for the development of the school. And probably between the fifth and tenth year of the existence of the school, the research aspects and especially publications were appearing."*

A younger faculty member offered her perspective:

> *"I never participated in the evaluation of the department, as this was a matter of the chair. However, the chair of the department was sharing with us the result of the evaluation, telling us for instance about the results and decisions and was helping us to build our own developmental plans."*

Another faculty member, when asked about the development the system for evaluation of departments, said:

> *"I do not know. I do not know if a departmental evaluation system ever existed in the school. The school evaluated and evaluates individual employees depending on their publications, their teaching contributions. I think the formal evaluation of departments has never existed and does not exist now…. It seems the evaluation of department is not so important if the school is developing well without it."*

At the individual faculty level, although teaching quality was still an important factor in the faculty evaluation, the school also started to formulate some performance policies and expectation to increase development research activities. The main goals were development of policy of exclusive contracts with new junior faculty and establishment of a research-oriented Ph.D. program to build the core faculty. For that reason, a policy of financing conference participation domestically or abroad was established; the only condition was having had a

research paper accepted for publication. The school also promoted and invested in the international experience among young faculty members. The annual performance evaluation of the faculty was organised on an annual basis for young faculty, and a discussion was opened about a need for periodic evaluation of senior faculty.

At the same time, a new version of regulation for awards for academic publications was created. Only young faculty members were eligible, and priority was given to the publication of monographs or textbooks in English and research papers with the assigned IF. The regulation was offered a better incentive for international publications in a situation in which general publication outlets were Polish, peer-reviewed journals, and chapters in research monographs in Polish and publications on other journals. Young faculty members with exclusive contracts were also offered Ph.D. and habilitation scholarships funded by the school with the intention to magnify efforts to earn those qualifications. However, since there was no monitoring of the scholarship progress, it was treated more like an additional benefit for giving the school exclusivity in the employment contract rather than a way to speed up the progress of completing the Ph.D. or habilitation. As with the evaluation of the departments, the divergence between the regulation and the real practice is evident when contrasting the archival data with the interview findings.

> *"The individual performance evaluation system was similar to the department's evaluation system. There was no evaluation for many years, except of the formal matter, obtaining a Ph.D. or habilitation. If some got a Ph.D., he/she became automatically an assistant professor, if someone got habilitation, he/she became an associate professor. The end. The evaluation was highly individualized. It was coming from a mixture of needs, like program minimum, Ph.D. granting rights… and the position of such a person. It was more a 'clan' culture, if it comes to the performance evaluation. Later, with the development of the school, formal processes were established more for visibility reasons than out of real need. Since there is a requirement of conducting faculty evaluation, let's do it. But in reality, it was it was more like a good–bad evaluation or perhaps good–not necessarily. A formal system was not really needed, as for many years the dominating goal for the school, even today, was teaching."*

"I do not remember. I was working mainly, as many of us, on organizational issues since there were other strategic priorities. At that time, internationalization of the school was a priority, and we were leaving the other things behind because we were working on the priorities."

"As I remember my first year of my work, there was no real formal evaluation. There was some kind of feedback from the superior. I remember when I was meeting my professor, attending his classes, he was attending my classes. It was a face-to-face feedback, kind of mentoring feedback. Later there were meetings with commissions. There were different approaches as well. I remember also such meetings where I had no need to prepare anything, but I was asked about different things. They were checking how I was doing things, or I was sitting around a table with about 10 members of the committee, and each of them was asking me a question. I remember how stressful it was."

From 2000–2007, more effort was made to develop the school's research policy and research strategy and related performance system. The vice-rector for research developed the research policy as early as 2003, while the research strategy was developed by a special committee chaired by the vice-rector for research. The documents generally described the direction of development of research activities. However, none of the documents was widely presented and discussed among the stakeholders of the school. This is probably the reason for the scant awareness of the existence of the document, even among the most senior faculty members.

Without a doubt, many types of research activities were present at KU. However, they could be described at the local community level. Research was still an ad hoc practice by some, although all faculty members were hired as research-teaching faculty members, with research activities constituting of 30% of their working time and research-related performance measures explicitly written down in their contracts. The school still was graded low in the National Research Exercise, which resulted in low governmental subsidy for the research activity. At the same time, the expert evaluation by accreditation bodies also revealed the great research potential of the school and urged the school to engage in more research activities leading to more publications in leading international academic journals and better performance management of faculty in terms of making a contribution to academia and teaching. The school had to make research a key strategic priority and have its faculty publish

in international journals. There was a time for shifting the dominating business logic to academic logic.

Stage three: Professionalization of the performance management system (2007–2015)

The changes in external financing linked to publication output, demands to meet expectations of different accreditations, and the presence of b-schools were triggers for a radical change in the performance management system and the dominating logic. All respondents in the interviews confirmed that the main force for change in the faculty management system focusing on research came from outside and was strengthened by making research a strategic priority of the school.

> *"From my personal perspective, the new performance evaluation system was introduced only because of external reasons. Internally, the system was needed, but there was never pressure to introduce the system internally. There is no need to make philosophical statements. The system was enforced by the external forces: all kinds of accreditations."*

The process of change to more academic logic was not an easy one. At first, the new rector for research tried to use the old tools and improve reporting of the research output while enforcing the employment contract in which a demand for publication was included. The same design for performance evaluation was carried out, with an emphasis on meeting performance targets stated in the contract (a minimum of one publication and then two in scholarly Polish journals). The faculty was not accustomed to this need for accountability in research activities. The senior faculty had been raised under a Humboldtian model of education and was accustomed to a different model of a department, understood more as a unit with direct responsibility to organise teaching activities, and seemed to reject the idea that the school needed to show more academic output to meet the external requirements. It also became clear that international accreditations require a new faculty management system that classifies faculty as academically and professionally qualified with appropriate development plans. The Polish government was changing the way in which research funds are distributed among universities. Better research output became a matter of survival for the non-public school hoping to be seen as a B-school with full academic credentials. Unfortunately, many of the employees of the school did not share that vision and were instead more concerned with maintaining the status quo in the name of *academic freedom*, understood as a

perspective that faculty members were free to do what they wanted to do in the time it took. It was also clear that, in order to introduce a real change in performance, a stronger consensus was needed.

In 2011, with a new rector for research and faculty development in place, a decision was made to set up a task force to design a new performance evaluation system for the school. A range of faculty representatives was invited to develop the idea for the new system. After almost 12 months of work, the proposed reforms were presented and discussed by the Academic Senate, young faculty, and department chairs and in faculty meetings. The trial version of the new system was introduced in 2013, and the full system was implemented in 2014.

The new faculty performance management system can be summarised as follows:

1. Faculty members' qualifications. Faculty members are qualified as academic or professional. Academically qualified faculty are employed in research or research-teaching positions. Those who are professionally qualified are employed in teaching positions. The contributions in terms of involvement in research projects leading to publications and teaching loads are separately defined.
2. New assessment criteria**.** Academically qualified faculty are obliged to produce high-quality scholarly contributions within the assessment period determined by the assessment committee. Each faculty member creates a four-year research plan, which becomes the basis for discussion during evaluations. The adopted systemic solutions strongly support publishing in peer-reviewed international academic journals. The research, didactic, organisational performance, and teaching skills of every faculty member are reviewed on a regular basis. Faculty members who are selected to work at KU because of their professional qualifications are obliged to maintain the currency and relevance of information brought to their teaching area. Since professionally qualified members are appointed to bring in a unique set of qualifications that are somewhat different from those of academically qualified members, those qualifications should be maintained through participation in professional skills development courses, corporate board memberships, business consulting, attendance at professional meetings, ongoing and significant professional experience, and involvement in basic research.
3. KU lists of recommended journals. To support publication efforts and indicate the most prestigious and high quality journals, KU has compiled internal lists of peer-reviewed journals.

4. New bonus system supporting publication efforts. Together with the new assessment policy, KU has amended its incentive policy for research assistants and junior faculty members established in 2007. The new policy provides incentives and rewards, but only for publication in internationally recognized peer-reviewed journals. Moreover, senior faculty members can also be awarded for outstanding publications.

The system was intended to ensure better management of faculty, to set clear goals for different groups of faculty with similar contributions, and to establish a system of rewards and punishments. As described by one of the faculty members:

> *"I am not fully objective since I participated in the design of the system. I think it is a not a bad compromise between the expectation that the system will be simple and the diversity and complexity of the problem. The reasons for the system introduction are simple: we wanted a tool for building expectation and consequences but also rewards. I mean positive and negative consequences, expected behaviour of the employees."*

The goal of the performance management system is to run research projects that would lead to the publications in respected Polish and international academic journals while meeting two objectives. The first objective was to meet the standards of the best business schools by external accreditation agencies. The second was to increase awareness of the Polish academic scene about the high-research standing of KU, a school which is still looked down upon by many academics in public universities who assume that there is no serious research but only teaching in private institutions.

> *"I think we will finally reach a first league of the B-schools. On the negative side, undoubtedly, people working on new things will not feel comfortable. They will be undervalued. The Lenin Order will be granted for the ones publishing in Administrative Science Quarterly, or a similar journal, but not the one who will write a serious monograph on a very important issue. It is important that we appreciate this work too, however the privileges and profits should go to the front-miners. They will buy us a place in the top league of the business schools."*

In practice, the system sanctioned the different groups of faculty making different contributions to the school (research, research-teaching, and teaching) by defining KU's performance expectations and the allocation of teaching loads depending on the contribution. Four groups of faculty were identified: teaching, teaching-research, research teaching, and research. Both senior and junior faculty members were subject to classification, and all three research-related groups have different research output targets measured at four-year intervals. Until now, all faculty members carried the same teaching load (some adjustments were possible for organisational work), and only junior faculty members had a written publication requirement in their contracts).

Various faculty members created different strategies to react to the change:

"Looking at this from the bottom or from the side, I see two goals. The first one was related to the strategy of the school, which is thinking in general from a perspective of certification and discovering that there is no real research projects conducted on the European scale, I do not know the rectors' team or the president, pressed the pedal of doing research. This resulted in the perception of the employees that it was the basic and the only one category being assessed. In my department, there were three different strategies. One decided to adjust. This person decided to become a researcher, I will try to do research projects and publish. Some others decided to play intelligently with the system. They said, I will publish as much as needed to be kept in the system as someone doing research. They were not successful in the long term. This also indicates that the system works well. And some others said, I am not able to meet the publication criteria so I am already losing any motivation. The system therefore helped to reach the goal. It selected some faculty with the potential to do research and publish. Therefore, it is a very visible link with the strategy of the school."

Most faculty members who were already producing research had no problem adjusting; this group benefitted from the system. The system that required them to contribute also gave them more time to focus on research by giving them a much lighter teaching load. Others, however, perceived the system as an attempt to downgrade their contributions and make them less important. In the past, all faculty members, no matter their contribution to the school, had been hired to research-teaching positions. In rare cases, teaching-only faculty

were hired. One reason is that the teaching positions in the Polish academic environment are perceived as less desirable. To be a true academic, one needed to have a teaching research position, whether he or she published or not. So being classified as a teaching faculty member was seen as less prestigious. At the same time, the teaching loads were increased, so many of them believed that they were also being punished financially. When asked about consequences of the introduction of the system, one of faculty members stated:

> *I think there is big resentment from a big group of the employees. The longer some of them worked for the school, the bigger the resentment. The new employees do not know there was another way. The ones who have been with us for twenty years ask, what is it about? For instance, an assistant professor, working on a Ph.D. for ten years, writing an excellent dissertation and doing nothing for another couple of years has big pretences. "What do you know from me?" and he is right on the other hand. We were never demanding anything, and suddenly we want something from him. On the positive side… a culture of a need for success will be created, but this will lead to a negative effect a tendency to play with the system in different ways.*

Undoubtedly, the system divided faculty members into two groups. However, different faculty see it from different perspective. According to one faculty member:

> *I think, I think personally that the faculty was divided into two categories: those doing research and those doing teaching or in other words divided faculty into artists and craftsmen. This is a very utilitarian approach."*

Most faculty members agree that the system classifies them into two groups, but they look at the positive aspects. They insist that the system is a good tool for planning and provides background or better stability in a sense of knowledge expectations and consequences on the individual and departmental levels. The system is also seen as giving a possibility to concentrate on things that a given faculty member has chosen to do. As some faculty explained:

> *"From the point of view of an employee, people will set priorities about their own specialisation, and some of them will decide we specialise in teaching. This*

is superb. We will develop great teachers and tutors. The others will go in the direction of research and will have feedback. Talking about myself. I decided to go in the direction of research, but if I am not successful, despite help, I can always decide to choose a different path. I was talking about frustration of many of us but I would like this system to be seen as help in the development of individuals. You look differently at tools if you know that they can help, even if it can be painful, than at tools imposed on you.

"I would like to start from a more personal perspective. The system is forced on you, not in a negative sense but in a positive sense that you think what you want to achieve, it forces you to set your own priorities. What I need to do, what I need to give up, what I need to pay less attention to, this is more major goal. So it is about planning your future as a researcher from a three- or five-year perspective. I think it is positive as we live in such a fast-changing environment when we live in the present moment without thinking about a longer perspective. But this long-term perspective is needed in our profession as publications are not done in one day. You need to plan for a long time ahead. I think it is positive at the individual level, as it forces people to sit down and think about their plans."

"From the perspective of management of the department, this makes my life easier, since I have a stronger system for supporting good people and for eliminating the weaker ones – in general better communicating with people this is making my life easier. It helps me to make decisions and cooperate with people. My assessment is positive. When it comes to my personal development, my assessment is neutral. Neutral in the direction of positive, but closer to neutral, since the system mobilises me in a positive sense because I now have deadlines, on the other hand I was missing the flexibility I had before. This total freedom of organising my work and working of those things, which just happens. But on the other hand, I think this freedom and flexibility were an illusion, and it is nice when you are a Ph.D. student."

6. Discussion and conclusions

While the extant literature has focused on competing logics and the possible conflict they generate when expectations/pressures are divergent (Greenwood, Raynard, Kodeih, Micelotta and Lounsbury, 2011; Vam Gestel and Hillebrand, 2011; Scott, 2014), this paper has also shown that potentially conflicting logics may harmoneously coexist in a university (Reay and Hinings, 2005). The analysis has highlighted the elements that render such equilibrium possible in the university context, characterized by a process of change in the PM systems as a result of external and internal forces and logics.

Since the 1990s, the reforms in the university sector have often been introduced by imitating private-sector ideologies and tools (like PM systems) in Western Europe, Australia, New Zealand, Japan, Canada, and the United States (Coy, 1994; Guthrie and Newmann, 2007; ter Bogt and Scapens; 2012; Modell, 2003; Vakkuri and Meklin, 2003; Yamamoto, 2004; Pettersen, 2015; Boitier and Rivière, 2013).

We have focused on the experience of a central Eastern European country (Poland) that, during the last two decades, introduced several university reforms, in particular the assessment of research quality made by an advisor for the Ministry of Education to determine the level of financial support provided to each scientific institution.

In our study, we use Kozminski University as a good example of a hybrid university (Pache and Santos, 2013; Jongbloed, 2015) that has operated and still operates in an environment with multiple logics (state and market) that have affected in different ways its organizational and individual logics (academic and business) since its establishment in 1992. The results of previous studies (Wedlin, 2008; Parker, 2011) reveal that the strength of market pressures affects the adoption of managerial practices and logics within public universities that are historically permeated by academic logics. Our case presents different results because Kozminski University started as a business school specializing in teaching specific programs for national companies and government agencies and only after several years started to introduce academic logic under the growing state regulation and pressure. With time, the environment was changing; therefore, changes in the logics as well as in the PM systems also occurred.

In the first period (1993-1999), Kozminski University was mainly market-oriented (but it faced a local market, including mainly the Warsaw area) and the focus of the organization and individual scholars was on teaching duties and performance. In the first period, the dominant logic within the university was a business logic strongly influenced by the market logic present in the Polish and international environment. At that time, the individual assessment of young scholars was more focused on teaching and organizational

activities than on research performance. At the end of this period, the university also achieved international accreditation (i.e., EQUIS).

In the second period (2000–2007), Kozminski University started to compete in the Polish and international university markets, where research is an important element of the academic environment. In this period, the Polish government also introduced university reforms with the aim of increasing quality assessment and benchmarking between different national universities. The changing pressures related to the context and higher education field strongly affected the academic logic of individual scholars within our organization. In this period, the two potentially conflicting logics (academic and business logics) clearly coexisted in the university (Reay and Hinings, 2005). At the individual level, although teaching quality was still an important factor in the PM system at the organizational and individual levels, the university also started to introduce policies and initiatives focusing on research (e.g., the position of vice rector for research, an office for research administration, research policy and strategy, and a new regulation for awards for academic publications). Unfortunately, at that time, the institution's research performance was not considered satisfactory by the Polish Ministry of Higher Education, and the low rank also affected research funding from the government. This unsatisfactory result in terms of research quality and related government funds created a new stimulus for the university and individual scholars to focus more on research performance and international publications.

The last period (2007-2015) brought stronger government pressure on research outputs and within the university clearly started the dominance of academic logic focusing more on research than teaching and commercial activities typical of the business logic. The university launched several initiatives with the aim of increasing research quality and internationalization, such as a focus on faculty members' qualifications (researchers and teachers), new assessment criteria (more focus on highly ranked international journals), and a new bonus system supporting publication efforts. The effects of this dominance of research logic created internal conflicts and dissatisfaction among employees who contributed mainly to the teaching activities. This created a clear distinction between the university employees in two differently recognized groups: a group more focused on research activities and a group more focused on teaching activities. Our results are consistent with previous studies related to different European contexts (the UK, the Netherlands, and Finland) that highlighted the negative effects (such as stress, individual conflict, etc.) of PM systems on individual researchers and departments (ter Bogt and Scapens, 2012; Kallio and Kallio, 2014).

The private nature of Kozminski University, with its strong historical focus on commercial activities and international accreditations, and the emerging pressures by governmental regulations and control explain the organizational and individual tensions between business and academic logics (Thornton, Ocasio and Lounsbury, 2012; Greenwood, Raynard, Kodeih, Micelotta and Lounsbury, 2011), especially regarding commercialization and internationalization and the need to compromise (Oliver, 1991) when prioritizing decisions and activities. On the one hand, commercialization, internationalization, and a strong focus on teaching and training activities may improve the university's financial performance. On the other hand, the public nature of educational services and the stronger pressure from the government for higher quality research may conflict with these non-core activities due to the risks and business-like nature of those initiatives.

All in all, this longitudinal case study shows that hybrid universities may adjust to the prevailing logics by reducing engagement in commercial and teaching activities when national and environmental pressures work against them. The state regulatory bodies and regulations, in concert with strong endogenous factors related to the market mechanisms and logics (e.g., accreditations, international rankings), can influence organizational autonomy, PM systems, and scholars' individual choices.

This paper also offers theoretical contributions. First, it identifies and discusses academic and business logics within hybrid organizations and how they are influenced by state and market pressures present in the environment and field in which they operate. This enriches existing neo-institutional theory, which according to Greenwood, Raynard, Kodeih, Micelotta and Lounsbury (2011) has mainly concentrated on two competing logics instead of focusing on the multitude of logics to which organizations are exposed. While previous literature has focused on competing logics and the possible tensions they generate when expectations/pressures are divergent, this paper has shown that potentially conflicting logics can peacefully coexist in a university context, as recommended by Reay and Hinings (2005). Still, we believe that future research should address the strategic responses adopted by hybrid universities to improve their organizational and individual performance in a context of multiple and competing logics.

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Appendix 1: **Interview questions**

1. Describe the way in which the activities of researchers are currently funded within the school, the nature and the reasons for changes that have taken place in the founding over the past 20 years, and their consequences.
2. Describe the way in which department performance is assessed within the school and the changes that have taken place over the last 20 years.
3. Describe the way in which individual performance is assessed within the school and the changes that have taken place over the last 20 years.
4. Provide your opinion on the extent to which qualitative and quantitative performance measures are used in measuring performance.
5. What are the perceived objectives of the performance measurement systems within the:
    a. school
    b. department
    c. individual
6. What are the perceived reasons for changes of the performance measurement system within the:
    a. school
    b. department
    c. individual
7. Perceived consequences of the performance measurement system
    a. Provide your opinion on the easiness of manipulation of their performance and the ways to improve the performance of the:
        i. school
        ii. department
        iii. individual