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Success and Failure Factors of Foreign Direct Investment in Transnational Education

Siu, Ben

SUCCESS AND FAILURE FACTORS OF FOREIGN DIRECT INVESTMENT

IN TRANSNATIONAL EDUCATION

by

YUEN BEN SIU

A thesis submitted to Plymouth University in partial fulfilment for the

degree of

DOCTOR OF PHILOSOPHY

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Appendix 1: Expert Recruitment Letter Example

Dear

I am a second year PhD student studying at Plymouth University researching the success and failure factors of foreign direct investment in transnational education. Having completed my literature review and methodology I am now conducting my field research, where the first stage consists of expert surveys. Furthermore, during my literature review I read several of your articles including 'Higher Education'. With your research already greatly benefitting my project, I would like to invite you to participate as an expert. I appreciate that your time maybe limited but your input would be truly appreciated and extremely valuable for the result of my research.

This expert survey will utilise a delphi technique and will consist of three individual rounds of questions. Although this may implicate a lengthy amount of time, the questions will only require 10-15 minutes to answer. The questions will be delivered to you using emails, which will allow you to address the issues at a time suitable to you. As a thank you for your time and effort for completing the questions, I will send you the analysis and results of this stage of the project.

If you are happy to participate please follow the link supplied below. Furthermore, if you choose to participate please complete the first round of questioning by the 2nd of April 2012

$(I://SurveyLink?d=Take the Survey)
Or copy and paste the URL below into your internet browser:
$(I://SurveyURL)

Finally, if you are aware of any other people who you deem relevant to my research, I would be truly grateful if you could either forward their details to me or indeed this email to the individual.

Thank you in advance for taking the time to read this email and I look forward to your response.

Best Regards,

Yuen Siu
E-mail:
Tel:

Appendix 2: Case Study Recruitment and Interview Guide

Dear Sir/Madam

      I am a PhD student at Plymouth University Business School undertaking research into the success and failure factors of foreign direct investment in transnational education. In essence, I am trying to identify which factors dictate the success or failure of an international branch campus (IBC). As part of my research, I am conducting interviews with higher education professional that have knowledge of, or are connected to the operation of an IBC. The aim of these interviews is to generate a number of mini case studies that identify the factors that contribute to the success or failure of an IBC, based on real scenarios.

      I am writing to invite you to participate as a respondent. I appreciate that your time is valuable but your input would be truly invaluable and your contribution will aid me in the successful completion of my research. The interviews will last between 30-45 minutes and I assure you that all responses will be kept strictly confidential. Additionally, the interviews will be conducted over the telephone of Skype at your convenience. Furthermore, you will not be required to provide any information on specific financial data.

      Thank you for taking the time to read this letter, I will contact you again in the near future, but if you have any other questions in the interim or do not wish to be contacted, please feel free to contact me.

Yours Truly,

Yuen Ben Siu

PhD Student
Lecturer in Marketing
Plymouth Business School (208)
University of Plymouth
Plymouth, Devon PL4 8AA

Email: yuen.siu@plymouth.ac.uk
Mobile:

Interview Questions

Introduction: Introduce myself and the purpose and aim of the research project. Go through consent form, agree and confirm.

Thank you again for agreeing to participate in my study. As previously mentioned, this interview is part of my research for my PhD on the Success and Failure factors of foreign direct investment in transnational education. For this interview, I would like to focus on one campus which would allow me to build a case study. Therefore, if you could refer to your experience and provide examples where possible, this would be advantageous. The responses given in this interview are strictly confidential and all participants will be made anonymous. With that in mind, would you be happy with me recording this interview? This will be done for the purpose of transcriptions and analysis.

1. **In your opinion and based on your experience, what were the factors you deem to be successful for the running of your international branch campus?**

    - *Probing: Elaborate on the key factors, focus on clarifying specific elements of what each element includes.*
    - *Probing: Why are the deemed to be the most important?*
    - *Probing: Which ones are the most important?*

1. **In your opinion and based on your experience, what were the factors you deem to have failed or caused difficulties (or maybe least successful) at your international branch campus?**

    - *Probing: How can these be prevented?*
    - *Probing: Which factor is the most likely or would contribute the most to the failure of an international branch campus?*

2. **How would you measure the success of an international branch campus?**

1. **How would you measure the failure of an international branch campus?**

Overall benefit of IBC
Key pointers to a new HEI
What would be the top 2-3 tips you would give to a university if there were to establish a branch campus

    - *Probing: Which would be the most important to measure?*

2. **Are there any other considerations to consider when establishing an international branch campus?**

Conclude: Reliability - check over points made to ensure the correct meaning has been taken/ Snowball sampling question / Finish: Thank participant

Appendix 3: Web Survey

Introduction

Dear Respondent,

Thank you for taking the time to complete this survey. Your time and input is truly invaluable for the completion of my doctorate. To reiterate, the title of my thesis is 'Success and Failure Factors of Foreign Direct Investment in Transnational Education'. This survey is the final stage of data collection to verify my existing findings, which focus on what makes international branch campuses succeed or fail.

This survey addresses five key factors that could be considered when establishing and operating an international branch campus. These five factors consist of the resources, course, host country, relationships and the higher education institution. Each of these areas will be addressed separately below, through a set of sub factors.

The survey should not take any longer than 20 minutes to complete and your responses will be kept strictly confidential and anonymous. If you have any other questions please feel free to contact me at yuen.siu@plymouth.ac.uk

Resource

Resources

Consider the following resource attributes, please indicate the importance of each sub factor and its contribution to the success of an international branch campus (Please select one answer only for each statement)

Survey Key

BC = Branch Campus
HC = Home Campus

	Unimportant	Somewhat Important	Important	Very Important	Extremely Important	Critical
Financial government assistance	○	○	○	○	○	○
Revenue generated from tuition fees	○	○	○	○	○	○
Provisions of financial aid for students	○	○	○	○	○	○
Appropriate start up capital	○	○	○	○	○	○
Availability of research funding	○	○	○	○	○	○
Academic facilities (e.g. library, teaching rooms, access to IT)	○	○	○	○	○	○
Non-academic facilities (e.g. refectory, accommodation, sports complex)	○	○	○	○	○	○
Integrated administrative staff from BC and HC	○	○	○	○	○	○
Availability of academics in the host country	○	○	○	○	○	○
Availability of research staff	○	○	○	○	○	○

Other than the attributes presented above, are there any additional resource issues that could be considered?

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Course

Course

Consider the following course attributes, please indicate the importance of each sub factor and its contribution to the success of an international branch campus (Please select one answer only for each statement)

Survey Key

BC = Branch Campus
HC = Home Campus

	Unimportant	Somewhat Important	Important	Very Important	Extremely Important	Critical
Degree that is equivalent to the HC	○	○	○	○	○	○
Standardised content from the HC	○	○	○	○	○	○
Fully adapted content to suit local needs	○	○	○	○	○	○
Option to study at the HC	○	○	○	○	○	○
Similar assessment standards to the HC	○	○	○	○	○	○
Content developed with local industry	○	○	○	○	○	○
Accreditations by education authorities	○	○	○	○	○	○
Similar entry requirements	○	○	○	○	○	○
Tuition fee that is competitive in the local market	○	○	○	○	○	○
Tuition fee that is similar to the HC	○	○	○	○	○	○

Other than the attributes presented above, are there any additional course issues that could be considered?

Host Country

Host Country

Consider the following host country attributes, please indicate the importance of each sub factor and its contribution to the success of an international branch campus (Please select one answer only for each statement)

	Unimportant	Somewhat important	Important	Very Important	Extremely Important	Critical
Regulations that accommodate newcomers	○	○	○	○	○	○
Government that is able to provide financial assistance (e.g. start up capital)	○	○	○	○	○	○
Ability to move finances in and						

	Unimportant	Somewhat Important	Important	Very Important	Extremely Important	Critical
out of the country	○	○	○	○	○	○
Cooperative visa and immigration regulations	○	○	○	○	○	○
Stable environment (e.g. political, economical etc)	○	○	○	○	○	○
Number of competitors	○	○	○	○	○	○
Market demand of neighbouring countries	○	○	○	○	○	○
Demand for education from international providers	○	○	○	○	○	○
Presence of an education hub	○	○	○	○	○	○
International reputation of the country	○	○	○	○	○	○

Other than the attributes presented above, are there any additional host country issues that could be considered?

[text box]

Relationship

Relationships

This section will consist of two sets of questions. Firstly, the relationship criteria will be consider. Following this, who is importance will be addressed

Consider the following relationship attributes, please indicate the importance of each sub factor and its contribution to the success of an international branch campus (Please select one answer only for each statement)

	Unimportant	Somewhat Important	Important	Very Important	Extremely Important	Critical
Shared purpose and goals	○	○	○	○	○	○
Limited interference with academic decisions	○	○	○	○	○	○
Strong understanding of each partner's needs	○	○	○	○	○	○
Partners that place academic imperatives first	○	○	○	○	○	○
Partners that are committed to learning from each other	○	○	○	○	○	○

Considering the list below, please indicate which partners would contribute to the success of an international branch campus (Please select all that apply)

☐ Local HEIs

☐ Government

☐ Existing students

☐ Alumni

☐ Home campus staff

☐ Local staff

☐ Quality assurance bodies

☐ Accreditation agencies

☐ Local employers

Other than the attributes presented above, are there any additional relationship issues that could be considered?

[text box]

HEI

Higher Education Institute (Home Campus)

Consider the following higher education institute attributes, please indicate the importance of each sub factor and its contribution to the success of an international branch campus (Please select one answer only for each statement)

Survey Key

BC = Branch Campus
HC = Home Campus

	Unimportant	Somewhat Important	Important	Very Important	Extremely Important	Critical
Planning and strategic thinking	○	○	○	○	○	○
Clear aims and objectives	○	○	○	○	○	○
Focus on academic imperatives	○	○	○	○	○	○
Realistic expectation on return on investment	○	○	○	○	○	○
'Exit'/ 'withdrawal' strategy	○	○	○	○	○	○
Integration between BC and HC	○	○	○	○	○	○
Long term commitment to BC	○	○	○	○	○	○
Experience in transnational education	○	○	○	○	○	○
Appropriate marketing of the HEI	○	○	○	○	○	○
Existing reputation and image	○	○	○	○	○	○

Other than the attributes presented above, are there any additional relationship issues that could be considered?

[text box]

Failure

Failure

There are a number of areas which have been suggested to contribute to the failure of an International Branch Campus (IBC)

To what extent do you agree that the following statements are likely result in the failure of an IBC? (Please select one answer only for each statement)

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Low enrollments	○	○	○	○	○	○	○
Insufficient demand	○	○	○	○	○	○	○
Narrow focus on foreign students	○	○	○	○	○	○	○
An over focus on income generation	○	○	○	○	○	○	○
High tuition fees	○	○	○	○	○	○	○
Reliance on governmental funds	○	○	○	○	○	○	○
Inflexibility to adapt to the host countries conditions	○	○	○	○	○	○	○
Lack of quality control	○	○	○	○	○	○	○
Lack of integration with the home campus	○	○	○	○	○	○	○
Investors and partners who are overly motivated by profit	○	○	○	○	○	○	○
Insufficient analysis of the potential market	○	○	○	○	○	○	○
Overestimating the supply of students	○	○	○	○	○	○	○
Inappropriate partners who 'call the shots'	○	○	○	○	○	○	○
A lack of understanding of the competitive environment	○	○	○	○	○	○	○
An over focus on financial returns	○	○	○	○	○	○	○
Insufficient due diligence during planning	○	○	○	○	○	○	○
Weak links between the home and branch campus	○	○	○	○	○	○	○
A lack of buy in from the home institution	○	○	○	○	○	○	○

Other than the factors presented above, are there any additional issues that could be considered?

Measures of Success and Failure

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Measures of Success and Failure

To what extent do you agree that the following are suitable measures of success when establishing an IBC? (Please select one answer only for each statement)

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Completion Rate	○	○	○	○	○	○	○
Student Achievement	○	○	○	○	○	○	○
Graduate Employment	○	○	○	○	○	○	○
Admittance to Graduate School	○	○	○	○	○	○	○
Student Feedback and Satisfaction	○	○	○	○	○	○	○
Contribution to national economy	○	○	○	○	○	○	○
Low Environmental Impact	○	○	○	○	○	○	○
Relationship between home and branch campus	○	○	○	○	○	○	○
Relationship with regulatory bodies	○	○	○	○	○	○	○
Relationship with local industry	○	○	○	○	○	○	○
Quality of the students	○	○	○	○	○	○	○
Quality of the course	○	○	○	○	○	○	○
Quality of the faculty	○	○	○	○	○	○	○
Enrollments	○	○	○	○	○	○	○
Profitability	○	○	○	○	○	○	○
Improved Recognition and Awareness	○	○	○	○	○	○	○
Increased number of accreditations	○	○	○	○	○	○	○
Published research	○	○	○	○	○	○	○

Having seen the statements above, are there any other variable that should be considered?

Demographic

Please select the option below which best reflects your interest in transnational education (please select one only)

○ Academic

○ Practitioner

11

Both

How many years experience do you have in transnational education?

12

Appendix 4: Stage 1 Expert Survey Transcript

1. In your opinion, what are the key factors that contribute to the success of a Branch Campus and can you give an example of a successful campus?	
Text Response	**Respondent ID**
It is very difficult to answer this question, if only for the fact that we need to define success. Is success e.g. measured by returns on investment, student numbers, or student satisfaction? My academic answer would be that I would not know of any successful campus, for the evidence of success is only provided by the home universities (probably this is more a proxy of marketing success than of branch campus success ...). In a very general sense I would say that the organisation (or its management) that carefully thinks through all the aspects of setting up an off-shore campus (liability of newness, balancing global and local imperatives, etc., see for instance Shams and Huisman in Journal of Studies in International Education) is more likely to be successful.	**S1:R1**
First, it is important to guage the market to find out whether there is sufficient market demand that will provide adequate student numbers for the courses delivered. Good quality student are often a preference than a greater quantity of lesser quality students. Next, the institution would need to check the political landscape i.e. the government's higher education policies to see if there are any stumbling blocks like government registration/auditing, requirements etc. Next, it is important to create the relevant provisions such as building good facilities and finding good teachers, especially if local teachers will be used. Establishing student safeguards such as fees protection is also important. Creating a good learning culture for both students and teachers as well as effectively integrating domestic and international students would result in the word being spread that the institution is a good place to learn. Finally, the institution would need to focus on marketing the institution's brand to the local and international markets effectively by using the appropriate marketing channels. The institution would also need to be in a position where it can quickly respond to market demands. There are no full-scale UK branch campuses in Singapore.	**S1:R2**
Stable regulatory environment Institution and premises owned by investor (not local partner) Close integration of branch campus into parent institution Willingness to invest	**S1:R3**

high quality 'parent' personnel in branch campus Cultural competence / local understanding RMIT University Vietnam	
1. Size - scale needed to provide adequate library and social facilities. 2. Quality assurance procedures to ensure same standards as home campus. Curriculum standardised but with local adaptation where appropriate. 3. Recruitment of high quality faculty. 4. Faculty that are encouraged and supported to engage in research and scholarly activities. 5. Entry requirements for students not dropped (i.e. same as home campus). 6. Purpose built campus/teaching rooms. Example of a successful branchcampus: University of Nottingham in Malaysia	**S1:R4**
A good branch campus has to combine both a local (host country) and home country influence as well as an international dimension. If it purely copies the home institution model it will not work. University of nothingham in China combines the two dimensions, including the international less. No perfect example available.	**S1:R5**
Partnership with a local university and formulation of a blended curriculum that bring international elements together with local aspects. A good example would be the University of Liverpool in Suzhu in China.	**S1:R6**
Clear objectives, stable regulatory regime, robust business plan, clear local demand in country and surrounding region, support of whole university community not just the executive. Clear articulation between in-country provision and what is being delivered at branch campus. Suitable controls in place to assure quality of provision and quality of student experience. Involvement of local staff in programme and research developments. Processes and procedures have to be in placer to ensure academic enhancement. involvement of local industry, government organisations and collaboration with local HE. Example of successful campus- Heriot-Watt University Dubai. Now coming towards end of 6th year of operation and recently moved to much larger purpose built campus to accommodate growth in student numbers.	**S1:R7**
Offering academic programs that align with local demand. Establishing a solid local reputation (international recongition does not always translate into local reputation). Providing a comparable educational experience to that on the home campus, but being able to appropriately adapt to local environmental condition. Having effective governance procedures, particularly if there is a private investor involved. This includes the existence of a firewall to prevent the investor/partner from interferring with academic and	**S1:R8**

admissions decisions. Having the administrative flexibility to adapt to the local environment conditions. An example of a successful branch campus is the University of Notingham, both their Malaysian and Chinese campuses.	
I guess this is a combination of factors (+ perhaps some luck as well): - a real need for a particular type of institution and/or study programme in a given country - open and rather friendly (or at least not uninterested) political environment (e.g. Ministry responsible for HE) - appropriate cultural context (e.g. language; dominant pedagogy culture, appropriate cohort of candidates, etc.) - quality label (brand) of the provider According to my personal experience I would say that The University of Nottingham Malaysia Campus is such a case.	**S1:R9**
There has been a significant expansion of overseas campuses as leading international universities are enticed by favourable conditions , for example the Nottingham Malaysia and Ningbo campuses. Developing brand and reputation in key overseas markets are important motivations. Branch campuses involve substantial investment and will take many years before a return on investment is achieved. One strategy is to develop research capacity in addition to teaching (Xi'an Jiaotong-Liverpool University). The university of Westminster in Tashkent has adopted a different model and focuses on teaching in a market with little competition it is doing very well.	**S1:R10**
Paying attention to local attentiveness is a key factor that can lead to the enhancement of external legitimacy of the IBC. Additionlly, having a realistic business plan prior to the establishment of the offshore campus is necessary. It is not possible to name a successful BC given that majority of them are at early stages of their operations; plus that the meaning of success is relative and must be carefully defined.	**S1:R11**
Realistic expectations on the part of the home campus including the length of time for the campus to have a return on investment; a careful analysis of local market including competitors and potential students in terms of quality and quantity; and, an understanding of the resources required at the home campus to administer an overseas branch.	**S1:R12**
Good relationship with the business partner; a strong academic mission that is specific for the branch campus; high level of engagement in the host country. University of Wollongong in Dubai is an example of a successful branch.	**S1:R13**
Understanding by each partner of the intestests of their collaborating instituion and a structure in which each partner's interests are satisfied.	**S1:R14**

Strong awareness in strategising, planning, implementing and developing the venture of the qualities particular to UKHE and the institution specifically that make it worthwhile, feasible, attractive to local students and partners, and thereby sustainable. If it meets these criteria, it will automatically meet all requirements of the UK institution, and will also offer numerous other benefits at home. In specific areas of academic provision, the UK leads the world. These need to be supported and championed at government level as well as by the institutions themselves, particularly as competition increases, local (cheaper) provision catches up, and market share reduces. foregrounding of academic imperatives above business cases may not be persuasive to investment, but it is the feature that will appeal to the building of partnerships, on which all aspects of internationalisation, at home and abroad, are best supported.	**S1:R15**
Success can be determined by several aspects but it is crucial to get a sound understanding of the local market i.e. availability and demand for certain subjects. There is also the need for apply the same levels of quality to the branch that is similar to that in the home campus. There is also the need for a good partner (which is sometimes a necessity). A good example is the University of Nottingham	**S1:R16**
A good understanding of the local demand and availability of quality local students. The correct facilities also need to be in place I.e. campus building and teaching equipment. Another fundamental aspect is the understanding of the different cultures and how this may effect aspects such as teaching. Furthermore, when establishing a bc it is essential that proper planning and analysis be undertaken which determines the viability of such risky investment which often does not see a return for several years. Above teaching, research forms another critical element thus providing the opportunities for academics also is key. Finally, consideration to selecting the right partner would determine the success of bc especially where one is needed.	**S1:R17**
Political support Financial backing locally without academic interference Buy-in at all levels of institution Appropriate planning and lead in with popular courses Playing to strengths of institution High name recognition NOTTINGHAM	**S1:R18**
Clear definition of student segment.	**S1:R19**

2. In your opinion, what are the key factors that contribute to the failure of a Branch Campus and can you give an example of a failed campus?	
Text Response	**Respondent ID**
The opposite of the previous point: the literature shows examples of failed initiatives. The reasons seem to be: insufficient analysis of the potential market abroad, inappropriate partnerships, QA regulations in host country, insufficient cultural match between home campus institution and foreign partner.	**S1:R1**
The University of New South Wales shut very soon after opening in 2007 due to a lack of enrolment to their courses. They either overestimated the market supply of students in their particular subjects, or did not market their brand/subjects effectively. Students in Singapore are very brand conscious. Institutions are less likely to succeed if the government's Ministry of Education/Work Development Agency does not recognise their courses, such as Law or Medicine/Nursing courses. The institution should look into pulling students in from abroad as well as domestic students, but for those institutions that do not do this, they are leaving out an important market which may hurt their enrolment figures. It is risky to set up a full-blown campus. Instead, it may be smarter to start with a faculty or through a local partner first, and build up from there.	**S1:R2**
Working through partner who calls the shots Lack of quality control and integration with parent Failure to provide own best people Hostility of local government and/or local competitor institutions Cultural incompetence RMIT University Penang	**S1:R3**
1. Poor staff recruitment - not quality faculty 2. Unclear strategy/market position 3. Poor marketing 4. Poor location/premises/facilities 5. Tuition fees priced too high 6. Home campus not respected e.g. low position in rankings in home country 7. Length of course - students often want bachelor degrees in 3 years not 4 8. Weak links with home operation e.g no opportunity to do final year in home country of uni. George Mason Uni in Ras al Khaimah - No. 4 a big factor Michigan State Uni, Dubai - 2 and 5 were factors, particularly 5	**S1:R4**
Lack of understanding of the local context	**S1:R5**
Being motivated principally by income generation goals. Not applying the same rigor in quality assurance as in the home country.	**S1:R6**

Lack of understanding of market, no clear objectives, poor business planning, lack of local involvement. Regulatory regime not in place to accommodation foreign HE providers. lack of buy in by university community. There have been a number of failures including campus developments by Australian and US providers. I have no insight into why they failed.	**S1:R7**
In our review of failed campuses, we have found the following to be the primary factors: 1) changes in local regulations 2) offering programs that don't meet local demand, resulting in enrollment problems. 3) charging tuition above what the local market can handle 4) problems with the local partner/investor Example: Michigan State - Dubai	**S1:R8**
They are hidden in a "negative image" of the above answer. In addition, I would say that opposition from local academia may harm such plans a lot. Note: Success or failure of Branch Campuses is not an issue which I would follow systematically; therefore, I only speak from personal experience which may be limited. As a case of a failure I would refer to the University "American College" in Skopje, Macedonia (established 2005). In a recently published national ranking it took the 10th position with only about one third of the possible highest score (36.4 out of 100). In a country of 2 million people and 19 HE institutions this can only be interpreted as a failure.	**S1:R9**
Lack of institutional commitment/vision as the most senior levels within the home institution Lack of buy in from academic staff at the home institution Failure to understand local market conditions	**S1:R10**
Unrealistic estimation of costs of operations and lack of an appropriate market research. Although in a long run, other factors may also come into the picture. E.g. The Australian University of New South Wales in Singapore	**S1:R11**
Unealistic expectations on the part of the home campus regarding potential returns on investment and a lack of understanding of the overall local environment including potential students, available human resources, and competing universities.	**S1:R12**
A business partner that is too profit motivated; university fails to do proper due diligence to understand local market conditions in the host country; inflexibility to in adapting to host country conditions. Michigan state in Dubai is an example	**S1:R13**
Misjudging the context. MSU's effort in Dubai failed, in part because MSU did not understand the need for graduates to	**S1:R14**

graduate from a locally accredited university in order to secure employment.	
A purely economics-based model, predicated only on revenue and fees-based income, in my opinion, is likely to fail - certainly on long-term academic grounds. It equates to a strip-mining approach where that outlined above is focused on cultivation and the development of long-term sustainable mutual and/or multi-stakeholder benefits.	**S1:R15**
Failure can be due to poor analysis into the environment and the over focus on financial returns.	**S1:R16**
Poor recognition and failure to understand the need of the proposed destination. High expectation of income (or in some cases where there is a focus on income generation) can often result in failure as other elements are overlooked. Failure can also be the result of not adapting to local demands and in essence just imitating best practice from the home campus. The lack of integration between the home campus and bc can also cause issues. Partnerships and relationships with organisation or government within the new country can also result in failure especially when the incorrect measures are taken when forming those relationships I.e. establishing clear boundaries with potential partners in terms of quality, admissions and teaching.	**S1:R17**
as above but the reverse change of leadership poor market research lack of political support low name recogntion inappropriate priceing for market USW-Singapore	**S1:R18**
Campuses fail when they believe that they are targetting the same student as their home campus.	**S1:R19**

Appendix 5: Stage 2 Expert Survey Transcript

1. In your opinion, what are suitable measures to gauge the success of a branch campus?	
Text Response	**Respondent ID**
1. Year-on-year growth in student enrolments 2. Achievement of international and local accreditations 3. Good quality assurance inspections from agencies in home and host countries 4. Ability to break-even or produce profit, according to the institution's objectives 5. Positive student evaluation feedback 6. Positive relationships and collaboration between home and branch campuses 7. Student post-graduation employment rates 8. Collaboration and cooperation with local employers 9. Research output published in international journals	**S2:R1**
Student satisfaction, graduate employment, contribution of the branch campus to the national economy, financial profit (or surplus).	**S2:R2**
I would say that it would depend on a number of areas. Firstly, enrolment. The university must attract enough enrolment to make the campus a viable model economically. This would depend upon the costs associated with the infrastructure, staff, running costs, etc. Therefore the campus must deliver courses that are relevant to the local demand, or if there is significant international student numbers like countries such as Singapore, the demand of the surrounding region can be taken into account. However, course provision must also be sensitive to the local culture and political climate. Countries that have strict governance may not be so receptive of subjects in humanities, for example. However, this shouldn't stop prospective universities from exploring provision in these areas, but due diligence and sensitivity may be required. Good relationsips and communications with the country's Council for Private Education or equivalent would be a good way to gauge success for this. Student integration is important, so that students from different countries and backgrounds can mix and learn from each other, and socialise together. This results in a more diverse student experience. Feedback from students can be used, and diversity events can be set up by the institution to encourage successful integration. I think setting up a research base at the institution is important for innovation and to put the high achieving students to use. The university may have its own internationalisation strategy and want to attract a certain number of international students, for	**S2:R3**

reasons of diversity etc. It may also be worth mentioning that its impact environmentally will likely become a more important factor to a more green-concious younger generation over the coming years, so its infrastucture and environmantal sustainability in terms of its buildings, energy use etc, should be something to seriously take account of.	
The success of a campus can be measured in several ways these include a good financial return, high enrolment figures, further opportunities for research, recognition as a global brand.	**S2:R4**
Its a difficult question as all IBCs don't have the same mission and I believe that measures of success or failure should be linked to the mission. However, the following are indicators that might be useful. Quality of academic programs Number of local students being served Number of foreign students being attracted to the campus Number of students who join the local workforce after graduation Types of employment gained by graduates Types of government and civil society leaderships roles taken by graduates Financial sustainability Amount of research productivity Types of research engagement (is the IBC engaging in research that is locally relevant?) Quality of faculty	**S2:R5**
The branch campus should be established and run on the same academic principles and values; within a reasonable period (5 - 10 years) it should prove comparable results as the "mother campus".	**S2:R6**
Good relationships, student achievement, financial solvency	**S2:R7**
Success varies depending on the branch in question, this makes it difficult to say what would constitute as a success. In general, factors such as high levels of enrolment, good financial returns, development of a global brand.	**S2:R8**
Ability to attract top students from the region / country. High completion rates. Good labor market results for the graduates of the campus, and admittance to top graduate schools in the country of location or overseas.	**S2:R9**
Evaluation of the success of a branch campus is dependent upon what the campus was intended to achieve. If the intent is clear at the outset then the measures generally flow pretty easily. The trouble is that the purpose of establishing a branch campus is not always entirely clear, and different stakeholders within the university may support the idea for different reasons - generating additional revenue, aiding human resource development in a developing country, building the reputation of the university in the region, tapping into research growth possibilities, etc. There is often competition within the university	**S2:R10**

| *about which of these should be the priority of the campus. They are all worthy aspirations I think, and so when assessing the success of a branch campus I think it is reasonable to look at how the campus has performed on all these measures.* | |

2. In your opinion, what are suitable measures to gauge the failure of a branch campus?	
Text Response	**Respondent ID**
When the above are not achieved. Failure to gauge the local market accurately e.g. offering the wrong courses or setting fees too high.	**S2:R1**
The same as above, but then in the negative, low levels of student satisfaction, etc.	**S2:R2**
Lack of enrolment, lack of demand, friction between the institution and the government bodies, lack of sensitivity of the local market, culture or politics, poor student integration, lack of diversity, lack of free speech by teachers and students.	**S2:R3**
There are some clear indicators of failure with the most obvious measure of failure is the closure of the campus. Other factors are the individual elements that contribute to this i.e. low enrolment which reduces revenue.	**S2:R4**
Its a difficult question as all IBCs don't have the same mission and I believe that measures of success or failure should be linked to the mission. However, the following are indicators that might be useful. Quality of academic programs Number of local students being served Number of foreign students being attracted to the campus Number of students who join the local workforce after graduation Types of employment gained by graduates Types of government and civil society leaderships roles taken by graduates Financial sustainability Amount of research productivity Types of research engagement (is the IBC engaging in research that is locally relevant?) Quality of faculty	**S2:R5**
Conversely, as above.	**S2:R6**
Quality of relationships, student achievement, financial solvency	**S2:R7**
Again same as above, failure is subject to each BC. However, the closure of a campus would be the ultimate sign of failure. This could suggest a whole host of reason as to why the campus failed, which could include continuous loss making, poor enrolment, lack of partnerships in the host country, lack of commitment.	**S2:R8**
The reverse of all the aspects mentioned above.	**S2:R9**
The inverse of the above aspirations, I guess - did it cost the university resources, make no significant contribution to human capital development, damage the reputation of the university, undermine research by wasting time and resources, etc.	**S2:R10**

3. In your opinion, what Resource elements would contribute to the success of a branch campus?	
Text Response	**Respondent ID**
1. Investment in library resources 2. Access to full-text online peer reviewed international journals 3. Access to computers and online learning resources 4. Transport e.g. shuttle bus services from local train station, as done by University of Wollongong in Dubai 5. Resources in the classroom, e.g. computers, OHPs, adequate seating and tables, purpose built lecture theatres 6. Investment in student accommodation, refectories, sports and leisure facilities	**S2:R1**
This is hard to say in general. It all depends on the purpose of the branch campus (and the home institution), the location of the campus etc. E.g. one may argue that home institution staff should teach at the branch campus (to secure a high level of quality teaching), but this may go a the cost of a genuine embeddedness in the branch campus' context. See Shams & Huisman in a recent article in Journal of Studies in International Education.	**S2:R2**
Strong government assistance can be a great strength, as it will help the institution to spread the costs, also enable the institution to have a more expanded campus/facilities, and spread the burden and risk. However, the government may make certain requirements to the institution that must be met, i.e. the institution must attract a certain number of research associates. Much of an institution's resources will be recovered through fees, but fees must be priced according to demand, and not priced too high as this will mean disadvantaged students cannot take up studies, however, subsidised fees for those students could mitigate that.	**S2:R3**
Good facilities in terms of campus building, finances to be able to develop a campus initially, good teaching staff and researchers, equipment such as computers, projectors etc..., a strong management team with the knowledge to analyse and plan long term.	**S2:R4**
I'm a little confused by this question as I'm not sure what exactly you mean by resource. To me the major resource that is needed is having a steady revenue stream to maintain financial stability - this could be from tuition dollars, private investors, or government subsidy. Another important resource is having adequate administrative and technical support from the home campus to provide the needed infrastructure to support the IBCs activities.	**S2:R5**
Human resources are most probably crucial. Problems will be growing if the staff (academic and administrative) from	**S2:R6**

abroad is empoloyed without appropriate knowledge and skills requested by the "native environment".	
Not sure what a resource element is....having sufficient resources to offer a quality program is essential.	**S2:R7**
Good campus facilities, strong teaching staff, sufficient capital to start with to develop a campus, strong administrative support	**S2:R8**
Good academics and low student / teacher ratio, good physical infrastructure, availability of student aid to ensure student diversity in terms of socio-economic background (needs-blind admission), and of course abundant financial resources to support the previously mentioned factors.	**S2:R9**
The key is having a sustainable financial model. Many campuses fail because they rely on start-up funding from a government and burn through that cash until it runs out.	**S2:R10**

4. In your opinion, what are the crucial elements of a Course that would contribute to the success of a branch campus?	
Text Response	**Respondent ID**
1. Acceptance by all stakeholders that the branch campus degree is equivalent to the home campus qualification 2. Appropriate level of standardisation across campuses/customisation for local context 3. Learning resources and materials for lectures and assessments that include home campus prepared materials and locally prepared materials 4. A curriculum that is suitable for the needs of local employers/ to enable students to secure employment 5. Fair and rigorous assessment systems with home campus efficiently assessing equivalency across campuses	**S2:R1**
Same as above, hard to tell. HEIs must carefully analyse needs and opportunities and pitch the course at the required level (both in terms of contents, staffing and mode of delivery).	**S2:R2**
It must be in demand, it must be a course that is sensitive to local political/cultural landscape, it must be priced fairly and have subsidies for disadvantaged students in order to avoid elitism/class divisions, the course should be identical to what is being delivered in the host country so that employers will be confident of the degree's standard/relevance. The course should be marketed effectively to the target market, using relevant channels. The course should try to encourage diversity. The course should teach critical thinking skills, communicating effectively, creative thinking, innovation, experimentation, not scared of making mistakes.	**S2:R3**
Recognition by the local market and industry, strong teaching staff that understand the learning needs of the local students, the course needs to be similar to that in the home campus but adapted to suit the local needs, ability to study at the home campus, competitively priced against other branches or local universities, good links with local industry and a strong focus on quality.	**S2:R4**
One of the elements that seem most important is finding a balance between the expectations of the home campus for maintaining a comparable course and the need to adapt the course to make it locally relevant.	**S2:R5**
Appropriate human resources and reasonably selected students.	**S2:R6**
Relevance to student needs and labor market demands	**S2:R7**
Recognition by industry in the host country (if possible globally), appropriate methods of teaching which enhances the students ability to learn, applying the same level of quality assurance to the branch campus, adapting the courses to	**S2:R8**

factor in cultural or country differences, strong lecturing staff that provide support to students, ability to attract students.	
Combination of being locally relevant while having global quality standards.	**S2:R9**
Courses/programs need to be designed to respond to identified student demand in that location.	**S2:R10**

5. In your opinion, what are the crucial elements of the Host Country that would contribute to the success of a branch campus?	
Text Response	**Respondent ID**
1. Ability to move finance in and out of the country 2. Institution and qualifications locally accredited and recognised 3. Stable country politically, economically and socially 4. Contribution of host country to set-up or operating costs, as done by Abu Dhabi for NYU and Paris Sorbonne 5. Extent of competition - e.g. in UAE with 39 branch campuses it is a very competitive environment, difficult to create a USP and stand out, and hence several institutions have failed 6. Academic freedom 7. High numbers of students to recruit in country or neighbouring countries	**S2:R1**
I have to repeat myself: on the basis of my (research) experiences it is a matter of developing campuses that are fit for purpose, balancing the requirements from all stakeholders and trying to deal with Host Country culture and regulations.	**S2:R2**
Need to have good communications between host country and overseas campus. The teaching staff (which may include flying faculty) must be happy with the relationship between the institution and the local government. The instituion must not conced its values because the government doesn't like it, as this may harm the brand. For example, the Yale-NUS partnership in Singapore has caused some controversy due to Yale teachers being concerned about lack of free speech in Singapore and how that may affect student's rights.	**S2:R3**
A supportive government and backing i.e. tax levies, sufficient market demand not only in the country itself but the surrounding ones, regulations that allow the branch to function whilst not being overly restrictive,	**S2:R4**
I can't say there is any common element across host countries.	**S2:R5**
Higher education authorities (both Government as well as academia) must show a friendly (or at least neutral) attitude to the "newcomer". Basic democratic environment is also necessary, otherwise branch campuses can't perform well.	**S2:R6**
Welcoming attitudes, supportive laws and requlations	**S2:R7**
The host country would firstly need to be politically and economically stable, then other factors such as the level of competition for similar courses (which include over BC and local universities), a supportive government (tax levies), a good market demand in the country itself and the surrounding ones.	**S2:R8**

Limited entry barriers except in the area of quality assurance where the host country should be highly demanding (at least standards equivalent to those enforced in country of origin of university that sets up branch campus	**S2:R9**
Supportive local and national government, unmet demand for international education	**S2:R10**

6. In your opinion, what are the crucial elements of a College/University that would contribute to the success of their branch campus?	
Text Response	**Respondent ID**
Clear mission and objectives, competent management, good accessible location, attractive and functional campus, adequate investment in learning and student accommodation, refectories, sports facilities etc, adequate scale to invest in these things - difficult if only have 200 or 400 students, cooperation and collaboration with stakeholders, including home campus and local employers	**S2:R1**
See above: it varies, impossible to mention CRUCIAL elements, it all depends.	**S2:R2**
I think this has been covered in previous questions.	**S2:R3**
the ability to analyse the market and asses whether there is potential to develop abroad, long term planning that is focused on academics rather financial returns, a good reputation in the home country but globally would be beneficial,	**S2:R4**
You need to have buy in from the faculty and staff on the home campus; and the IBC needs to be integrated into the the ethos of the main campus and not treated as a seperate and isolated activity.	**S2:R5**
To establish the best possible relations with the local environment (Government, academia, economy/employers, culture, community etc.)	**S2:R6**
Integrity of program, interest in program that extends beyond financial advantages.	**S2:R7**
Supportive infrastructure which aids the development of the BC, the ability to analyse the potential of countries and plan long term, focus on quality of both students and course, good communication between the BC and home campus	**S2:R8**
Being motivated by genuine desire to share experience and learn from the host country. If the primary motive is commercial, this might distort the setup and mode of operation.	**S2:R9**
Extensive experience in transnational education, appointment of senior staff with extensive international business experience	**S2:R10**

7. In your opinion, what are the crucial Partnership that would contribute to the success of a branch campus?	
Text Response	**Respondent ID**
With home campus staff, local employers, local government, accreditation agencies, quality assurance bodies at home and locally	**S2:R1**
See above	**S2:R2**
Partnerships that have a shared purpose and common goals, good communications and good relationship between the partners, strong finance model.	**S2:R3**
With the local government and industry, other educational partners i.e. high schools	**S2:R4**
This is difficult as there are so many different partnerships and it really depends on the local culture. But, having a relationship with the local government or a different local stakeholder can be important for navigating the local political, social, and regulatory environments.	**S2:R5**
Local authorities.	**S2:R6**
Not sure what you mean. Presumablly the relationship between the principal administrators and staff on both sides of the partnership matter a lot.	**S2:R7**
The key relationships would be with the students, local government and education authorities, industry and local partners.	**S2:R8**
Establishing the branch campus as a joint venture with local partner would be useful if both are committed to learning from each other. Close links with industry are also important to make sure that the programs and courses are relevant to local labor market needs.	**S2:R9**
The university needs to have well-established partnerships with local institutions that share the long-term aspirations of the university.	**S2:R10**

8. In your opinion, do the five areas detailed above address the key factors that would result in a successful branch campus. If not, are there any other factors you think would contribute to the success of a branch campus?	
Text Response	**Respondent ID**
yes	**S2:R1**
The key factors are a bit broad, and the devil is in the detail. What does "course" mean, is it the structure, the contents, the staffing, the pedagogy?	**S2:R2**
I think it has all been covered.	**S2:R3**
Yes	**S2:R4**
These areas are OK but broader context should be also taken into account (described in the above questions).	**S2:R5**
Context (laws and regulations), personal relationships, quality and relevance of program, good marketing.	**S2:R7**
Yes	**S2:R8**
I don't see the five areas above. I will focus on the failure factors below.	**S2:R9**
yes	**S2:R10**

9. In your opinion, does not addressing the above success factors contribute to the failure of a branch campus?	
Text Response	**Respondent ID**
yes	**S2:R1**
No, not necessarily, I do not believe in success factors for all types of branch campuses.	**S2:R2**
Yes, these factors are important to successful campus. If not, the campus may fail and be shut down.	**S2:R3**
In some ways yes, but failure can be the result of many different aspects or only one key factor.	**S2:R4**
No. Again, success or failure of any branch campus (or any higher education institution) should be tied to its mission. I'm hesitant to respond to the following as, depending on teh situation, they all could either contribute or not contribute to the failure of an IBC. Also, some of the questions require me to assume informatioin that I don't have. For example, with "high tuition fees", is this hgiher than the home campus or higher than others in the local region? And, I can give your countering examples - New South Wales prices themselves out of the market, but NYU Abu Dhabi is charging extravagant fees and, so far, has maintained its enrollments (again, it depends on the mission of the institution).	**S2:R5**
Yes.	**S2:R6**
Without attention to these issues, program is unlikely to succeed.	**S2:R7**
No, this varies between BC Ultimately, failure is determined by the university itself so what one see as failure may not be for another.	**S2:R8**
yes	**S2:R10**

11. In your opinion, are there any other areas that contribute to the failure of a branch campus that has not been addressed above?	
Text Response	**Respondent ID**
no	**S2:R1**
You have not explicitly mentioned regulations (either in home or branch campus country). This could be e.g. QA/accreditation policies.	**S2:R2**
Economic downturn. The current economic system is in terminal decline, and it will get much worse as the months roll on. The education institution would do well to think beyond money entirely, and instead consider the economic systems of direct physical resource management. This has been defined as a Resource-based Economy (RBE), and is a system that will move beyond all of the financial problems of the money market systems, and all of the perpetual debt, interest and poverty that the money system generates. Education institutions must consider an economic system based on access, instead of acquisition and making money. The RBE economic model has been put forward by such organisations as The Zeitgeist Movement and The Venus Project, and is showing great potential, from what I have observed.	**S2:R3**
No	**S2:R4**
I think that many failures can be traced back to a failure to adapt to the local environment. This lack of adaptation can apply to not understanding the local culture, particulalry when a western-based IBC moves into a non-western countrry. It can also apply to not adapting home campus policies and procedures to fit with local ways of doing. Some institutions have policies not to accept cash, but the local environment may be cash dependent.	**S2:R5**
See answers to earlier questions.	**S2:R6**
No	**S2:R7**
Creating a good campus atmosphere	**S2:R9**
Host government policies, which can hamper the ability of the campus to develop as required over time	**S2:R10**

Appendix 6: Stage 3 Expert Survey Transcripts

1. In your opinion, do the above categories address the key factors to consider when designing a course to be run at an IBC? If so, what are the crucial elements? If not, what additional factors need to be considered?	
Text Response	**Respondent ID**
In line with earlier comments, I struggle with a model offers key considerations, given my view that it is all dependent on contextual and situational conditions. E.g. course marketing is not a NECESSARY consideration to contribute to the success, but it CAN be. Also, whether the course content should be adapted to the local context/employers is dependent on needs/wishes of stakeholders involved. Some students at IBCs want an international (not local) educational experience. This comment also points at potential tensions in the model: e.g. adaptation to the local contexts may put serious pressure on degree equivalence and the same adaptation may be at odds with reliance on home faculty. I feel more comfortable with the general model that Shams & Huisman present in the Journal for Studies of Internationalisation. It is more abstract but give more scope for strategic decisions of key stakeholders to find fit-for-purpose solutions to the dilemmas/challenges. What I think is good about most of the elements of the model presented above is that it formulates these elements at a more operational level. I miss attention to course processes (pedagogy, learning tools, etc.).	**S3:R1**
For research you could divide into relevance locally (for local labour markets) and international publications (indicator of prestige)	**S3:R2**
I think these are all crucial elements, other than perhaps 1. adaption to local context, 2. option to study at Home Campus, and 3. Research. These three are not necessarily crucial, but of great benefit nonetheless. In terms of adapting the course content to suit the local context, I think it's fine as long as the particular units taught are still identical to that delivered in UK. The rest is fine, and seems comprehensive.	**S3:R3**
Yes, but The one thing that is missing is ensuring students proficiency in the language of instruction, through both intake requirements and concurrent language development and support.	**S3:R4**
These seem to include all the relevant factors. I would suggest defining with more precision what is meant under "quality" and how it would be measured.	**S3:R5**

Model seems reasonable. One issue is the acceptability of the credential students receive. One major US university too late discovered that a US degree offered in the UAE was not 'accredited' by the UAE authorities (which was known) and that without an accredited degree, graduates could not get certain types of jobs (a point missed by the US university)	**S3:R6**
Yes, there are some key factors presented but they remain generic and the individual campus will need prioritise these factors dependent on there situation. However, adjusting the content for the local context is key. By no means should the should the quality suffer though.	**S3:R7**
I believe these are the correct elements related to courses.	**S3:R8**
An appropriate scholarship scheme is essential for the success of nay branch campus and depending on how it is structured will have an impact on the success of individual programmes. For programmes which are professionally orientated professional accreditation is crucial and should cover accreditation by local institutions and boards and at the home country. You refer to assessment standards being similar. They should be the same although the assessment methods can be different. There should be a link between quality and equivalence and controls put in place to ensure these two elements are maintained.	**S3:R9**

2. In your opinion, do the above categories address the key factors to consider when deciding whom to establish relationships with, in the host country? If so, what are the crucial elements? If not, what additional factors need to be considered?	
Text Response	**Respondent ID**
Makes sense, but I missed a key stakeholder (staff) in the picture. Why are students mentioned, but not staff? How important would you value the input of administrators?	**S3:R1**
Internal - ownership - part of business corporation, semi-governmental organisation, or self-standing not-for-profit	**S3:R2**
Perhaps industry links relationships not as important as the others, but still important. Could also add external variable marketing partners that would be used to market the courses.	**S3:R3**
Most ibcs involve a partner of one sort or another and I don't think it is accurate to describe these as external since they are often integrally involved in the running of the campus. They may be external to the uni in its home country but internal to the ibc.	**S3:R4**
Yes, these factors are adequate to describe. But it would be useful to clarify the concept of "fixed" and "variable" relationships.	**S3:R5**
cross border collaboration need champions at each institution. Is that sufficently clear in your model?	**S3:R6**
Again Yes, but better description of what 'Internal' and 'External' are, is required. I believe that educational partners could also be better defined - does this refer to publishers, other HEI, college, schools? One further thought is how a these relationships going to be formed and maintained?	**S3:R7**
Your application of fixed to government relationship is correct. However the relationship which should build between government, regulatory bodies and the campus is not resticted to regulatory requirements only and therefore there should also be a variable link. A exteremely import relationship has been missed that with alumni, both with alumni how gdaduated from the home campus and alumni who graduate from the branch campus. Of course the relationship is not a simple binary one, alumni have an important role in developing relationships with for example industry and professional institutions.	**S3:R8**

3. In your opinion, do the above categories address the key factors when considering resources which impact an IBC? If so, what are the crucial elements? If not, what additional factors need to be considered?	
Text Response	**Respondent ID**
Would suggest to see Technology and online resources not as a subcategory of library but a separate main category under campus.	**S3:R1**
All factors important. Emphasis will vary by stakeholder.	**S3:R2**
I would sat finance, facilities, admin, library/classroom resources, and teaching are the most important. Some resources are often used for marketing, outreach events at polytechnics etc, exhibitions, and extracurricular activities.	**S3:R3**
Ability to recruit quality teaching staff is essential, and this depends upon the quality of expatriate life in the host city and reputation of the uni and campus as much as it depends on salary level.	**S3:R4**
You are missing the money from tuition fees under Finance.	**S3:R5**
Champion? Sufficient faculty incentive systems?	**S3:R6**
Yes, but again it depends on the context.	**S3:R7**
One issue that I don't see raised here, at least not directly, is that of legitimacy or "brand recognition". IBCs need to develop local legitimacy in the eyes of local stakeholders in order to be successful.	**S3:R8**
I suggest external funding is also included not just government assistance. This could be for example accessing public and private scholarship schemes or developing industry backing. Financial aid I assume you are thinking of donors. They are imnportant but should not be relied upon. Any branch campus has to be self-sustaining through fees and public/private funding. in the short terms internal resources from the home campus will be utilised and this should not replied upon in the long term.Donor funding can be used for specific initiatives whether it is to support a new building, to launch a new programme or develop a new research initiative. Research funding is important and international campus staff should be alert to oportunities for funding from international bodies such as the UN or the World bank.	**S3:R9**

4. In your opinion, do the above categories address the key factors to consider when deciding the correct host country to develop an IBC? If so, what are the crucial elements? If not, what additional factors need to be considered?	
Text Response	**Respondent ID**
Yes, I think this model is the most developed model of the ones you present. I would agree with most of the elements in this model. Crucial elements - again - are difficult to indicate, given my "fitness for purpose" perspective. Although I generally agree with what you say in the introduction on this page, it could be argued that entry into a "high barrier" country may provide a university a first-mover advantage.	**S3:R1**
This is quite comprehensive, and all very important as far as I can tell. Perhaps the host country culture is not as important, and perhaps a smaller, niche market size can also be desirable to a high potential market size. -Niche partnerships mean students recognise the partnership as delivering in a specific area, thus making an easily recognisable brand name for the institution. Freedom of speech and censorship is important, but not as crucial (failure in most of the other areas might mean that the partnership cannot even get off the ground).	**S3:R2**
Also include quality of life for expat teachers and incoming students. Difficult to recruit people into some cities but easy in others.	**S3:R3**
I would add visa regulations regarding students and academic staff as an important factor.	**S3:R4**
Collaborations usually emerge from extant relationship....how many universities start out by deciding which foreign countries to work in....usually that emerges from existing sets of relationships, I would argue.	**S3:R5**
Again, fine. The regulations within a country can greatly hinder an IBC.	**S3:R6**
This looks like a good list of factor. I would say that government support and market demand are the too most important.	**S3:R7**
You refer to government assistance. This may come in two forms, finiancial support during set up or simply providing ssistance to navigate through the regulatory regime. The latter is extremely important and interacts with hte lo0w barriers to entry factor. Local accreditaion may not be a factors. There are still countries where this is not a requirements. However where it is it is obvioulsy crucial, no accreditation no campus. Whe n undertaking an evaluation of where to establish a campus financial assistance from the local government, while helpful should not be a key element. Evidence that the other factors to be consider are positive uis much more important.	**S3:R8**

5. In your opinion, do the above categories address the key HEI factors to enable successful development and running of an IBC? If so, what are the crucial elements? If not, what additional factors need to be considered?	
Text Response	**Respondent ID**
Makes sense, but there is much emphasis on the corporate strategy elements, but admittedly "focus beyond financial return" and "investment in learning" point in other directions. I expected here also HR/staff strategies to figure in one way or another (although this may be hidden under "integrated faculty"?).	**S3:R1**
Crucial elements are reputation and branding, marketing, long termism, academic focus, strong management in general, attractive campus.	**S3:R2**
Yes	**S3:R3**
Rather than "competencies", I would use the notion of "Institutional or managerial capacity" (competencies would refer better to the competencies to be acquired by graduates.	**S3:R4**
Where is the issue of external (national) politics reflected...? Shifting politics can influence IBCs.	**S3:R5**
Everything looks good, but could you not argue that resources are part of the HEI	**S3:R6**
Experience in TNE activites is very important. A management which understands the issues involved in operating out side of their own country is more likely ot understand hte needs of a branch campus than a management which has not has such experience. This has to be linked then to committment, if you understand what it is you are getting into you are more likley to be fully committed. Reputation and branding has to be established within the local environment and there should be a synergy regarding branding and reputation with the home and local operations which is of mutual benefit to both	**S3:R7**

6. In your opinions, do the above measure address the possible criteria to gauge the success of an IBC? If so, how can these areas be measured? If not, what are more effective methods of doing so?	
Text Response	**Respondent ID**
I would phrase - from the perspective of parsimony - all the success measures in "neutral" terms, e.g. student feedback and satisfaction, environmental impact, relationship between branch and home etc. The actual "performance" can then be good/bad, low/high, etc. Given examples of how things can be measured would take me too much time (sorry!). With a bit of creative thinking and reflection, I guess you can fill in the dots yourself ...	**S3:R1**
Endowment from alumni would another way to measure success, i.e. how the graduates connect to the institution even after they've left as well as boosting the institution' coffers.	**S3:R2**
Looks good	**S3:R3**
Under Student and Alumni, you could add "average salaries of graduates" at labor market entry and after three years. What will be the actual quality measures? It would be useful to define concrete indicators for each measure. How will the contribution to the national economy and reduced environmental impact be measured?	**S3:R4**
List looks good. How these are measured is not so clear.	**S3:R5**
Yes, this is fairly extensive. Therefore, individual HEI will have to pick what is most relevant to them	**S3:R6**
Success should be measured against measurable deliverables whether these be financial, growth in numbers and the like. It should also be measured against other metrics related to links with the HEI sector, industry and government. This could be success in accessing research funding, number of knowledge transfer projects, graduate employment statistics and so on. One are which does get overlooked is one you have picked up, that of the relationship between the home and branch. Branch activates should be seen as an essential element of what happens within the university.	**S3:R7**

7. Based on the previous success measures. How would you prioritise them with the highest priority placed at the top? (To do this, drag the items into the box)		
#	Answer	Priority
1	Student and Alumni	4
2	Host Country	4
3	Relationships	5
4	Quality Measures	4
5	Finance	4
6	Reputation	4

Answer	Success Measure Priority - Mean Rank
Student and Alumni	3.00
Host Country	4.75
Relationships	4.00
Quality Measures	2.50
Finance	2.50
Reputation	3.50

8. Finally, are there any factors that should be taken into consideration that have not been addressed, which relate to success and failure factors and suitable methods of measuring them? Furthermore, please feel free to make any other comments that you believe are essential.	
Text Response	**Respondent ID**
Going back to previous "page", I would not want to prioritise a priori, but make it dependent on particular case conditions and circumstances.	**S3:R1**
I think you've got the main points nicely summarised	**S3:R2**
None	**S3:R3**
No	**S3:R4**
Does the host country have an active policy to support / encourage the establishment of foreign campuses?	**S3:R5**
politics	**S3:R6**
No	**S3:R7**
I did not prioritize the success factors. They are all important and inter-related. Failure in any one area could cause a branch campus operation to fail. So unhappy students soon send out a negative message and recruitment falls. Failure to work with industry potentially results in fewer job opportunities for graduates. Again recruitment falls. and so on. Critical of all of this when first looking at international operations is do you know why you want to operate in an international setting? If it is for financial reasons only then you should not be looking to start up a branch campus.	**S3:R8**

Appendix 7: Expert Delphi Technique

With the exception of the HEI factor, the development of the four other factors are discussed below and fully demonstrate how each of the factors were developed in stages 1 and 2. The final model is discussed in the main thesis in the Expert Delphi chapter.

Resource Factor

Stage 1 Expert Resource Responses

The results of the first stage identified two key areas which made up the initial resource factor.

Stage 1 Resource Factor
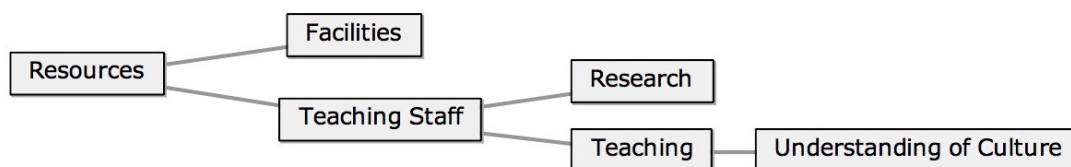
Facilities

The first of these factors were facilities, which was stressed as a key factor as demonstrated in the remarks below. Additionally, when the respondents were asked what would contribute to the failure of an IBC, the reverse was identified

i.e. poor facilities would result in the failure of a campus. Therefore, it is essential to develop good facilities in accordance to demand and the needs of the courses to be run.

'.... it is important to create the relevant provisions such as building good facilities and finding good teachers, especially if local teachers will be used.' **(S1:R2)**

Size - scale needed to provide adequate library and social facilities.'
(S1:R4)

In general, facilities were seen as the physical elements of a campus i.e. buildings. Despite stating the need for facilities, this was expressed in a broad manner; thus the specific aspects of what appropriate facilities are needed, were not addressed. However, a few respondents did mention teaching rooms, library and social facilities. Moreover, this specific area could have been linked to the HEI factor rather than resources. However, the areas within the HEI factor, related to competencies and operations rather than tangible factors.

Staff

The second area was teaching staff, which was then subdivided into further sub-areas. Moreover, teaching staff related to having adequate levels of high quality staff to teach on the courses to be run at the IBC, which was previously mentioned in the quote from S1:R2. Furthermore, teaching staff

involved two aspects: use of home campus staff and local recruitment. In addition, there is an emphasis on quality, which is a consistent variable whether using home or local teaching staff. Another point to emphasis, is the need for a close integration between the branch and home campus, which would facilitate the ability to use home staff. Besides demonstrating the two main divides in the teaching sub-factor, it also illustrated the importance of understanding the local culture and research.

> '*Close integration of branch campus into parent institution, Willingness to invest high quality 'parent' personnel in branch campus, Cultural competence / local understanding*' **(S1:R3)**

> '*3. Recruitment of high quality faculty. 4. Faculty that are encouraged and supported to engage in research and scholarly activities.*' **(S1:R4)**

> '*Involvement of local staff in programme and research developments.*' **(S1:R7)**

Having an understanding of the local culture impacts teaching and embodies several elements. This demonstrates vital elements of culture that need to be factored in when 'teaching' (i.e. language barriers and appropriate teaching styles), as also previously suggested in literature, which suggests that culture impacts learning styles (Caruana, 2008; Heffernan et al., 2010; Hofstede, 1994). Consequently, this can affect the ratio of local and home campus (HC) staff at the IBC; local staff will already be aware of the local culture, whereas HC staff may need to adjust. This would need to be considered carefully as there are a series of potential trade offs; namely local staff would have a better

understanding of the local culture, but HC staff would be more familiar with the course, appropriate levels of quality and how the HC operates. Therefore, regardless of the origin of the teaching staff, sufficient levels of training is required. Furthermore, this would directly have an impact on the course being running as well as the content.

'appropriate cultural context (e.g. language; dominant pedagogy culture, appropriate cohort of candidates, etc.)' **(S1:R9)**

There was further support for the need for quality teaching staff, when respondents were asked 'what would contribute to the failure of the campus?'. Furthermore, the two key areas are demonstrated in the below responses. These response do not only stress the need for quality teaching staff but good recruitment. The second response by (S1:R12) illustrates that good recruitment is facilitated by a good initial understanding of the local environment in terms of potential teaching staff. However, the issues of recruitment are only one source of academic staff, in the second stage the importance of using home faculty will be discussed.

'1. Poor staff recruitment - not quality faculty' **(S1:R4)**

'...a lack of understanding of the overall local environment including ..... available human resources...' **(S1:R12)**

Research forms another sub-area within the teaching staff element as demonstrated in the above responses by (S1:R4) and (S1:R7). This area related

to proactively encouraging research at the IBC. Thus, in order for an IBC to be successful, research should be encouraged, which as previously identified provides a source of competitive advantage for HEIs (Curran, 2000).

Stage 1 Resource Factor Conclusion

Despite the first stage identifying some of the underlining areas of the resource factor, they remain vague and require further development. As previously mentioned, facilities were broadly identified but this may encompass further facets that need to be considered. Moreover, this applies to the overall resource model as only two areas have been identified. As a result, the second stage aims at verifying whether the resource factor is a valid and and further consideration needed within the area.

Stage 2 Expert Resource Responses

The second stage verified the areas within the resource factor as well expanding on the previously established areas identified. This stage identified four key elements to consider which are: finance, campus, administration and faculty. Furthermore, one of the fundamental differences is that facilities has been renamed campus, and a variety of sub areas have been identified. Another aspect raised, (that also relates to all the factors) is the link between the aims and the mission of the HEI, which can dictate what success is, as well as what is required to achieve it. This is demonstrated in the below response to what resources elements were crucial for success.

'*This is hard to say in general. It all depends on the purpose of the branch campus (and the home institution)'* **(S2:R2)**

However, these responses support theory as suggested by Merchant & Schendel (2000) that a resource based view is cyclical i.e. resources provide a source of competitive advantage but competitive advantage dictates what resources are needed. Thus, the resources in this case would depend on the individual context, which would create a competitive advantage.

The resource model was further developed, when respondent was directly asked what critical resources would result in the success of an IBC. In comparison to the previous stage, which only had two overall areas. This model has been divided into four: finance, campus, administration and faculty. The aforementioned areas will be addressed individually below.

Stage 2 Resource Factors
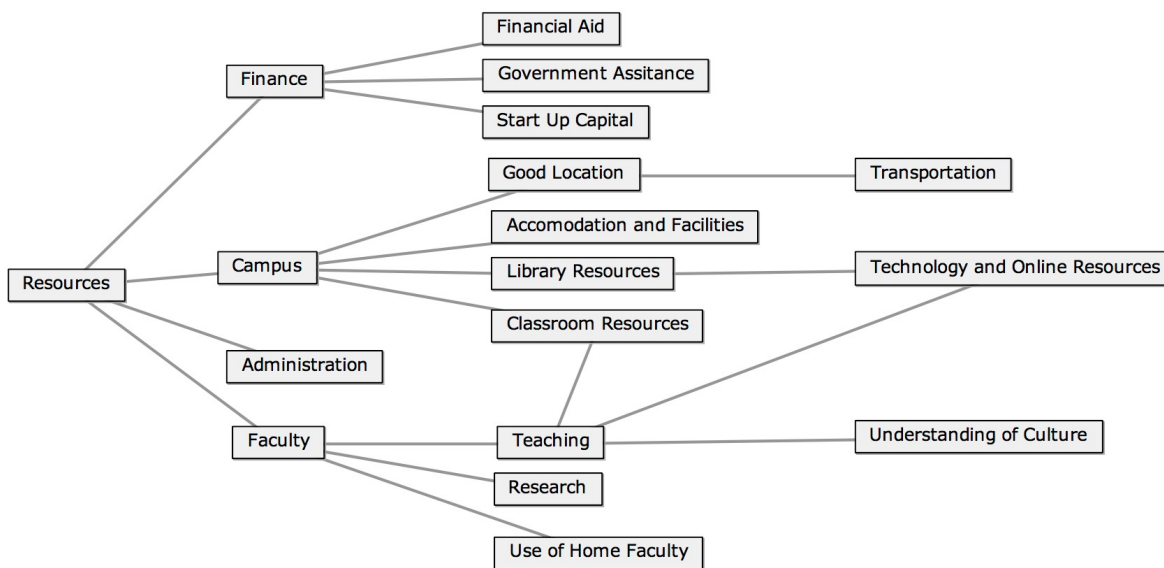
Finance

The first area is finance, which was an aspect that was mentioned several times by the respondents. This factor addresses three key issues: start up capital, governmental assistance and financial aid. Firstly, most respondents referred to the need for sufficient start up capital to facilitate other resources, such as building a campus.

'Good academics and low student / teacher ratio, good physical infrastructure, availability of student aid to ensure student diversity in terms of socio-economic background (needs-blind admission), and of course abundant financial resources to support the previously mentioned factors.' **(S2:R9)**

The above response addresses other key sub-factors within the resource factor, but the focus is on the finances that are needed to support them. Therefore, this suggests that finance is crucial, as it has a sequential affect on other resource factors. Furthermore, the importance of finance was stressed even in cases where the respondents found the overall resource factor ambiguous.

'I'm a little confused by this question as I'm not sure what exactly you mean by resource. To me the major resource that is needed is having a steady revenue stream to maintain financial stability - this could be from tuition dollars, private investors, or government subsidy. '
(S2:R5)

'*Much of an institution's resources will be recovered through fees....'*
(S2:R3)

The response by S2:R3 stresses the importance of finance to maintain the running of a campus, as well as potential sources, which include: tuition, private investors and governments. In particular, governmental assistance will be addressed.

Governmental assistance was one sub-factor that was identified as a source of finance, in particular during the start up of the campus. Furthermore, the availability of these of such funds can also impact the attractiveness of a host country (which will be addressed later). The below responses reflect the responses that addressed this sub-factor.

'Strong government assistance can be a great strength, as it will help the institution to spread the costs, also enable the institution to have a more expanded campus/facilities, and spread the burden and risk. However, the government may make certain requirements to the institution that must be met, i.e. the institution must attract a certain number of research associates.' **(S2:R3)**

'The key is having a sustainable financial model. Many campuses fail because they rely on start-up funding from a government and burn through that cash until it runs out.' **(S2:R10)**

The response provided by S2:R3 further illustrates the need for government assistance and demonstrates the benefits of attracting such funding. Essentially, funding from the government can improve the ability of the HEI to develop the campus abroad and share the financial burden. This in essence removes barriers to developing an IBC.

Besides the several benefits of governmental assistance, there are also a series of issues to consider. The two key areas are the over reliance of this type of funding (as mentioned by S2:R10) and the potential criteria or requisites that will allow HEI to get funding. In this context, the latter could relate to the need for a local partner, which as previously mentioned maybe compulsory in some countries (Wang, 2003). Notwithstanding, the pre-requisites can include the ability to attract students into the country from neighboring or enhancing the skills

of the workforce within the country; these two areas will better the economy in the host country.

The previous sub-factor is closely related to start up capital, which as the name suggests is the finance needed to develop a campus at the beginning.

'....finances to be able to develop a campus initially....' **(S2:R4)**

As previously suggested, potential sources of finance to build start up capital include private investors and governments. However, despite it not being directly stated, the HEI may also have self generated funds e.g. the revenue collected from tuition at the home campus. Furthermore, the below response illustrates how the start up capital can be utilised.

'1. Investment in library resources ..... 6. Investment in student accommodation, refectories, sports and leisure facilities' **(S2:R1)**

The key areas of investment fall under two broad categories of academic facilities (e.g. library and class rooms) and non-academic facilities (e.g. accommodation and sports complexes). These areas are further addressed under the campus sub factor.

The final sub-factor within finance is financial aid, which was mentioned on several occasions by the respondents. This factor refers to providing financial support for students at the IBC. As a result, a wider range of students can be accepted. In addition, financial aid can be provided in several way, namely the use of scholarships.

'*availability of student aid to ensure student diversity in terms of socio-economic background (needs-blind admission)'* **(S2:R9)**

'*fees must be priced according to demand, and not priced too high as this will mean disadvantaged students cannot take up studies, however, subsidised fees for those students could mitigate that.'* **(S2:R3)**

This sub-factor suggests that finances need to be available for more than physical buildings; intangible services will also have to be factored in. Furthermore, when considering the level of finance that needs to be available as student aid, the HEI will need research and understand student characteristics (i.e. socioeconomic) within the host country.

Campus

As previously mentioned, one key area of investment when developing an IBC are campus facilities. This sub-factor refers to the facilities and equipment that are needed to develop a campus. Similar to the finance sub-factor, the majority of respondents identified this as being key towards developing a successful IBC. However, this sub-factor was not mentioned as frequently as finances. Furthermore, despite the need for a good campus being mentioned numerous times, some of the comments made were brief and generic (as demonstrated below).

'...good physical infrastructure...' **(S2:R9)**

'Good campus facilities' **(S2:R8)**

Additionally, the need for a good campus was mentioned when respondents were asked what aspects were critical for a HEI to have that would contribute to the success of an IBC. However, this develops the sub-factor further and specific elements of a campus are mentioned.

'attractive and functional campus, adequate investment in learning and student accommodation, refectories, sports facilities etc' **(S2:R1)**

Within this sub-factor there are two main divisions: academic and non-academic facilities. The response by S2:R1 illustrates non-academic facilities which are buildings that are purposely built for leisure and activities outside of studying. Furthermore, this facilities include accommodation, leisure facilities and cafeterias.

In contrast, academic facilities refer to buildings that are built for educational purposes, which include classrooms and libraries. The former includes equipments such as adequate rooms, equipment for delivering lectures and for students to use. Additionally, the library facilities include the fundamental aspects such as the building and textbooks but also online resources. The below responses illustrates the academic facilities that have been mentioned.

'Good facilities in terms of campus building......equipment such as computers, projectors etc..., '**(S2:R4)**

'1. Investment in library resources 2. Access to full-text online peer reviewed international journals 3. Access to computers and online learning resources 4. Transport e.g. shuttle bus services from local train station, as done by University of Wollongong in Dubai 5. Resources in the classroom, e.g. computers, OHPs, adequate seating and tables, purpose built lecture theaters 6. Investment in student accommodation, refectories, sports and leisure facilities' **(S2:R1)**

This presents a series of potential consideration when selecting appropriate facilities on a campus. Moreover, this can be impacted by the needs and demands of the target student market. However, this can often be dictated by available finance and spacial restrictions.

A final observation is the link between some of the academic facilities and teaching, namely classroom and, technological and online resources. These two elements directly impact the ability to deliver the content on the course. For example, adequate classrooms are needed for both the lecturing of course material and to cater for the level of demand i.e. the potential cohort size.

The final area within the campus sub-factor is location. This is a minor area that was mentioned and refers to the selection of an appropriate site for the IBC.

'...good accessible location...' **(S2:R1)**

'This is hard to say in general. It all depends on the purpose of the branch campus (and the home institution), the location of the campus etc' **(S2:R2)**

Furthermore, appropriate transportation may be needed to be in place. This will ease the travel issues when traveling between transportation hubs and the IBC e.g. airports and train stations. However, similar to the majority of the resource factors this will be dependent on the individual HEI. Thus, the criteria for an appropriate location will be determined by the HEI. Moreover, as previously addressed in the literature review, there are also a range of educational hubs (e.g. those found in Hong Kong, UAE, Singapore and Malaysia) being developed which will dictate where the campus will be located. Additionally, these locations are usually determined by the host countries government.

Administration

This sub-factor was mentioned broadly by the respondents and refers to the administrative staff at the home and branch campus. Respondents stressed the importance of having appropriate administrative support as a key resource, which would contribute to the success of an IBC. However, very little is mentioned about what specific administrative factors contribute to success. Nonetheless, the broad comments were related to having a supportive and knowledgeable administrative team to aid the running of the IBC.

> '*Another important resource is having adequate administrative and technical support from the home campus to provide the needed infrastructure to support the IBCs activities.*' **(S2:R5)**

> ...*strong administrative support...* **(S2:R8)**

Human resources are most probably crucial. **(S2:R6)**

As a result, HEIs will need to ensure that appropriate levels of knowledgeable administrative staff are available to aid the running of an IBC. However, this areas is underdeveloped as the specific issues related to what administrative support entail is not evident. Thus, this area will need to be further researched in later stages of the research.

Finally, there is a link between administration and integration with the home campus. The latter refers to integration issues, which is related to HEI factors that contribute to the success of an IBC. Again, this demonstrates another close link between the relevant resources and the HEI.

Faculty

This sub-factor refers to the staff and teaching at a HEI, which can be utilised to deliver the course at the IBC. The areas within this sub-factor remains fairly similar to the issues identified in the first stage. However, in the previous stage, this sub-factor was labelled as teaching staff, which has been renamed faculty due to research being separated as an area on its own. This was done to reflect the importance of researchers within a HEI. Nonetheless, the importance of having good teaching staff is still prevalent in the second stage of the exert surveys.

'*...good teaching staff and researchers...*' **(S2:R4)**

'*Good academics and low student / teacher ratio.*' **(S2:R9)**

In addition, to the importance of good quality teaching staff being identified. The teaching element has been linked to classroom facilities and access to technology and online resources. This link is evident as they impact the ability to teach the course content. For example, to be able to deliver a lecture, the lecture room needs to have computers or OHPs to present theory on slides. As well as having access to appropriate online resources and academic books to develop the appropriate content.

The use of home faculty was a new area that was mentioned. Furthermore, the key issue is related to consistency in terms of quality and delivery of the course content. In addition, this coincides with the course content sub-factor within the course factor, which identifies that having a standardised approach which is adapted to the local context is essential. This area is further explored in the course factor section.

'*..one may argue that home institution staff should teach at the branch campus (to secure a high level of quality teaching), but this may go a the cost of a genuine embededness in the branch campus' context.'*
(S2:R2)

As the above response eludes to, there are benefits of recruiting local faculty i.e. a better understanding of the local environment and culture. However, recruited faculty will be less familiar with how the HEI operates and how the course is run. Although, this can be overcome through appropriate training, but this will create additional costs. Nonetheless, when recruiting local staff, it is

essential to ensure that the same selection criteria that is used in the home campus is applied to the IBC.

'*Problems will be growing if the staff (academic and administrative) from abroad is employed without appropriate knowledge and skills requested by the "native environment".* '**(S2:R6)**

To conclude, when considering appropriate levels of faculty, it is essential to provide a sufficient level of high quality staff to match the demand. Furthermore, it is essential to factor in researchers, as research provides a source of competitive advantage (as previously identified) and can be used to gauge the level of success of a HEI and the IBC. The next stage aims to verify these factors and indicate the crucial elements of the resource factor.

Stage 2 Resource Factor Conclusion

The resource factor model created as a result of the second stage of the expert survey, enhanced the factor to include four sub-factors. Furthermore, these sub-factors indicate several key issues to consider when identifying what key resources are needed develop and run an IBC. One of the essential resources is finance, this is needed to facilitate the building of the campus and to fund the additional staff. Therefore, it is essential ensure that adequate financial resources are in place. Furthermore, this is one of the issues for any foreign direct investment, as this method of foreign market entry carries the highest level of risk due to the need for a high level of investment.

The aim of the second stage, was test the overall factors and to identify any additional sub-factors that may have been excluded. The responses indicated that the original resource factor was valid and the majority of respondents identified similar areas that are encompassed within the resource factor i.e. similar areas that were mentioned in the first stage were also mentioned in the second stage. However, when asked specifically about resource factors, respondents could offer a more comprehensive response as to what resources were needed. This built on the first sub-factors that were identified in the previous round. Following on from this, the final stage will test all the sub-factors to identify whether they are relevant to the overall factor.

Course

Stage 1 Expert Course Responses

The first stage identified seven course sub-factors that would lead to the success of an IBC. However, these were brief and required further elaboration in the next stage. Nonetheless, the sub-factors identified were grouped to develop the course theme as they all relate to the selection, content and delivery of a course.

Stage 1 Course Factors

```
                        Teaching Staff
                        Standardisation but Adapted
                        Entry Requirements ———————— Quality Students
  Course                Quality Issues
                        Student Tuition
                        Competition
                        Market Demand
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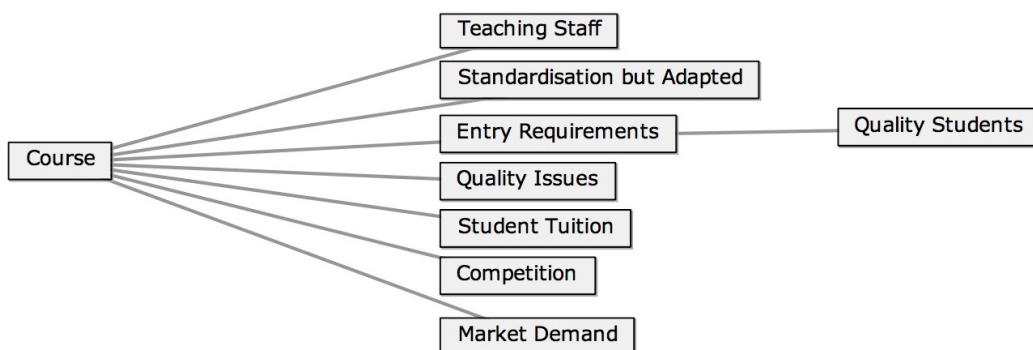
Teaching Staff

The first sub-factor identified was the teaching staff. This was previously addressed in the resource factor; thus, this will be looked at briefly in this section. Furthermore, teaching staff in this context refers to their ability to deliver the course content and ensure that the same high standards are applied at the IBC. This is achieved through the recruitment of high quality local faculty or the use of home faculty.

'*Next, it is important to create the relevant provisions such as building good facilities and finding good teachers, especially if local teachers will be used.*' **(S1:R2)**

'*3. Recruitment of high quality faculty*' **(S1:R4)**

'*Involvement of local staff in programme and research developments*' **(S1:R7)**

'*Willingness to invest high quality 'parent' personnel in branch campus*' **(S1:R3)**

The overlying issue is the need for high quality faculty regardless of whether they are from the home campus or recruited locally. Consequently, this impacts the quality of the course, which is linked to the next three sub-factors.

Standardisation but Adapted

The standardisation sub-factor refers to applying the same course content to the IBC as the home campus (HC). This should allow for consistency, which impacts the quality i.e. the same course content being applied at both campus will make the course comparable. However, it was stressed that although the basic course content should be similar, it would require adapting to the local context. For example, the basic course aims and objectives are to be achieved

but a local context is applied i.e. using local companies as examples in case studies.

'2. Quality assurance procedures to ensure same standards as home campus. Curriculum standardised but with local adaptation where appropriate.' **(S1:R4)**

'..formulation of a blended curriculum that bring international elements together with local aspects.' **(S1:R6)**

In addition, responses suggested that not adapting to suit the local context can result in failure. Thus, it is essential to get a good understanding of the student market within the potential host country. Furthermore, once an IBC has been established it is equally as important to continue to monitor demand and make adjustments and they change.

'inflexibility to in adapting to host country conditions.' **(S1:R13)**
'Failure can also be the result of not adapting to local demands and in essence just imitating best practice from the home campus.' **(S1:R17)**

'7. Length of course - students often want bachelor degrees in 3 years not 4' **(S1:R4)**

Furthermore, the response above given by (S1:R4) demonstrates one way how the course can be adapted. Therefore, it essential to adapt to an existing course to a local context when being run it at an IBC. However, these adjustments need

to be catered for without compromising on quality and should focus on the learning needs of the students.

Entry Requirements

This factor establishes the need to apply a high standard of entry pre-requisites for students at the IBC, which is the same as those imposed by the HC.

> *5. Entry requirements for students not dropped (i.e. same as home campus)'* **(S1:R4)**

This is linked to the necessity to have quality student at the IBC, rather than enrolling any student. Furthermore, as a result, when analysing a potential country to establish an IBC, it is crucial to examine the characteristics of the student market (i.e. capabilities and level of education) as well as volume. Additionally, when focusing on quality students, it coincides with the need for an 'academic focus' (which is a key issue within the aims and objective sub-factor, within the HEI factor).

> '*Good quality student are often a preference than a greater quantity of lesser quality students.'* **(S1:R2)**

> '*...a careful analysis of local market including competitors and potential students in terms of quality and quantity;* '**(S1:R12)**

'A good understanding of the local demand and availability of quality local students.' **(S1:R17)**

A potential issue that was raised with regards to recruiting quality student is the effect of potential partners, which indicated that the entry requirements should be set high and not be diminished by any partners. This demonstrates a link between quality and areas within the partnership factor as well as the government sub-factor.

'This includes the existence of a firewall to prevent the investor/partner from interfering with academic and admissions decisions.' **(S1:R8)**

'Partnerships and relationships with organisation or government within the new country can also result in failure especially when the incorrect measures are taken when forming those relationships I.e. establishing clear boundaries with potential partners in terms of quality, admissions and teaching.' **(S1:R17)**

Moreover, this is essential as partners may have a financial focus rather than an academic one (which is connected to the aims and objective sub-factor in the HEI factor). Furthermore, this issue was identified when respondents were asked what would result in the failure of a campus.

'A business partner that is too profit motivated' **(S1:R13)**

Therefore, there priority will be to enrol as many students as possible to generate high levels of revenue. As a result, the quality of the course is effected as students

who may not be capable of completing the course (i.e. lack of skills or necessary prior education) are enrolled. Furthermore, as a consequence, failure rates increase which will impact the IBC reputation.

Quality Issues

This sub-factor refers to quality in general by stressing the importance of factoring in quality in relation to the course. However, the responses are too generic and do not identify the specific areas within quality that need to be considered.

'Suitable controls in place to assure quality of provision and quality of student experience' **(S1:R6)**

Despite the general response to quality issues, there was one overlying theme, which is similar to that discussed in entry requirement sub-factor. The importance of applying the same level of quality procedures to the IBC.

'2. Quality assurance procedures to ensure same standards as home campus.' **(S1:R4)**

'There is also the need for apply the same levels of quality to the branch that is similar to that in the home campus.' **(S1:R16)**

Furthermore, the same generic responses were made about quality when respondents were asked about the factors that would contribute to the failure of an IBC.

'Lack of quality control and integration with parent' **(S1:R3)**

'Not applying the same rigor in quality assurance as in the home country.' **(S1:R6)**

Again, the same two areas of quality are raised i.e. the importance of quality and need to apply the same standards of quality at the IBC. Nonetheless, without specific areas of quality mentioned, it is difficult to identify what quality entails, even if they are to be similar to those at the HC. Therefore, this issue needs to be further developed in the second stage of the expert surveys.

Student Tuition

This is a minor sub-factor to be considered and is related to charging the appropriate fees for the courses. Furthermore, this sub-factor was developed as a result of examining what respondents identified as factors that would lead to the failure of a campus.

'5. Tuition fees priced too high' **(S1:R4)**

'3) charging tuition above what the local market can handle' **(S1:R8)**

This is a minor sub-factor but an essential one nonetheless as the incorrect pricing of a course would negatively impact the level of enrolment. Furthermore, it can be seen that different prices for courses can be charged based on the local market. Therefore, in the case of multiple IBC, it is possible to run the same course and charge different prices. However, they have to be linked to the local demands of the market. Furthermore, they may also be linked to the level of competition in the host country.

Competition

This sub-factor is similar to the competition sub-factor identified in the host country factor (which is discussed later in the host country factor section). However, the context of this sub-factors differs to the one identified within the host country factor. Instead of observing the entire competitive landscape within the country; this sub-factor looks specifically at the competitive environment for a particular course. For example, if an HEI was to establish a business school in a new country, then this sub-factor indicates looking specifically at other local or IBCs that offer business courses. Notwithstanding, the competitive issues that are raised in the competition sub-factor in the host country section still apply, but the focus needs to be narrowed down to the course.

Market Demand

Similar to the previous sub-factor, this is also similar to sub-factor identified within the host country factor (later discussed in the host country factor section). Also similar to the aforementioned competition sub-factor, the focus is specifically

related to the course e.g. a medical school looking to establish an IBC would focus on the volume of students that wanted to attend a medical course. This would provide more relevant information than examining the country as a whole. However, the initial analysis of the whole host country is necessary to determine the attractiveness as a location for an IBC. Furthermore, it is also crucial to apply the issues identified in the market demand sub-factor in the host country factor. Thus, when looking specifically at the demand for a particular course, it is essential to examine volume, quality, real need and demand form neighbouring countries (all further detailed in the host country section).

The importance of understanding the specific demand for a course is further stressed when respondents were asked what factors would result in the failure of an IBC. Therefore, the overlying issue is the inability to meet the needs of the local market; thus, reducing enrolment, which ultimately results in the failure of an IBC. This issue has links with the previously mentioned standardisation but adapted sub-factor, where the key consideration was to adapt an existing course to meet the needs of the market without compromising on quality.

'*2) offering programs that don't meet local demand, resulting in enrolment problems*' **(S1:R8)**

'*The University of New South Wales shut very soon after opening in 2007 due to a lack of enrolment to their courses.*' **(S1:R2)**

This further emphasises the need to not only look at demand in terms of number but to gain a good understanding of what the local student market wants.

Therefore, market research is going to be essential when understanding market demand beyond statistical information.

Stage 1 Course Factor Conclusion

The first stage of the expert surveys revealed several key areas that need to be considered when designing and running a course at an IBC. However, there are areas that require further development i.e. what does quality within a course include. Furthermore, the sub-factors need to be tested to identify whether they do correspond the course factor. Moreover, there is a high number of cross-overs between this factor and the host country factor. Therefore, more individual sub-factors need to be identified that are specifically related to the course factor, Thus, the aim for the second stage of the expert survey is to further develop the sub-factors already identified and assess whether all the areas that need to be considered in the course factor are factored in.

Stage 2 Expert Course Responses

The second stage of the expert surveys further developed some of the sub-factors as well as modifying others. The key differences between the sub-factors as a results of this stage in comparison to the first stage is the removal of competition, standardisation and entry requirements as sub-factors. Instead these sub-factors have been incorporated into new and existing sub-factors. The new sub-factors include quality, course marketing and course content. In addition, given the renaming of teaching staff to faculty in the resource factor (also during the second stage) this has also been amended.

Stage 2 Course Factors
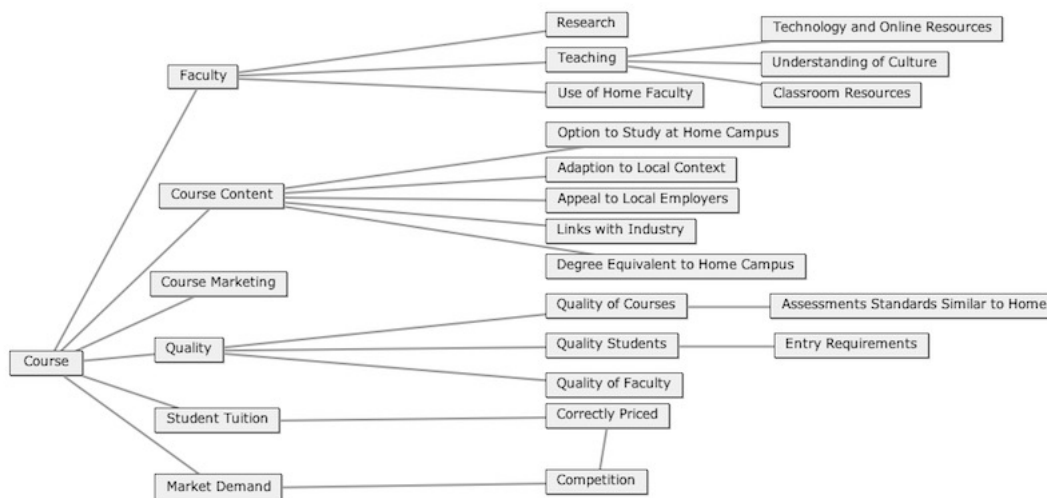
Faculty

The previous model identified from the first stage of the survey linked teaching staff to the course factor. Furthermore, this was linked to the corresponding sub-factor in the resource factor. Therefore, as this sub-factor developed (as previously discussed in the resource factor) this was incorporated into the course factor. Fundamentally, the same principles are applied; thus, it is important to ensure that there are high quality teaching staff that are able to effectively deliver the course. However, the minor difference is the narrow focus on the course rather than looking at resources in general. For example, rather than looking at the HEI as whole for teaching staff, specific disciplines or course lecturing staff need to be examined i.e. the quality of business related teaching staff when establishing a business as an IBC.

Course Content

This sub-factor is a new addition to the course factor, which include both new and old issues, which will be discussed in turn below.

The previous sub-factor 'standardisation but adapted' is still a concurring issue to consider when designing the content of the course. However, this sub-factor has been broken down into 'adaption to local context' and 'degree equivalent to home campus'. This further clarifies some of the areas of how an adapted standardised approach can be applied to an IBC.

'4. A curriculum that is suitable for the needs of local employers/ to enable students to secure employment.' **(S2:R1)**

'One of the elements that seem most important is finding a balance between the expectations of the home campus for maintaining a comparable course and the need to adapt the course to make it locally relevant.' **(S2:R5)**

'...adapting the courses to factor in cultural or country differences...' **(S2:R8)**

'Courses/programs need to be designed to respond to identified student demand in that location.' **(S2:R9)**

The response above still stress the importance of adapting the course to the local context. However, this elaborates this general issues and identifies potential

methods of adapting. For instance, the response by (S2:R1) suggest that there is need to adapt the content to benefit the needs of the local employers. In essence, a primary objective of achieving a degree qualification is to secure employment. Thus, this will prove to be a necessity. Furthermore, the cultural differences and needs of the students need to be factored in. Therefore, to develop a course that is beneficial to the students and appealing to local employers, research is needed within the host country to identify what both entities would want from a course.

The second area is standardisation, but this has been altered to account for need to emulate a course that is equivalent to the home campus. This was due to the aforementioned term 'standardisation' being too generic, in that it did not specify what to standardise. Furthermore, when respondents in this stage referred to standardisation it was related to delivering a a degree that was an equivalent to the home campus.

'*1. Acceptance by all stakeholders that the branch campus degree is equivalent to the home campus qualification .... 3. Learning resources and materials for lectures and assessments that include home campus prepared materials and locally prepared materials*' **(S2:R1)**

'*..the course should be identical to what is being delivered in the host country so that employers will be confident of the degree's standard/relevance.*' **(S2:R3)**

When referring to delivering a similar degree, two other areas were identified. This includes the use of teaching resources from the HC and the need to factor

in local employers. The latter has already been discussed when adapting a course. This suggests that local employers are a key consideration when designing the course (this is further stressed by the need for a link with industry). Hence, the course content needs to target the needs of the local employers whilst maintaining a high quality level of teaching, which ultimately equates to a quality locally recognised qualification. Thus, making it appealing to local employers, which is another key issue within the course content sub-factor.

On a similar topic, respondents also identified that a link with industry needs to be established when devising the course content. Furthermore, this relationship is a key issues within the relationship factor; hence, this issue will be discussed further later. However, the links with industry (which are specific to the course factor) relates to the collaboration to design appropriate course content (as already discussed) but also the opportunity for industrial placements. Moreover, both of these areas require the HEI to establish a strong relationship with the local industry.

The final area identified within the course content is the ability to study at the HC. This was a minor area mentioned by a few respondents, but nonetheless represents a unique issue that can be considered. As the name of the sub-factor suggests this relates to including an option for students that enroll at the IBC to study at the HC either for a semester or an academic year. Furthermore, the key rationale for doing this is providing additional value to the course, in particular there local competitive counter parts (i.e. HEIs originating in the host country).

'...*ability to study at the home campus...*' **(S2:R4)**

Course Marketing

The third sub-factor identified is course marketing. Previously, marketing had been a sub-factor for the HEI factor, which identified the need to market the HEI and the courses it provided to the local student. In this case, course marketing refers directly to the marketing of the course rather than the HEI. Furthermore, similar to the marketing sub-factor identified within the HEI factor from the previous stage, the term 'marketing' has been used generically and no specific methods have been suggested. Thus, this still remains an area that is too broad. Therefore, the final stage of the expert surveys will be used to determine whether this sub-factor does fit.

'*The course should be marketed effectively to the target market, using relevant channels.*' **(S2:R3)**

Quality

The previously identified quality sub-factor was vague and did not specifically identify areas within quality that needed to be addressed. Therefore, the second stage of the survey was aimed at clarifying them. The responses indicated that there are three key areas when considering quality: the course itself, students and faculty. The remainder of this section will detail the aforementioned three areas.

Two of the areas within the quality sub-factor (students and faculty), have previously been discussed. As a result of the first stage, it essential to ensure that quality students are enrolled on the course. Furthermore, this should be

prioritised over financial objectives that will aim to recruit as many students possible to maximise revenue. Additionally, in the resource factor, the importance of having high quality teaching staff has already been addressed. However, the main considerations are either to use home faculty or recruit from the host country. The former provides the best way of controlling the quality as the course can be delivered as it is in the HC as the same staff are used. However, it may still be necessary to recruit locally. Therefore, it is essential to apply the same recruitment criteria in host country to ensure consistency. Nonetheless, two areas to consider when factoring quality are students and faculty, which as demonstrated are linked to other factors.

The third quality issue (course) is one not previously identified directly. However, the key principle from the previous stage still applies. In essence, respondents indicated that it is crucial to apply the same levels of quality standards between the IBC and the HC.

'*..applying the same level of quality assurance to the branch campus..*' **(S2:R8)**

'*Combination of being locally relevant while having global quality standards.*' **(S2:R9)**

These response echo the opinions identified in the first stage. However, the response by (S2:R9) further highlights the needs for the course to be locally relevant. This stresses that although the course will need adaption to better suit the local market, it is essential to still maintain a high level of standard. Furthermore, this response has further meaning if an HEI has multiple IBC. Thus,

it is not only necessary to apply the same levels of quality between the HC and the IBC, it also necessary when considering other IBC. Thus, there should be an overlying quality standard which all campuses need to adhere to.

One method of ensuring that the course remains consistent across the campuses is to apply the same assessment standard. Therefore, if assessment were to be marked at either campus the criteria would be similar. Furthermore, this is linked with having high quality staff that can implement the assessment systems put in place. Moreover, through the use of similar assessment, it increases the credibility of the course as employers will look to identify with the course run at the IBC is comparable to the HC; hence, determining if the degree is as good as the one offered by the HC (as previously identified by respondent (S2:R3). This again demonstrates the impact of local industry and employers.

'*5. Fair and rigorous assessment systems with home campus efficiently assessing equivalency across campuses*' **(S2:R1)**

Student Tuition

This sub-factor has been carried forward due to respondents stressing the need to correctly price tuition fees. Therefore, the issues identified as a result of the first stage still apply.

'*competitively priced against other branches or local universities*' **(S2:R4)**

An additional area identified in the second stage of the surveys was the need for fair pricing and financial support for those students who are academically able but not financially able. Therefore, as previously mentioned (in the finance sub-factor within the resource factor), it is necessary to make provisions for financial aid i.e. scholarships to provide all students within the host country an equal chance, especially in situations where students are academically strong.

'*it must be priced fairly and have subsidies for disadvantaged students in order to avoid elitism/class divisions*' **(S2:R3)**

Market Demand

The final sub-factor is market demand, which was also identified from the previous stage of the survey. Therefore, similar concepts were identified i.e. a need/ demand for the course within the host country. However, the previous issues related to market demand were only focused on the perspective of the student market. The respondents in this stage identified the importance of understanding what local industry/ employers were demanding. As previously mentioned, the majority of the sub-factors have been linked to the need to understand and work with local industry. Thus, it is crucial to examine the needs of both potential students and local employers. Consequently, these two areas should be intertwined as students will be seeking a degree that results in a career. Therefore, understanding the skills and knowledge which local employers need, and incorporating them into the course ultimately benefits both parties.

*'It must be in demand, it must be a course that is sensitive to local political/cultural landscape,'***(S2:R3)**

'Relevance to student needs and labor market demands' **(S2:R7)**

A final change to identify is the move of competition from a sub-factor to an area within market demand. This was done as competition within the host country will have an impact on the demand for the course. For example, local employers may require more students with an accountant degree, which indicates that an accounting course maybe a good option, but if there are several other campuses already providing this course then it may become less attractive. Thus, despite the high demand, the level of competition creates additional barriers when selecting which course to run. Furthermore, given that the market demand sub-factor is specifically focused on a course, competition would also need to take this perspective within the course factor. Therefore, as competition has become an area within market demand due to the needs for a narrower focus and its potential implication on the market demand for the course.

Stage 2 Course Factor Conclusion

The course factor has become more extensive as a result of the second stage of the survey. Furthermore, several of the ambiguities and generic terms have been addressed to identify key specific issues when considering a course to run at an IBC. Additionally, the fundamental emphasis of this stage is to understand the needs of the local industry as well as the students when devising relevant content. The areas within the course factor, although becoming more

comprehensive, still address the similar issues raised in the first stage of the survey; thus, this factor is valid. However, the sub-factor is still yet to be tested to identify whether they are relevant to the overall factor. Hence, the third stage will verify the six sub-factors identified.

Host Country Factor

Stage 1 Expert Host Country Responses

The first stage of the expert surveys identified three host country sub-factors that need to be considered when evaluating a potential destination. Like the other factors, the areas raised were brief and required further elaboration. Nonetheless, the three sub-factors that were identified were competition, government and market demand. This section will discuss what each one of the sub-factors consists of.

Stage 1 Host Country Factor
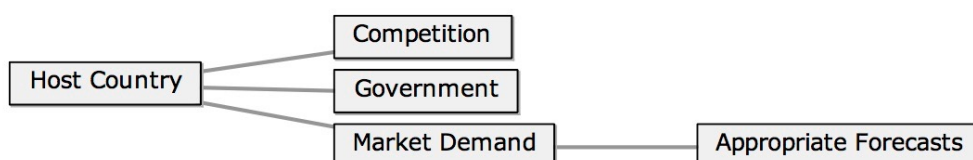
Government

This sub-factor addresses the impact of the host countries government on the success of an IBC. Furthermore, the majority of the respondents suggested that the government support is essential. The main governmental issues raised in the first stage of the expert surveys are stability and support.

'*open and rather friendly (or at least not uninterested) political environment (e.g. Ministry responsible for HE)*' **(S1:R9)**

'*stable regulatory regime*' **(S1:R7)**

The previously mentioned area form the overall issues that need to be examined, when comparing countries with one another. Thus, these these areas can be used to identify which countries to further investigate.

Once a host country has been selected, a series of other issues can be considered. These issues would be specific to a country but will have generic areas to consider. For instance, the respondents highlighted that regulations were key; thus this area can be used to compare selected countries, but what each countries regulations are on higher education will be different.

'*Next, the institution would need to check the political landscape i.e. the government's higher education policies to see if there are any stumbling blocks like government registration/auditing, requirements etc*' **(S1:R2)**

'*Institutions are less likely to succeed if the government's Ministry of Education/Work Development Agency does not recognise their courses, such as Law or Medicine/Nursing courses.* '**(S1:R2)**

'*Regulatory regime not in place to accommodation foreign HE providers.*' **(S1:R7)**

However, despite regulations being identified it remains underdeveloped i.e. the term regulation is used but no specific area is mentioned within them. Therefore,

this needs to be elaborated to determine distinct regulatory requirements that need to be considered. Notwithstanding, it may be difficult to identify specific regulations as they will differ between countries. Thus, category of regulations will be identified rather than definite ones.

Competition

The competition and the following market demand sub-factor are linked as they form essential elements to consider when analysing the potential environment (a sub-factor within the HEI factor). Furthermore, this sub-factor is like the competition sub-factor previously identified in the course factor. However, the fundamental difference of this sub-factor is the consideration for competitors on a wider scale rather than a specific course. Therefore, this sub-factor will consider issues related to the overall competition within the host country. Following to this clarification, the overlying area to be considered in this sub-factor is getting a good understanding of the local competition and the potential actions they may take.

'Hostility of local government and/or local competitor institutions'
(S1:R3)

'*....a lack of understanding of the overall local environment including.....competing universities.'* **(S1:R12)**

When looking at the number of competitors in the host country it is essential to look at both local HEIs (i.e. those developed within the country) and

other IBC (i.e. those developed outside of the country). Furthermore, a high number of IBC within a country may indicate that there is a lucrative student market within that country (which is linked to the market demand sub-factor). However, it also suggests that there will be a high barrier to entry. Therefore, a HEI will need to consider the benefits of entering a country which may or already have become saturated. Examples of these countries include China and the UAE. In contrast, HEI may consider entering markets with little or no competition. This would reduce barriers to entry but would also prevent further risks. For example, the host country government may not be experienced in dealing with IBC. However, in some case HEI can become very successful as indicated in the response below.

'*The university of Westminster in Tashkent has adopted a different model and focuses on teaching in a market with little competition it is doing very well.*' **(S1:R10)**

As previously mentioned, it is crucial to anticipate the actions of competitors within the host country. However, one respondent (S1:R15) furthered this and suggested looking at this in the long term.

'*These need to be supported and championed at government level as well as by the institutions themselves, particularly as competition increases, local (cheaper) provision catches up, and market share reduces.*' **(S1:R15)**

This suggests that although the local competition may not be an issue at entry they may become an issue in the future. Therefore, it is essential to continue monitoring the competitive environment to ensure the longevity of an IBC.

Market Demand

The final sub-factor identified in the first stage of the expert survey is market demand. This addresses the key areas that need to be analysed when initially entering a country. The following responses summarise overlying issues.

'..insufficient analysis of the potential market abroad,..' **(S1:R1)**

The areas within this sub-factor is the need for sufficient demand within the host country, which can normally be assessed by first analysing the environment. Furthermore, when respondents were asked what factors would result in the failure of an IBC; the majority of the respondents mentioned insufficient analysis related to market demand (as demonstrated by S1:R1). Moreover, insufficient market analysis can lead to unrealistic forecasts, which is one area that respondents suggested would contribute to the failure of an IBC.

'*They either overestimated the market supply of students in their particular subjects'* **(S1:R2)**

'*Unrealistic estimation of costs of operations and lack of an appropriate market research.'* **(S1:R11)**

When analysing the potential market demand within a host country there are several areas to consider. The first of these areas is the number of students available. As previously mentioned, this goes beyond simply the volume of students but the quality of them. This is linked to the previous sub-factor of entry requirements.

'a careful analysis of local market including competitors and potential students in terms of quality and quantity;' **(S1:R12)**

Once the quality and volume of students have been analysed, another area that needs to be considered is the demand and need for a particular course within the host country. Therefore, HEI will need to examine what type of courses are demanded within a particular host country. This can be used be used to indicate whether there is a fit between what the HEI currently does and what is demanded. Thus, this will allow HEIs to ascertain whether a particular host country is suitable.

'Success can be determined by several aspects but it is crucial to get a sound understanding of the local market i.e. availability and demand for certain subjects.' **(S1:R16)**

'a real need for a particular type of institution and/or study programme in a given country' **(S1:R9)**

Once the demand within the country has been assessed, the market within the surrounding countries can be examined. This is an area that was identified by a small number of respondents.

'*clear local demand in country and surrounding region*' **(S1:R7)**

There are several implications when doing this, which have not been addressed during this stage of the expert surveys. The importance of the market demand in surrounding countries needs to be established i.e. would the demand within the country be sufficient with surrounding countries being a bonus or do they hold equal weighting. Therefore, this presents an area that needs to be developed during the next stage of the research.

Stage 1 Host Country Factor Conclusion

The three host country sub-factors identified in the first stage provide a basic insight into the key issues that need to be considered when choosing a host country. Therefore, this indicates that factor may have a bigger impact during the planning and development of a campus rather than once the IBC is established. Nevertheless, the three areas mentioned need to be continually monitored to identify any changes.

As previously mentioned, the three areas mentioned only provide basic insight, in particular the government sub-factor. Furthermore, competition and market demand are already areas to be considered in the course factor, with the fundamental difference being that in this factor a wider perspective is taken (i.e.

a country), whereas the course factor a narrower perspective is taken (i.e. for a specific course). As a result, this factor needs to be further developed to enhance the sub-factors already identified and to establish additional ones.

Stage 2 Expert Host Country Responses

The second stage of the expert surveys further developed the areas within the perviously identified sub-factors. However, there are still only three sub-factors with government and market demand remaining consistent. The already identified competition factors is now an area to consider when looking at demand. As a result, a new sub-factor was identified which is low barriers to entry. This section looks to detail the elements within the model developed from the responses of the second stage of the expert survey.

Stage 2 Host Country Factor
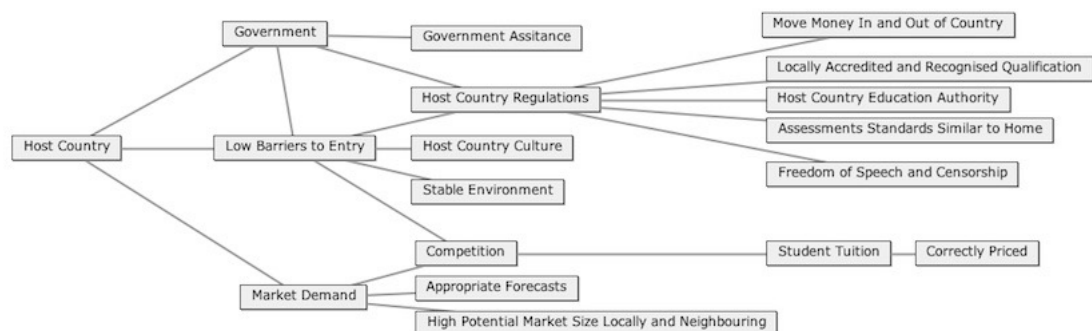
Government

The previously identified government sub-factor was too broad and did not specifically identify what issues to consider. Nonetheless, the importance of

having a supportive government was mentioned by the majority of respondents as an issue that contributes to the success of an IBC.

'*Higher education authorities (both Government as well as academia) must show a friendly (or at least neutral) attitude to the "newcomer". Basic democratic environment is also necessary, otherwise branch campuses can't perform well.*' **(S2:R6)**

'*Supportive local and national government*' **(S2:R10)**

'*Welcoming attitudes, supportive laws and regulations*' **(S2:R7)**

In addition, the responses of the second stage identified two key areas: government assistance and host country regulations.

Government assistance is an area already discussed within the resource factor, as it provides a source of finance. Again, the respondents identified that host country governments that were able to provide financial aid would benefit the development and running of an IBC; thus, increasing the chance of success.

'*4. Contribution of host country to set-up or operating costs, as done by Abu Dhabi for NYU and Paris Sorbonne*' **(S2:R1)**

'*...a supportive government (tax levies)...*' **(S2:R8)**

As previously established, the potential benefits are the reduced risk when developing a campus. However, there are several limitations such as the

potential to be over reliant on government funding. Therefore, any government financial assistance should be carefully utilised and invested in key areas that will benefit the running of the campus i.e. facilities or quality staff.

The second area identified within government and over-lapses with low barriers to entry are the host country regulations. Moreover, the importance of understanding and encountering favourable regulations is mentioned by several respondents as a key area that contributes to success.

'...regulations that allow the branch to function whilst not being overly restrictive,..' **(S2:R4)**

'Welcoming attitudes, supportive laws and regulations' **(S2:R7)**

Furthermore, there are several areas to consider when examining the regulations within the host country. These areas are listed below and will be addressed in the remainder of this section:

- the repatriation of money,

- achieving local accreditation,

- the impact of the host countries education authority,

- censorship, and

- the demand for high assessment standards (usually equivalent to the home campus).

Firstly, the ability to moves funds back to the HC was stated as host country factor that needs to be addressed. This would allow revenue generated at the BC to support activities in the HC.

'1. Ability to move finance in and out of the country 2. Institution and qualifications locally accredited and recognised' **(S2:R1)**

The above respondent addresses another key issue within the host country is the need for local accreditation. This would lead to local recognition of the course, which as previously established is fundamental as it appeals to the local industry within the host country. Although, this was stated as essential, it is brief and does not identify how this can be achieved. Thus, the next stage of research (the case studies) will address this area to identify the process of getting local accreditation and its impact on success or failure.

Another element within the regulations sub-factor is the higher education authority within the host country. This directly relates to the entity within the host country which will devise the regulations for HEIs within the country. Therefore, it would beneficial to understand the needs of the education authority and identify whether they create any additional barriers. However, like the previous issues of local accreditation, the host countries education authority is an element that needs to be considered. Thus, the second stage of research will identify particular needs of an education authorities and how they impact an HEI establishing and running an IBC.

'Higher education authorities (both Government as well as academia)

must show a friendly (or at least neutral) attitude to the "newcomer"

*'***(S2:R6)**

Another area that was identified by respondents was the threat of censorship and infringements on freedom of speech. Furthermore, this was an area also identified in the literature as potential area for HEIs to consider when establishing an IBC. In particular one respondent illustrated that censorship ultimately negated the decision for one HEI to establish an IBC (see response by S2:R3). Thus, an IBC will need to consider the impact of academic freedom on the attractiveness of a potential host country.

'The institution must not concede its values because the government

doesn't like it, as this may harm the brand. For example, the Yale-NUS

partnership in Singapore has caused some controversy due to Yale

teachers being concerned about lack of free speech in Singapore and

how that may affect student's rights.' **(S2:R3)**

The final area within the host country regulations is the demand for quality assurance, which ensures that IBC deliver a course which emulates the HC. Furthermore, this area was previously discussed in the course factor. This demonstrates that it is not only essential to maintain high quality standards at an IBC as good practice, but it may also be required by the host country.

'Limited entry barriers except in the area of quality assurance where

the host country should be highly demanding (at least standards

equivalent to those enforced in country of origin of university that sets

up branch campus' **(S2:R)**

The response above reflects the opinions of respondents when addressing quality. Additionally, the importance of having low barriers to entry was identified, which is addressed next.

Low Barriers to Entry

One area within having low barriers to entry has already been addressed. Thus, this section will address the three remaining areas that have been classified to impact barriers to entry. The three areas include: culture, the stability of the environment and competition. Moreover, culture and stability have not previously been identified as issues within the host country factor. The remainder of this section will address these areas.

Although culture has not been previously identified in the context of the host country factor it has been addressed in the resource factor in relation to teaching. Therefore, the importance of understanding culture affects the ability to teach has already emphasised. Thus, culture in this context refers to wider areas and looks at the host country as a whole. In addition, the importance of understanding culture was an area identified within literature especially when investing abroad. Therefore, it can be suggested that culture in this context refers to the compatibility between the HEI and the host country. However, the impact of culture on the success of an IBC will need to be identified, which will be ascertained during the case studies.

'I have to repeat myself: on the basis of my (research) experiences it is a matter of developing campuses that are fit for purpose, balancing the requirements from all stakeholders and trying to deal with Host Country culture and regulations.' **(S2:R2)**

The final areas that influence the barriers to entry are stability and competition. The latter has previously been addressed in the previous round of responses. However, the fact that respondents have also identified competition in the second stage further demonstrates its importance to the success of an IBC. Notwithstanding, competition has been integrated into the market demand sub-factor, which coincides with the course factor. Furthermore, similar to culture, competition looks at the host country rather than a specific course (as the competition sub-factor in the course factor relates directly to the course). Thus, when examining competition in terms of the host country, the overall number of HEI (both IBCs and local HEIs) will be assessed rather than what they offer. This will five an overview of the general competitive environment. Sequentially, once this has been completed further analysis can be conducted into specific courses.

'The host country would firstly need to be politically and economically stable, then other factors such as the level of competition for similar courses (which include over BC and local universities), ...' **(S2:R8)**

'3. Stable country politically, economically and socially ... 5. Extent of competition - e.g. in UAE with 39 branch campuses it is a very competitive environment, difficult to create a USP and stand out, and hence several institutions have failed' **(S2:R1)**

The above responses also cover the need for a stable environment within the host country. There are several benefits of stability, for instance, host country governments will be more willing to invest in new IBCs if they are financially stable. Although, having a stable environment has been stressed, what the environment consists of needs to be addressed.

Market Demand

This final sub-factor remains similar to the previous stage, with the same issues being identified. As previously mentioned, competition has been incorporated in to this sub-factor as the level of competition can impact the level of demand. In addition, the importance of analysing both the host and neighbouring countries has been incorporated in to the model. The reason for this is increased number of respondents that identified this as an area that impacted the success of an IBC.

'7. High numbers of students to recruit in country or neighboring countries..' **(S2:R1)**

'..a good market demand in the country itself and the surrounding ones.' **(S2:R8)**

'..unmet demand for international education..' **(S2:R9)**

Stage 2 Host Country Factor Conclusion

The model developed as a result of the second round of the expert survey has expanded on the previous to identify specific areas that need to be considered in order to run or establish a branch campus successfully. However, one respondent identified that there were not common elements within the host country that would results in the success of an IBC. Despite this, the other respondents highlighted many areas to consider when assessing a host country. Furthermore, the issues identified coincide with the general sub-factors identified in the previous round. Therefore, the responses in the second round indicate that the resource factor developed in the first-round addresses similar areas. Thus, the factor is correctly identified. The next stage of research will focus on the sub-factors and whether respondents agree that they are the main contributors when considering a host country.

Relationship Factor

Stage 1 Expert Relationship Responses

As a result of the first stage of response, the partnership factor emerged which addressed the fundamental relationships that are needed for a successful IBC. Furthermore, four key partnerships were identified as the most likely to impact the success of an IBC. The remainder of this section details each of the four partnerships in detail.

Stage 1 Relationship Factor
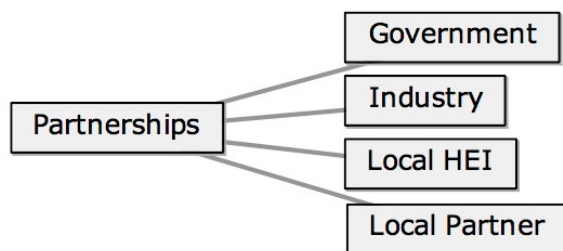
Industry, Local HEI and Government

In the first stage of the expert survey, partnerships were one area that was mentioned several times which determined the success of an IBC. Respondents stressed the importance of establishing a variety of relationships with entities within the host country, which was covered by several respondents:

'Partnership with a local university and formulation of a blended curriculum that bring international elements together with local aspects.' **(S1:R6)**

'involvement of local industry, government organisations and collaboration with local HE' **(S1:R7)**

This stressed the importance of not only establishing a relationship, but who with and how they impact the operations of an IBC. Overall, the key relationship identified in this stage was with local industry and HEI, and the host countries government. Furthermore, despite each one of the aforementioned partners being discussed together they are their own sub-factors with various issues to consider. However, these issues are underdeveloped and will be furthered in the next stage of expert survey.

An additional factor to consider are the linkages between the government sub-factor in this factor and the similar one in the host country factor. In essence, they are referring to the same entity i.e. the host countries government, but they take two perspectives. The government sub-factor in this factor refers to developing a relationship, whereas the one related to the host country factors are the effects of government i.e. regulations. Furthermore, the government sub-factor related to the host country aids in determining the attractiveness of a potential location of an IBC. In contrast, the partnership with the government refers to the collaboration with the IBC once a country has been selected.

Local Partner

Another area within partnerships was the mention of local partners and the need for correct procedures to be put in place. Furthermore, local partners refer to entities that are involved with the investment of the IBC, whether mandatory or optional. Nonetheless, in both cases it is essential to pick the right partner.

'*Finally, consideration to selecting the right partner would determine the success of bc especially where one is needed.*' **(S1:R17)**

In addition, when respondents were asked what would contribute to the failure of an IBC, another prevalent theme was the poor selection of a local partner. Thus, further emphasising the need to select the right partner.

'*inappropriate partnerships*' **(S1:R1)**

'*Working through partner who calls the shots*' **(S1:R3)**

In cases where a local partner is needed (either mandatory or for financial reasons), there are a variety of issues to consider when choosing a partner. In essence, it is reliant on understanding the aim of the partnerships and the need of the partner. Thus, the partnership must benefit both the IBC and the local partner.

'Understanding by each partner of the interests of their collaborating institution and a structure in which each partner's interests are satisfied.' **(S1:R14)**

However, as previously identified in other factors (course factor) the aims of the local partner may differ from the IBC. For instance, the majority of the investors will be seeking a good return on investment; thus, they will financial focused, whereas the IBC should be academically focused (an issue also linked with the HEI factor). Furthermore, this created an issue with entry requirements as partners would want high number of enrollment to generate revenue, which neglects the importance of having quality students. Therefore, it is necessary to establish the boundaries for the partnership

'foregrounding of academic imperatives above business cases may not be persuasive to investment, but it is the feature that will appeal to the building of partnerships, on which all aspects of internationalisation, at home and abroad, are best supported.'
(S1:R15)

'Having effective governance procedures, particularly if there is a private investor involved. This includes the existence of a firewall to prevent the investor/partner from interfering with academic and admissions decisions.' **(S1:R8)**

A final area that was mentioned was mandatory partnerships. This includes circumstances where a partnership needs to be established in order to

build a campus in the country. For instance, countries such as China have a pre-requisite to establish a partnership within the country before they can invest in the country. Moreover, the majority of these partnerships are established as joint ventures, which has been suggested to have high levels of failure if the correct precautions are not considered (Barringer & Harrison, 2000; Geringer & Hebert, 1989; Ireland et al., 2002). This further demonstrates the needs to select the correct partner as well as establishing clear boundaries.

Stage 1 Relationship Factor Conclusion

The model created from the responses to the first stage of the expert survey identified the key partnerships for an IBC to have. Furthermore, the potential issues related to partner selection and boundaries were briefly addressed. Similar to the previous factors, the model established only provides a foundation and requires further development as well as the identification of any additional sub-factors. Moreover, how each of partners impact the success of the IBC need to be identified, which will be explored in the case studies.

Stage 2 Expert Relationship Responses

The responses from the second stage of the expert surveys developed the partnership factor previously identified extensively. As a result, the factor was renamed relationships rather than partnerships. This was done to remove the need for a partnership, instead a good relationship was essential. Fundamentally, a relationship was needed with the majority of the entities within the IBC and host country but they did not need to be partnerships. Furthermore, only two main sub-

factors exist rather than the previously identified four. However, they have been incorporated into the new sub-factors. The remainder of this section details these sub-factors.

Stage 2 Relationship Factor
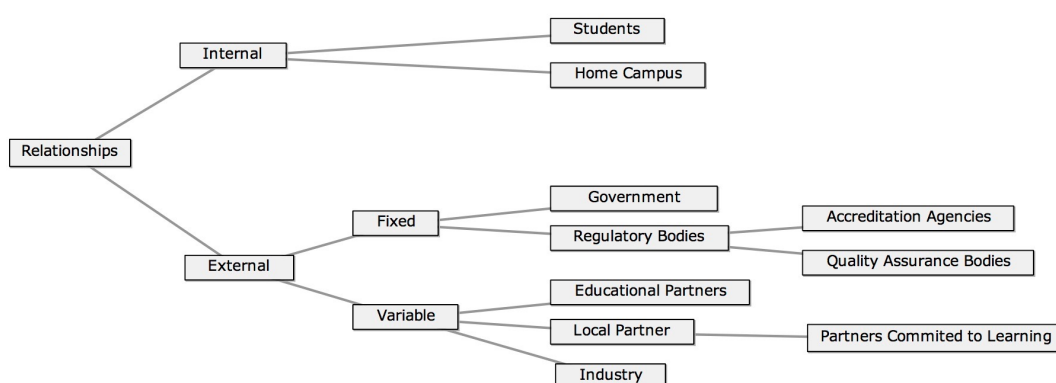
Internal

The sub-factors identified in the previous round reflected entities external to the HEI. As a result of the second round, internal relationships were stressed in particular with students and staff at the home campus. However, the relationships were only mentioned and further research is needed to understand the benefits and whether there are any additional internal relationships to consider. Furthermore, the responses below demonstrate that internal relationships are essential, in addition to the previously established external ones.

'*With home campus staff, local employers, local government, accreditation agencies, quality assurance bodies at home and locally'*
(S2:R1)

'The key relationships would be with the students, local government and education authorities, industry and local partners.' **(S2:R8)**

External

This sub-factor refers to relationships with those outside of the IBC. Furthermore, this has also been further divided into two areas fixed and variable. Firstly, the fixed relationships refer to those that are mandatory and exist in most host countries. In this case, it is essential to form a relationship with the host countries government and regulatory bodies. In contrast, variable refers to those relationships which are not mandatory (in most cases) but beneficial to establish. Furthermore, they tend to vary unlike the fixed ones. For example, the government and regulatory bodies exist in form or another in every country. However, the type of educational partners, local industry and partners vary greatly i.e. there are different make up a variety of companies in the country.

The above responses by (S2:R1) and (S2:R8) have already illustrated some of the external relationships that were considered essential to the success of an IBC. Furthermore, the majority of the relationships were previously identified in the first round with the exception of regulatory bodies, which are further segregated into accreditation agencies and quality assurance bodies. This relationship is linked with previous issue of gaining local accreditation within the host country factor. Thus, this emphasises the need to establish a relationship with regulatory bodies. Finally, the importance of establishing relationship with the previously identified external entities was further emphasised.

'This is difficult as there are so many different partnerships and it really depends on the local culture. But, having a relationship with the local government or a different local stakeholder can be important for navigating the local political, social, and regulatory environments.' **(S2:R8)**

The second round also identified key considerations when establishing a relationship with a local partner. Predominately, the key issues were to ensure that both the HEI and selected partner shared a common goal. However, these responses may have been the result of ambiguity in the question. The question posed mentioned 'partnerships', thus this may have lead some respondents to focus partners rather than examining other potential relationships in the host country. Nonetheless, the importance of shared goals, in particular a focus on academia, is beneficial and aids the success of an IBC.

'Partnerships that have a shared purpose and common goals, good communications and good relationship between the partners, strong finance model.' **(S2:R3)**

'Establishing the branch campus as a joint venture with local partner would be useful if both are committed to learning from each other. Close links with industry are also important to make sure that the programs and courses are relevant to local labor market needs.' **(S2:R8)**

A further area that was mentioned, was the need to have good relationship with the local industry (as illustrated by the response above by S2:R8). The need to factor in the local industry has been a prevalent and fundamental issue mentioned in the second round. Furthermore, the importance of creating a course with the local industry in mind has already been addressed. Thus, the mention of local industry in this factor, relates to the relationship that need to be formed in order for a collaboration, which facilitates the development of a course.

'*The university needs to have well-established partnerships with local institutions that share the long-term aspirations of the university.'* **(S2:R8)**

Stage 2 Relationship Factor Conclusion

The classification of two main types of relationships factors in the need to acknowledge internal relationships as well as external ones. Additionally, the repetition of external entities that were identified in the first round illustrates that the relationship factor has been grouped correctly. However, the introduction of internal relationships in the second round equates to it being underdeveloped. Therefore, the third round will need to verify the internal relationships and establish whether there are any additional ones. Furthermore, despite the same external relationships being mentioned, they will also be verified in the final round, as the main aim of the second round was to verify the overall relationship factor.

Appendix 8: Case Study Interviews

Campus A Respondent 1 (CA:R1)

	Speaker	Narrative
1		***Introduction***
2	**Interviewer**	***In your opinions and based on your experience what were the factors that led to success at your UCL campus?***
3	Respondent	*Chicago is pretty well regarded around the world and I think that has a big impact on us being successful in all of our international operations, including London. I guess to qualify all of that, is sufficient funding to support the marketing and recruitment efforts, as well as the… and the faculty hiring and all the rest of that. There is a budgetary aspect to this as well and funding these programmes sufficiently to make them successful.*
4	**Interviewer**	***Like you mentioned, your Campus was briefly based in Barcelona and obviously you closed that. Is there anything about London which has meant that your Campus remains open and is successful or is there anything fundamental about the Barcelona Campus, which made it perhaps unsustainable?***
5	Respondent	*I think Barcelona was sustainable but basically we decided that… You have to go back to why we started Barcelona. We opened Barcelona in 1994. The idea was to create something that was a nice place to go and Barcelona clearly is that, and some place that wouldn't be viewed negatively from a national standpoint. In France, people think it's French but in German people think its German. Somehow Barcelona was a neutral place. I think there was some thought that putting something in the UK at the time would have made it a British programme rather than a European programme. By the time we got to the early 2000's, those issues disappeared and a decision was made that we really ought to be in a better business centre and London is clearly the business and finance capital of Europe, if not the world. It was just felt that as a business school, we would have a greater access to corporate relationships, greater access to a wider number of students and it would be more attractive as a place to come for business people and people with an interest in studying business.*
6	**Interviewer**	***You've mentioned a number of different factors which contributed to the success. If you had to pinpoint may be one or two of those, which of them would be the most important?***
7	Respondent	*Well again, I think, it started an alumni base, where it can generate by word of mouth and support for building the branch really and in a new location, in our case London.*

		That's probably number one, and having the money to exploit all of that is probably number two.
8	**Interviewer**	**So having the substantial resources.**
9	Respondent	*Yes.*
10	**Interviewer**	**Okay. Were there any barriers for you when you entered into London? Were there any issues that you had to overcome when establishing here?**
11	Respondent	*Nothing really significant. We needed permission from the Minister of Education for what we were going to do. We needed to make sure that our students were going to be admitted into the country and there was legal and regulatory issues we had to resolve, I wouldn't call them roadblocks but just one had to go through to make sure that we could operate there and that our students could come. I think may be one of the biggest challenges for us was finding a suitable location for the Campus, one that physically met our needs but also was within the budget. Again, not a road block, but just something that took a little time to find. No real difficulties in setting up the Campus.*
12	**Interviewer**	**So you mentioned the issues of students being admitted. On the issue of students, what would you say is the percentage breakup of students within your London Campus?**
13	Respondent	*In terms of what?*
14	**Interviewer**	**The student's origin.**
15	Respondent	*Actually Glen's numbers are going to be much better than mine. I used to manage all of these programmes but I have been away for four years and I've just been back in the last six weeks, so I'm not sure what the current breakdown is. It's certainly a higher percentage coming from abroad, but I don't know exactly what it is at this point.*
16	**Interviewer**	**Okay. When you were looking at London as an option, how important were the markets in the neighbouring countries?**
17	Respondent	*We very much wanted to have a broad, diverse group of students from all around and so having…. (Interruption by someone from the Responder's Chicago office 0:18:46])…I'm not going to be able to talk for a while…and then I'm going to take a quick time-out and then deal with my document issue and then I'll come right back right to you. Is that Okay?*
18	**Interviewer**	**No problem.**
19	Respondent	*Hi Jason, how are you?. Sorry about yesterday. I should've called, should've text but I appreciate your talking to me.*
20		*Okay, I'm back, sorry. So remind me, what question was I answering in the midst of…Oh yes, you were asking about other countries and [unclear 0:16:59] that sort of thing.*

21	**Interviewer**	*Yes. How important were the neighbouring countries when selecting London?*
22	Respondent	*Well, again, the idea of this Campus in London was really to have a European-wide programme and we felt that London not only had a large number of expats living in London, working in London but also that it was easy to get to from throughout Europe and many people from other parts of Europe had business reasons to be there anyway and therefore became the…It was nice hub really and easy for people to get in and out. So the convenience factor was pretty high and it was an attractive place for business people to come. So that was important and one of the reasons we did move to London.*
23	**Interviewer**	*Sure. Okay. One of the common things that we see that tends to perhaps make it easy during [unclear 0:15:59] is partners with local institutions or organisations within the host countries, so in this case London. Did you have any key partnerships in the UK?*
24	Respondent	*No.*
25	**Interviewer**	*Okay. I know one of the interesting questions which people who I have interviewed still require is - Based on the information that you know now, with the benefit of hindsight, if you were to establish the Campus again so you started this year, would there be anything changes you would want to make.*
26	Respondent	*I don't think so. I think we're very pleased with London. It is clearly a place where we have been successful, and I hope continue to be successful. So I would imagine that we'd still seek that direction if we were to start it up today.*
27	**Interviewer**	*You did mention quite a few things in the resources. You talked about having good human resources. Do find it more important to use home academics within your Campus in London?*
28	Respondent	*Well that's one of things that's unusual if not unique about our programme. Everyone who teaches in our programme, all of the faculty that teach in London are actually faculty members that teach in other University of Chicago programmes. So we don't hire people exclusively for the London Campus. So we'd like to say that whether you're taking your degree in London or taking your degree in Chicago, it's the same programme, same general pool of faculty, same standards etc. So our faculty will fly into London to teach there. They are not based there for the most part. We do have local administrative staff but not local faculty members.*
29	**Interviewer**	*Okay and what would you say was the key benefit for using home faculty?*
30	Respondent	*Well the primary benefit is you're getting a University of Chicago education and not somebody else's education, and we have greater control over the quality of what goes on in the classroom, we have control over the curriculum,*

		and we just make sure that what we do in London is identical to what we would do in Chicago or in Singapore.
31	**Interviewer**	*Okay. Would you say there was any form of adaption to perhaps cater for the needs of the European market?*
32	Respondent	*Say that again. I missed that.*
33	**Interviewer**	*You mentioned that your courses are standardised. Is there any form of adaption to cater for the European market?*
34	Respondent	*They might use European cases; they might use examples from European companies, Vodaphone rather than AT&T, or something like that. So, yes, there is some adjustment based on that. Then also we supplement the basic curriculum with guest speakers and panel discussions and seminars, and all of that would be very locally focussed, and having speakers come in from the London Business Committee and the European Business Committee to talk about current issues that are going on there. So yes, there is some of that around the margin. But the core of what we do, the basic economics, the basic statistics, the basic principles of accounting, they don't change a lot from one country to another.*
35	**Interviewer**	*Okay. So you mention the use of guest speakers. Are these guest speakers ones that you bring in on a bespoke purpose or are these with organisations and institutions that Chicago has partners with, or are organisations in the UK?*
36	Respondent	*Generally they would be either alumni that we may know, they might be people we have been introduced to, they might be heads of corporate partners of one sort or another. I guess on occasion we have partnered up with some other organisations to run some seminars and things, but they tend to be one off, it's not a standard ongoing partnership programme.*
37	**Interviewer**	*In your opinion, would you say that the staff at Chicago are happy flying over?; Is it something that they are happy doing as part of their routine or was there any need to provide additional incentives?*
38	Respondent	*Well there are additional incentives but those who are tempted in coming seem to be happy to come and many faculty have been doing this for many years, but there are others who prefer not to and they don't. So, we've got a large group of faculty here at Chicago and some are regular teachers in these programmes, others are not. But there is an additional incentive for a faculty member who is going to be teaching in our London Campus or in our Campus in Singapore. The [unclear 0:10:44] just teaching here in Chicago.*
39	**Interviewer**	*Just to touch on something which we mildly talked about previously, just so that I can clarify if there were any issues. The second question I have is, in your opinion and based on your experience, what*

		were the factors that you deemed to may be cause you difficulties or may be less successful at your Campus?
40	Respondent	*Well I think one of the challenges for us is London is a competitive market. There are several other very good schools and so, just in general, creating awareness in London and in the UK in particular, and to settle this ourselves as a key player there has been a challenge. We have probably in the programme fewer UK citizens that we would like. Again that's partly because there are so many other good competitors there. So we continue to work on that.*
41	**Interviewer**	**Another issue which has come up is the potential or what has been established as important to have good management at both the home campus and the host campus. Have you made any provisions to ensure that perhaps the universities are running in unison, or avoiding the' them and us' principle?**
42	Respondent	*We have tried to do all sorts of things to avoid that. And a couple of things - 1. All of the directors of our international campuses and our executives of our campuses here in London and Chicago, report to the same person. They have regular communication weekly, if not more often than that. The faculty go back and forth; the Dean goes back and forth regularly. What we have found is that with directors, it is very important for us to have a director in the international campus who has spent time in Chicago and knows the Chicago approach and the Chicago philosophy very very well.*
43	**Interviewer**	**So now you mention the idea of the culture of being in Chicago and you mention how important it is having staff which can teach all of your programmes in the same way as you do at Chicago. How important is it that you establish this culture in your branch Campus, or what steps have you taken to deliver that Chicago experience to students in your London Campus?**
44	Respondent	*Well the primary way is to have a faculty member that's from Chicago. So the classroom experience is that just because of who's teaching a class. From the administrative standpoint, again the directors of the programmes tend to have had experience here in Chicago, know the faculty well, know the processes well, understand what we are trying to do as an institution and then because of the communication, we try desperately to make it work very very regularly. They work together at all of our campuses to connect them up with processes and approaches, and student service concepts that are going to be similar across all of our programmes. Having somebody that understands what goes on here in Chicago, is very very important and it's really somebody who has worked here for some time to understand that,*

		which is why our Director in London, at the moment, Glen, who you talked to, has spent several years here in Chicago before being sent to Europe.
45	**Interviewer**	**That's great. So leading onto my next question. How would go about measuring the success of your Campus?. What measures do you have in place to monitor the success of your Campus?**
46	Respondent	*The primary one is the number of students in the programme. So the number of students, the direction of the students, and the quality of the students that first tells us how well we are we doing at creating a programme that attracts the right kinds of people and then basically creates great alumni. That's probably first and foremost. Beyond that the variety of measures we look at across various dimensions of the programme, the faculty quality, how well they do in a classroom, how we do at the service levels we provide from an administrative, careers, alumni standpoint, but in terms of the fundamental how well is the Campus doing, it is really, are we attracting the right kinds of students, the right numbers and are they saying good things about the programme.*
47	**Interviewer**	**In a similar vein, have you got any cautionary measures which would be an indicator that the Campus is not going as you had planned?**
48	Respondent	*No.*
49	**Interviewer**	**No. Okay. In your opinion what is the overall benefits of establishing a branch Campus?**
50	Respondent	*For us it's really people, or may be people. 1. It is expanding the reputation and visibility of the University of Chicago around the world. We want to be known as a world class institution, we want to have an impact on business and economics around the world and we feel that having a presence in Europe and in Asia is important for doing that. The second piece is having a Campus outside of the United States allows our faculty members to get an on the ground sense of what's really going on in the rest of the world, so it will help inform their own research, help inform their own understanding of business practices and issues around the world, that will help them perhaps come up with new ideas, new ways of thinking about business problems, rather than just being immersed in what's going on in the United States. So I guess those are really the two main things; building a world-wide reputation and allow our faculty to see what's going on in that part of the world. I guess the third is, hopefully, having an impact on how business is done in other parts of the world. So as we educate our students to make [unclear 0:03:27] to their companies and other organisations they work for, that they will take some of the ideas they learned with us and apply them to their own organisations and hopefully help create value and*

		improve the success of the companies and organisations they work for.
51	**Interviewer**	***Sure. Great. Just a penultimate question. If you were approached by another university and they were to ask you for two or three key pointers about establishing a Campus, what would they be?***
52	Respondent	*[Laughter]. I think the first one is – really figure out why you want to do this; what is the real goal, is it to make money, is it to build a reputation, is it to give your students a chance to study abroad, what is the real goal? Number 2 – is make sure you've got enough money to kick it off right and understand what it really takes to make an international campus work. I think it always works perhaps better than one originally anticipates. I guess 3, is really explore the partnership versus non-approach and we've taken one approach which is not do partnerships, but there are some [unclear 0:02:03] increases the cost, increases some of the risk but gives us greater control. So you have to weigh those back and forth. The 4th would be to really understand the market, who you're trying to attract and what's your real ability to attract students to your programme is going to be. I think there are more and more schools trying to do international campuses. I think for some of them they go in with the idea that they are going to attract a large class and I think sometimes they are surprised at how little visibility they have or how difficult it is to attract the right kinds of students. We have been fortunate just given our history and the general reputation of schools that we have been successful at, but I think a lot of these markets are hard to break into.*
53	**Interviewer**	***Thank you. Then just a final question. Are there any other considerations or issues that you want me to consider when I'm analysing the data; is there any extra considerations you need? Because we have addressed quite a lot so far.***
54	Respondent	*I'm trying to think if there's anything else that I've seen in other places and other schools that have been successful in doing this. I guess the other thing, and again, perhaps not so much in London but certainly in Asia, having the right Government connections are important and can sometimes help to smooth things over, make things a little easier. That was not a critical thing for us in London. No, nothing else that comes to mind immediately.*
55	**Interviewer**	***Sure. Okay…***

	Speaker	Narrative
	Interviewer	***Introduction***
1		***Okay. So my first question was, in your opinion and based on your experience, what were the factors that you deem to be, or that you deem to contributed to the success of your London campus?***
2	Respondent	*Location.*
3	**Interviewer**	***Location, yeah.***
4	Respondent	*I don't know if you were familiar that we were actually at another location.*
5	**Interviewer**	***No, I wasn't aware of that.***
6	Respondent	*1994-2005 we operated European operation out of Barcelona and in 2005 we made the decision to close that location and move here.*
7	**Interviewer**	***Okay. So did you move the – You picked up the campus and moved it across to London?***
8	Respondent	*Yeah.*
9	**Interviewer**	***Okay. What other factors would you say contributed to the success of your campus?***
10	Respondent	*Yeah, so choice of location and kind of related to that, so kind of, you know, off of that are the fact that because of this location we moved to a place where we have a much larger alumni community.*
11	**Interviewer**	***Okay.***
12	Respondent	*We have more corporate partners that have a presence in the UK or particularly in London. You have major press based here, including the business educational press so that is helpful in terms of us getting the word out. I think in the beginning we've had – I think we had some help from local kind of inward investment organisations. So I think having a helpful local partner was useful. We didn't have this in the beginning but we have, and maybe this was a subset of the alumni group, we have established an advisory board for alumni but not only alumni. That has been helpful to providing kind of guidance to the Dean and to administration about having success in London.*
13	**Interviewer**	***Okay. So what would you say were the differences between London and Barcelona, which ultimately led you to close Barcelona and move to London?***
14	Respondent	*Yeah, I mean go back to that original list [unclear 00:02:33] have a larger alumni base, not a major press media outlet, very few corporate partners that we had had a major presence there so there are many great things about Barcelona but it lacks those things and ultimately what it lacked also was*

		within Europe Barcelona is not the city that comes off peoples lips when they think about a major business city.
15	**Interviewer**	*Sure, okay, I see.*
16	Respondent	*And related to that, and you've just reminded me of something, I haven't thought about this stuff for a while. What we have also found in our attracting students to our programme is that London in itself is just an advantage because students, particularly those who want to have a career in Europe or even a global career, want to have a city like London on their CVs or their resume. If they don't have professional experience it's really helpful for them to have some kind of experience and an educational experience, you know, qualifies to business education. So it's become, you know, that has become an asset which I think we've probably underestimated in the beginning and that just wasn't, you know. It reminded me because it wasn't true in Barcelona at all.*
17	**Interviewer**	**Sure, okay. So out of the factors which you have already mentioned, which one would you say were the most important or most crucial or had the biggest impact?**
18	Respondent	*Yeah, so – You know, I guess the piece I just mentioned which is that London is a city, it's a city, the business city, the business capital of Europe, it's a world leading business city is just, you know, you can ride on the momentum of London in that regard. So that I think is really important. So that's where I kind of go back to location being a really important success factor. In fact, you know, probably the critical success factor.*
19	**Interviewer**	**Okay. You mentioned that you have the benefit of partners in London, so you mentioned corporate partners. Did you get any assistance from the education authority in the UK or government assistance?**
20	Respondent	*Well we worked with Sync London which is an inward investment agency. They were particularly helpful more on the site selection and helping us see what the options were here. And then they were helpful in terms of, specifically in the first year, of helping with introductions, you know, when they thought there was an opportunity matched to local organisations, local people, so that was helpful. Other than that, no.*
21	**Interviewer**	**Okay. I was also wondering, in terms of students at the campus, would you say that you mainly have students from London or do you get international cohort as well?**

22	Respondent	*Yeah, about 75% seem to come from outside the UK and what we have here better is a modular programming, so it's part-time and doesn't require full-time student status, doesn't require full-time student residency so it will very much [unclear 00:06:04] or a fly in model. So about 75% of our students come from outside the UK and then 25% are living in the UK, principally London.*
23	**Interviewer**	**Sure, okay. Right. So we discussed about some of the more successful factors. Were there any factors or any issues which have caused you difficulties at your London campus or something you deem requires improvement or maybe less successful?**
24	Respondent	*Yeah, a couple of things, and these aren't in any particular order of magnitude. You know, the immigration environment in the UK, the changing immigration environment, the ever changing immigration environment in the UK has been really difficult to keep up with and costly to keep up with as well.*
25	**Interviewer**	**Okay.**
26	Respondent	*So that has been unexpected because I think when we moved in 2005 immigration was not the administrative burden that it seems to be now, so that kind of caught us by surprise. And because we do depend on the free flow of people between cross borders to make this work, yeah, that's added a cost to the programme.*
27	**Interviewer**	**Sure, okay.**
28	Respondent	*So that's one thing. I think, you know, yeah. This was in – I'm not sure, you weren't necessarily asking for unexpected things but London is such a large vibrant market, you know, it has a well established business education providers. It takes a lot of effort and resources to really kind of gain traction in that regard and I don't think that we're where we would like to be but, you know, I think we're closer than we were in 2005 but to be successful here we have to have a large commitment.*
29	**Interviewer**	**That's brilliant, okay.**
30	Respondent	*It's a crowded market.*
31	**Interviewer**	**Yeah, okay. So in your opinion if you were to – well, based on hindsight as well, if you were to, let's say, start your operations again, what would you do differently?**
32	Respondent	*Good question. Yeah, I think, you know, the main overall [unclear 00:08:40] contacts that overall I think it's been a really good decision for the school. So we don't have a long list of things [unclear 00:08:48] we had a do over, we do this over, so I*

		just want to start in that regard. We'd still come to London, I think we're really happy with the location in the city, you know. We probably would – Two things maybe come to mind is that I think that we, you know. The advisory board, I don't want to overestimate their value but I think having that in the beginning would have been really helpful and we only established it a couple of years in.
33	**Interviewer**	*Okay.*
34	Respondent	*So I think having it in the beginning would have been helpful guidance. And then two, we did something also internally. I look after only the degree programme which is kind of the lead flagship programme that we offered here but a few years ago, three years ago in fact we started to also offer executive education non degree short courses, so that's been really helpful in terms of from a branding and visibility perspective. And so, you know, perhaps one thing in hindsight is rather we should have started that earlier than three years ago.*
35	**Interviewer**	***Sure, okay. So just to check, so you mentioned the advisory board. Are you suggesting that if you had more links to organisations or associations with people who had local knowledge, that would have been helpful?***
36	Respondent	*Yes.*
37	**Interviewer**	***Okay. So moving on to the next point, we talked about success and things that contribute to difficulties at a campus. How would you measure success at your campus? So do you have any key performance indicators or anything like that?***
38	Respondent	*Sure. So we look for success in terms of from a [unclear 00:10:53] perspective, problematic perspective in terms of interest in the programme, so we track enquiries, we track applications, we track of course [unclear 00:11:05], so people who show their preference for us by choosing us over somewhere else or choose to come here if they don't have better options. So we track that quite closely. We also track, you know, our fiscal performance, you know. We have fiscal goals that we need to meet in order to continue to operate the place for it to make some sound sense financially. So we track of course that quite well, quite closely. I think that we certainly track our success, you know, we're creating a programme that our students want to promote and so therefore they feel satisfied or, you know, more than satisfied with the quality of their education, the quality of their classmates, poor facilities, all kinds of things, so we track that quite closely as well. Those are the things that come to*

		mind as we'd look back and we'd say those are how – We ask ourselves if we're doing well or if we're not, you know, falling short.
39	**Interviewer**	***Okay, that's great. So the opposite of that, what measures would you use to say that your campus was – or less assessment certain factors? So to rephrase that, how would you – What measures would indicate to you that your campus is failing or not working?***
40	Respondent	*I would say the opposite of those things, right?*
41	**Interviewer**	***Yeah.***
42	Respondent	*If we aren't getting people, aren't seeing interest from a prospective student population, if people aren't applying, we're losing people to other programmes that do apply that we'd like to have in the programme. Again, financially, you know, we're not able to charge a tuition that allows us to meet our fiscal goals, you know, the expenses of operating, again, allow us – The expense of operating keep us from meeting those fiscal goals that we have. So the opposite of all the things I said we would measure wold be a sign to us that we're not doing well. Yeah. Ultimately I guess the one factor that maybe as I give you this answer, you know, we depend – I'm not sure if you're aware but we don't have any faculty so in addition to our students having a fly in model our faculty fly in.*
43	**Interviewer**	***Oh right, okay.***
44	Respondent	*So that's a little unusual and so I just wanted to point that out to you. So our faculty fly in from Chicago so it's essentially an important factor. So, you know, another measure that we weren't doing well and no one on our faculty has a particular stated obligation to teach in our programmes, so another part which signs to us that we would not be doing well is us struggling to find faculty that want to teach on our programme.*
45	**Interviewer**	***Sure, okay.***
46	Respondent	*There is an extra – they bare an extra cost to coming here.*
47	**Interviewer**	***Sure. So you mentioned the fly in staff, is there a reason why – Do you use any local staff at all or local academics? Or do you only purely use the fly in?***
48	Respondent	*Staff, yes, we have local staff but on the faculty, no, we have no local faculty.*
49	**Interviewer**	***So I guess you have local administrative staff?***
50	Respondent	*Yes.*
51	**Interviewer**	***Okay. So have you encountered any difficulties in terms of using the fly in staff or have you seen the benefits of using them?***

52	Respondent	*Yeah, I mean the benefit of using them is why we're here in the first place which is we want to offer a Chicago MBA to people, a perspective student population and for whom the opportunity cost of going to Chicago is too high, so without Chicago faculty it's difficult to offer and promise people the same experience as they'd be getting in Chicago. So the classroom is the same, academic standards are the same, the quality of the teaching is the same and we're able to preserve I think our unique faculty culture by doing that. So that's why we do it and I think it's a really critical part. It's hard to imagine us not having that model. The challenge with that is, you know, it's probably an obvious one to you. You know, we are running a school here, we're running a degree programme and the faculty that are here are here to teach. We don't have the full richness of a campus life that you might have from having full-time academics around. It hampers us sometimes on visibility and media because we don't have faculty who are close at hand, easy to reach. So, yeah, it provides a unique – the constraints – It really offers us a lot of positives but it also represents the constraint in some areas.*
53	**Interviewer**	***Okay. So you have a standardised curriculum between your Chicago campus and your London campus?***
54	Respondent	*Yes.*
55	**Interviewer**	***Okay. So is there any form of adaption for the needs of the students in the UK or your London campus?***
56	Respondent	*Yes, so I mean we're here to give a Chicago MBA, not a European MBA or European version of that. You know, I suppose what makes us different, you know, all the students – Because the majority of our students in the classroom are going to be European, that the domain now is that they bring to play in the classroom I think probably shapes class discussion, shapes the examples that are used, shapes the questions that are asked but we haven't adapted the curriculum to say here's the European version of our MBA.*
57	**Interviewer**	***Okay. Once they've completed their degree, what degree do they get? Do they get one from the London campus or do they also receive one from your Chicago campus as well?***
58	Respondent	*No, they graduate with an MBA from the University of Chicago, it's the same degree as any Chicago MBA graduate obtains, whether they study in Chicago or any of our locations outside of Chicago which is here and in Singapore.*

59	**Interviewer**	*Okay. So the degree offered, it will be the same that you would get if you were to study in Chicago?*
60	Respondent	*Yeah.*
61	**Interviewer**	*Okay, that's great. So that's the main bulk of my questions so just the final thing is, are there any other considerations for me to be aware of when establishing or operating these branch campuses?*
62	Respondent	*Well, I mean it's the fundamental question, right? How do you expand globally? I do think educational institutions are any different than any other organisation.*
63	**Interviewer**	*Okay.*
64	Respondent	*If you go out and decide you're going to, you know, if you go out and create a joint venture, find a dance partner. Do you, you know, get a representative office so to speak or do you actually go out and build the plant, build an office and actually operate there? So I think it's a really important question and you see in the marketplace that the predominant models are joint ventures. And I think that offers a huge amount of advantages for an organisation that wants to expand, particularly you can expand quickly, you gain a lot of visibility, you can choose your [unclear 00:19:13] partner well. So I think it can be really useful. I think the thing to think about, and when we talk to our peer schools and have pursued that model and that's, as I said, predominant, one of the things they all talk about are the transaction costs. We have transaction costs ourselves, we even operate with a three campus model, between Asia, Europe and North America, we have transaction costs, keeping things standardised, you know. Because our students and our faculty actually spend time in all locations, it's important that they have a common experience and to give them a common experience, you know, there's transaction cost. But we're all part of the same organisation but it seems like if you have, you know, some of these partnerships or two schools, three schools, some are four schools, the transaction costs really multiply when you're talking about crossing institutional boundaries. So I think it's a fundamental question that, you know, schools that are thinking about expanding globally across borders really need to think about and choose the one that's really right for them.*
65	**Interviewer**	*Sure, okay. So you mentioned that a majority are joint ventures, are you wholly owned or are you partnered with someone?*

66	Respondent	*No, we are a single entity. The University of Chicago, so we don't have joint, we have not joint partnerships.*
67	**Interviewer**	***Okay, sure.***
68	Respondent	*And there's not many that have done that.*
69	**Interviewer**	***Sure. Okay.***

Campus B

Campus B - Respondent 1 (CB:R1)

	Speaker	Narrative
	Interviewer	*Introduction*
1		*In your opinion and based on your experience, what would you deem successful at your Malaysian campus?*
2	Respondent	*Sorry. What would I deem as successful?*
3	**Interviewer**	*Yes. What are the successful elements of your Malaysian campus?*
4	Respondent	*Okay. There are a lot of different elements to answer that question. On one level I'd say things like staff and student exchange. Sometimes it's factored within the degree programme; sometimes it's as part of student mobility. The same thing with staff and administrative. The ability to move across the University of Nottingham campuses, I think it means that Malaysia, like our China campus, is a huge success because it allows that integration, but also growth of the UK home model. I think the success is that the Malaysia campus is not simply an outpost of Nottingham UK, but is a fundamental part of its identity. I think that one element is a huge success. On a student perspective, certainly at postgraduate level, allowing them to understand that they are part of one community of students, than just geographically split. I think that's been a success. I think we've been successful in developing programmes as the strategy to the market shifted. We moved to Malaysia with Business and Engineering and Computer Science, which there is a clear niche market for. We've since expanded so that our Faculty of Arts and Social Science is now really coming online as a fully developed faculty, thus creating a balance between the Science and Engineering. I think that's a success because we are a fully fledged university. We've been able to, very successfully, integrate with public universities in terms of research collaborations and joint degrees. We can be seen as a collaborator, not as a competitor. We're in Malaysia for the long haul, not just to come in for a couple of years and then leave. We're looking to be part of the fabric of Malaysian higher education. I think that's been a huge success.*

5	Interviewer	*Okay. Were there any factors which helped you in the beginning when you were first establishing the campus?*
6	Respondent	*Helped us in becoming a success?*
7	Interviewer	*Yes. At the beginning, when you were first establishing your campus, what did you do to ensure that the campus was a success?*
8	Respondent	*When we came to Malaysia the law was a little bit different than it is now. So you had to be majority shareholder owned by a national company. One of our successful factors was a very strong partnership between Nottingham and our partner company in Malaysia. You've also got the advantage that there is a very strong historical link between Malaysia and the UK. The fundamental understanding of what was a British education, what was a British degree, that helped enormously. A lot of Malaysian senior officials, lawyers, politicians are educated in the UK, so again, there is that, you might be a foreigner but you are not foreign. There's a very clear link there. Those factors, I think, all very much helped.*
9	Interviewer	*Yes, okay. You mentioned one of the benefits of Malaysia being a historical link. What were the other reasons, and why, for choosing Malaysia?*
10	Respondent	*That would be a primary one. Like a lot of branch campus developments now, a lot of it is done through personal invitation or partnership development. We were invited by the then Minister of Higher Education, who was himself a former Nottingham graduate. There is that sort of link there. Malaysia is an English speaking country. It places education very highly in its national identity and strategy. It's very welcoming of educational development. It's a safe democratic country. It's very well placed in south East Asia, so geographically, it's a very good one. Obviously now, people are looking more and more to China, but when we came to Malaysia 13 odd so years ago, China was still a much more unexplored market than it is now. I think there are a lot of similarities in the way that things happen. There's a familiarity despite it being a different country.*
11	Interviewer	*Okay. Moving on to a previous point. You did mention that a benefit was that you had a strong partnership. Were there any difficulties or barriers because of the need of having a partnership? What was it like at the beginning of establishing that partnership?*

12	Respondent	*This is obviously not something that I was directly involved with because I wasn't here when it was set up. From talking to colleagues, not particularly, the partner deals with a lot of the infrastructure, that sort of issue. Whereas, the academic matters are all handled by Nottingham. You're not coming in and being worried about somebody taking over control of your curriculum or devaluing your brand, for example. It's simply supporting the development.* *So, no, no major issues, as far as I'm aware.*
13	**Interviewer**	**Okay. If you were to advise someone on characteristics to look for when choosing a partner, what would they be?**
14	Respondent	*Branch campuses do not make money in the short term. We come down to some differences of terminology because branch campus tends to be used for things that can just include and office building somewhere or offsite teaching. But for a fully fledged campus, which is what we are, you're talking about a long term investment in both financial and also time.* *Any partner that you're involved with needs to understand the nature of education and the long term nature of the investment. Sometimes, because education is a business, yes, but it's a different type of business. So a partner needs to be very clearly aware of that. There needs to be an understanding about who is controlling what and why. Obviously that would be different partnership to partnership.*
15	**Interviewer**	**Thank you. Okay. That covers quite a few things for the successes. If we now have a look at some of the failures or least successful. So, based on your opinion and your experience, what would you say was less successful at Malaysia or could do with improvement?**
16	Respondent	*From a practical perspective, and this is something that we've been working on considerably in the last couple of years, it's things like processes, technologies etc. Or even licensing agreements because not everything that works in one country works in another. You need to have an adaptation of what works in one place, which obviously still allows you to uphold quality. That's a clear issue. It's not something that anybody disputes, it's just something that takes time to work through. One of the things that we can see over at our evolution is a greater understanding and connectivity between all three of the campuses. That's again, that's a pace of development. It comes down to what is the purpose of a branch campus? I think that universities that are now establishing branch campuses have the advantage of our past for the*

		13 or 15 years of development. When we started there were virtually no real branch campuses around so the models were harder to emulate. Now, branch campuses can look and say, "Why are we setting this up? What is the bespoke purpose?" Integrate it into strategic development, integrate into budget, and integrate it into school activity. That's one of the things that I think could link to a possible failure. A failure to understand why are we doing what we're doing, how are we communicating, how are we controlling, how are we integrating and how are we developing?
17	**Interviewer**	***Okay.***
18	Respondent	*That's not a failure of Nottingham, but I can see we've developed that over time. I can very much understand that if you did not develop that you would get into trouble.*
19	**Interviewer**	***Alright. Okay. When you mentioned the processes in terms of improvement, what did you mean by improving the processes?***
20	Respondent	*In some cases, if there is a particular system or a particular software that exists on the UK campus, that has maybe been in existence for 15 or 20 years and is fully fledged and fully integrated, one of the things that branch campuses need to do is, if that same process and software is going to be rolled out across all campuses, it has to be clear that it works. That you've got the bandwidth, that you can train people, that it is fit for purpose.* *It's about adapting technologies and processes rather than assuming a blueprint will work everywhere. Obviously you need to have the same quality assurance and you need to have the same degree for a branch campus. But how things are done in different countries, there are, of course, natural differences and they just need to be factored in.*
21	**Interviewer**	***Sure. Okay. You mentioned that there are differences in establishing a campus in another country. Were there any initial barriers or difficulties you had to overcome at the beginning?***
22	Respondent	*Barriers or challenges, depending on which word you use. You're obviously operating in somebody else's educational structure. There's another Ministry of Education that has its own rules and regulations and audit processes. You need to get to know what they are and you need to operate within them. You need to ensure that you're not changing your quality while operating in another situation. Of course, you are there as a guest, in essence, and*

		you must abide to rules and regulations. In our case, we're audited by both in UK and Malaysia. Those are two different sets of structures that one has to adhere to. Of course there are legal, about operating degrees in different countries and safety issues. Exactly the same things that would exist running your degree in the UK or in Australia or the US. They are, of course, distinct because you're running them in somebody else's country. My point is that one of the possible difficulties of an IBC is simply not being aware or not doing the due diligence of what is the situation in which we are now operating?
23	**Interviewer**	***Sure. Okay. Are there any other challenges to add for the campus at the beginning?***
24	Respondent	*There's obviously the distance. You've got the time difference and the physical distance which can make communication slower. Obviously you've got the out of sight, out of mind, so it's important to keep communication lines open, to make things very clear and very transparent. I can imagine that will be a challenge.*
25	**Interviewer**	***Okay. With the benefit of hindsight, so using what you know now, what would you do differently if you were to build the campus again?***
26	Respondent	*I think, in our case, because we've now done it in Malaysia and in China, we are getting much, much better at it, in which case, everything just becomes much more streamline. I think, in essence, because we've done it twice, and I'm not saying we are going to start another campus, but were we to do so, there's already an understanding at senior management level, at the academic level, about what it entails.* *It would not necessarily be about doing anything dramatically different. It would just be about doing things more efficiently. It's therefore maybe a little bit difficult for me to answer that question as if we'd never done it. I think it's important that when IBC's are being developed that the university understands the market, it understands the purpose and really builds very clear lines of communication between the people that are involved.*
27	**Interviewer**	***Right. Okay. You mentioned that senior management have a good understanding of issues. You always mentioned an understanding of the market and purpose. Would there be anything else that understanding would need to include?***

28	Respondent	Yes. You need to talk about, to an extent, geo politics. You need to understand student mobility now. You need to understand access to research funding. That's only something that's recently been changed in Malaysia that private universities can bid for government research funds. That's a big difference because, obviously, your funding mechanism is a very different thing. So you need to have an understanding of how you're going to sustain a branch campus and how much investment is going to come from the home campus. You've got the distinction between a private university and a public university, which obviously most British ones are, if not all of them are public, government and then you're a private company. There is obviously a legal understanding that needs to take place. There are lots of different facets of that.
29	**Interviewer**	***Okay. Are you aware of anything that could, potentially, cause your campus difficulties in the future?***
30	Respondent	*Difficulties, I'm not sure. There are more British universities coming to Malaysia. There would be a challenge in terms of market share and competitors. I think we are now very well established. We have teaching activity, we have research activity, and we're a proper university. I think we've moved out of that early developmental phase where if just student recruitment isn't enough this year that might be the difference between keeping the lights on or not.* *We're no longer in that stage. I don't think, no, we've got any difficulties in that respect. Nottingham Group is firmly committed to the campuses that we have abroad. I don't think there are any issues there.*
31	**Interviewer**	***Okay. You mentioned that your campuses are already established. How important was the Nottingham branch to the point of view towards the service of the campus?***
32	Respondent	*I think very much so. If you look at some of the literature in T & E development, the western name carries a lot of cache. It doesn't necessarily have to be from a specific university. In certain developing nations the fact that you western or British is enough to attract immediate students. In our case, Nottingham brand in terms of absolute quality assurance, building up partnerships, building up research activity, I think that's been critical.*
33	**Interviewer**	***Right. Okay. Thanks for that. How would you measure success of an international branch campus or what would be indicators of failure at your campus?***

34	Respondent	*Okay. We can talk abstract. I think a failure of an IBC would be something, in one way, that uses the name of the home campus but doesn't guarantee the quality. I think that would be a failure. Likewise, but a slightly different perspective, a failure of a branch campus would be one that abuses the local system that hosts it. That comes in, and is not only devaluing the brand of the home campus, but is also selling a western education but without any of the quality. I think, in grand terms that would be a failure because it devalues education globally. If you look at, for example, the University of Wales model, where the foreign campus had to close and that damaged the home brand quite dramatically. One potential failure is that a branch campus has caused the home campus to overreach and they can't sustain. It can damage the brand and it can damage future development. I think that would be a failure. Obviously, on a simple, practical level, if a branch campus had a huge investment of time and infrastructure and then simply couldn't recruit, for whatever reason, that would obviously be a failure. It ranges from a very practical to very altruistic, in terms of the nature of education itself.*
35	**Interviewer**	**Okay. What measures do you have in place at the Malaysia campus to gauge success?**
36	Respondent	*It depends, again, you've got different metrics. On the one hand you've got simple student recruitment. On the other you've got research activity. You've got awareness, brand recognition, all the standard metrics that you would think. Then how Nottingham Malaysia can have its own sense of identity in that it's firmly of the place in which it rests.* *We have things like the Crops of the Future Research Centre, which is a research centre that has the mandate to research all underutilised crops, and that's hosted at the Malaysian campus. It's firmly part of a research priority area shared by the University of Nottingham Group, but its value that Malaysia brings to itself. I think one of the indicators of success is how the Malaysia campus stands on its own two feet, but remains a part of the Nottingham Group. Therefore it enhances the value of Nottingham.*
37	**Interviewer**	**Okay. A slight move now to my penultimate question. This would be a hypothetical question. If a new university were to approach you and they were planning on establishing a new campus, what would be the two or three bits of advice that you would give to that person?**

38	Respondent	*Okay. Probably, the link things that I've already said. It would be absolutely make sure that you do the due diligence, both at home and abroad. Know that you've got the support and know why you're doing what you're doing at home. Firmly understand the market and the context into which you're looking to go. Obviously that's a fairly lengthy job. I would say, talk to as many branch campuses as you can. We're always very happy to share information and experiences. Then I would look at identifying certain key areas for initial development. So beyond just the conceptual agreement of doing a branch campus, you've got some clear concrete examples of what could work initially.*
39	**Interviewer**	***Right. Okay. Thank you for that one. My final question is, and this will conclude the interview, are there any other considerations that you want me to know of or be aware of about the topic which I'm discussing or when establishing a branch campus?***
40	Respondent	*If you look at some of the literature, the reasons behind branch campus development differ from organisation to organisation and location to location. The nature of what is a branch campus differs again. I think that there are subsections within the broader theme of branch campus that might make your research more, maybe give it a different type of focus. Specifically, what is it they're looking at? You know look at their knowledge of the Edu Cities, the Knowledge Village in Dubai. There are different ways of being abroad without being fully financially responsible for the campus. I think those are important that people understand. What's always interesting is just the motivation behind why people go and why they do what they do. If you talk to a lot of different people, which I do because I do this all the time, some of them are motivated by developing a core. Someone is motivated by looking at different markets for students. Some are just expanding, some are looking for a financial. There is a lot of difference between these things. They are always very interesting.*
41	**Interviewer**	***Okay. What would you say would be the fundamental reason for Nottingham to establish all their campus?***
42	Respondent	*With Nottingham, if you look at our internationalisation strategy, even the tag run of the university which is, Knowledge without Borders. Listed in our strategy is that internationalisation is at the heart of everything we do. We expand because we are looking to be international, but also looking to internationalise ourselves. We do that, as I said*

		at the beginning, by the fact that the Malaysia, Nottingham and China campuses are an extension of the UK, but have value in their own right because they allow us to reintegrate and better understand. I think it's part of our general ethos.
43	**Interviewer**	***Sure. Okay.***
		Conclusion

	Speaker	Narrative
		Introduction
1	**Interviewer**	*In your opinion and based on your experience, what would you say were the most successful aspects of your Malaysia campus?*
2	Respondent	*Well I'm tempted to say all of it. I think we've done extremely well in terms of the quality and quantity of students that we have recruited. So we've got some extremely high quality students. We know from monitoring that they are tracking well against students that we recruit in the UK. I've been very pleased, or we are very pleased, I think, with the diversity of students that we have; both Malaysian and international. The development of research is another area that I think is really going very well, significant grant portfolios, a strong profile, which, given that we've been in existence for 13 years is pretty impressive. Good stuff, so I think there are lots of things that have gone really well and I think if you come and you have a look at the, or if you were to come and have a look at the place, it looks like a small university. It feels like a small university.*
3	**Interviewer**	*Okay. In your opinion, what do you think were the key factors which contributed to that success?*
4	Respondent	*I think the fact that we have the Nottingham name, the brand, the strength of the brand, the recognition that goes with the brand has been of real value because it attracts good students and it attracts good staff. Those are key, but people want to come and work for us because we're recognized as a leading university globally. So that brand strength has been of great value. But I think also there are a number of internal factors that I would point to. I think there are issues around governance. So University Council, the governing body, I think, has been robust in terms of its challenge function but also supportive and willing to take risks because this was a risk when we started. I think there's also something about the approach that we've adopted to management and operation where I think we're very action-oriented. The management in particular would talk about a bias to action and probably a strong internal locus of control, a sense that we can make things happen, we can control, we can get things done. So I think you've got that challenge and support, the willingness to take risks, and a strong sense of being able to make things happen.*
5	**Interviewer**	*So you talk about the risk, are you referring to the management at Nottingham taking a risk, or*

9		*is that the University Council? Or is that the same?*
6	Respondent	*Well, I suppose the first point is I'm part of the management of the University of Nottingham. So in one sense, the distinction is by no means clear-cut. And although I'll get that actively involved, I'd sit on the university's management board and therefore I'm managing there as well as here. But I think my particular reference has been to, if you like, the history of the evolution of this campus and the fact that, particularly in the lead to start-up, but also in the early days, there was a willingness to take and live with risk. So it was a risky venture. When we initially opened we really did not recruit very well. If you're going to pull out of a venture, you pull out of it fairly early on, but we decided to stick with it. We took, if you like, the risk of building a campus and moving out here. And so there's always been that sense of not ill-thought through decisions but carefully thought through decisions where you know there is a risk but where you also believe that actually with hard work, with good management, with strong vision and determination, you can deal with those risks.*
7	**Interviewer**	***Okay so you mentioned about the early days of the campus. What do you think helped ease you or helped you to develop the campus to start with?***
8	Respondent	*A lot of it was driven very much by the vision of our previous vice-chancellor who had this strong sense of, how do I describe it, he had this conviction that higher education would be global and that universities would need to be global to succeed, that the future lay in Asia. And I'm talking about going back to the early/mid-90s for these sorts of debates which is when we initially started. So he had this very clear and determined sense that Nottingham needs a footprint in Asia. You put that alongside a very long history of links and engagement with Malaysia and the Malaysian Government's wish to make Malaysia an education hub and therefore to attract foreign university campuses. So those factors come together really to make the concept one that was viable and attractive. And then you get round to saying well, okay, so how do we deliver that? And that then comes to the people and to the systems and the processes. And what I said was this kind of bias to action, this willingness to just get things done and make them work.*
9	**Interviewer**	***Okay. So you mentioned the Malaysian Government, did they play any other part or role in establishing the campus?***

10	Respondent	*Okay so difficult to answer that in one sense because although I was involved at the start, I wasn't involved in the detailed discussions with government. So one sense I don't know but if you look at what happened and I was reasonably close to it, what we had was certainly overtures in informal discussions that resulted in the government issuing a formal invitation under an established legislative framework and I think potentially helping us make contact with prospective partners. But it was a facilitating role, it was making the invitations, it was making some introductions. But then it was very much a case of right, now you get on with it. And we have a legislative framework; that's what you have to do. So in that sense, you might argue that we weren't being singled out or given special treatment. It was here are the rules; follow them.*
11	**Interviewer**	**All right. Okay, so they were just more, as you have said, just governing what you did.**
12	Respondent	*Yeah. They were making the invitation, they were helping to facilitate contact. They wanted us to come but there was a clear process, a clear set of rules under the 1996 Private Higher Education Act, and so they weren't going to say, "Yeah we'll make an exception for you." It was then case of, "Right these are the rules that you have to follow."*
13	**Interviewer**	**Okay. So you mentioned that they provided you with links with partners or access to partners in Malaysia, did you choose to partner with anyone, and do they play a significant role in running the campus?**
14	Respondent	*When we set up the legal framework, they required that we establish a joint venture and we established a joint venture with two Malaysian partners. I think the introduction to the partners came via a mix of government and alumni contacts. But we did have discussions with a number of different partners before choosing to work with a particular set of partners that we signed up with. So there was no sense of it being a done deal. We were given some help, well, essentially we were given some introductions. So we signed up with two partners who are both Malaysian corporates; one is very much a sleeping partner, the other is a major shareholder. The joint venture specifies that Nottingham has sole responsibility for academic matters so that we can control the quality; we can control and protect the brand. But then there is a private company which, again, is a requirement of Malaysian law. I'm CEO of that company and that company operates the campus.*

15	**Interviewer**	*In your opinion, were the partners beneficial or hindrance or somewhere in the middle?*
16	Respondent	*The bottom line is it could not have happened without them because we had to have partners. Neither partner particularly had much significant involvement in education so we were a new type of activity for them; that's both good and bad. It was good because we could focus on what we did well and let them focus on what they did well. The downsides may well have been that it was more difficult to get mutual understanding because, if you like, our businesses were quite different. I think the partners actually were of huge value to us because what they provided was advice, guidance, support in terms of how you operate as a company in Malaysia. And that was something that was very new to us. And it's the ability to have somebody to go to to say, "How does this work here, or what is this requirement, or what do we need to do about this?" All of those things that we could have found out through other routes but having partners on hand to help you do that is really quite valuable. And I think we've had a very good working relationship with our major partner. We have our disagreements inevitably, but in a way, you'd be worried if that wasn't the case given the differences. But we're here 13 years on and close to 5,000 students, financially sustainable.*
17	**Interviewer**	*Okay.*
18	Respondent	*Yeah it's not a bad position to be in.*
19	**Interviewer**	*We've covered a lot of things therefore on that question. So if you're happy, we'll move on to the second question.*
20	Respondent	*Yeah, sure.*
21	**Interviewer**	*So it's kind of similar to the first question but in reverse. In your opinion and based on your experience, what do you think were least successful, or for lack of a better word, failed parts of the campus, or things that could be improved?*
22	Respondent	*Things that could be improved? Well I mean that's an interesting question because in a sense everything can be improved. I think if you ask me where I would want to focus my attention, I think student systems are a big, big issue for me. But actually, they're a big issue for our campus in the UK. So I think there's a causal link there. It's a problem in the UK and that means it's a probably here. So that may not be the kind of example that you're looking for.*
23	**Interviewer**	*What do you mean by student systems?*

24	Respondent	*I think there are probably a number … student records, underlying information systems.*
25	**Interviewer**	***All right, so would that be IT essentially?***
26	Respondent	*It's not the IT it's actually the IS.*
27	**Interviewer**	***All right, okay.***
28	Respondent	*So it's the information systems. So, the technology's fine, I don't have a problem with the technology. I do have a problem with the systems. So it's the inability to link across locations satisfactorily. But I think that probably reflects a bigger challenge. I think there is probably more that we could do around, if you like, co-curricular activities and student experience; that area is something that I would like to see us put more effort into. Sure, our teaching could be better, we could have better lab facilities, we could have better online learning support. If you're asking me, if I turn it round and say well are there any major gaps, I don't think there are. So we've got 4,800 students on a 125-acre campus. We've got a student association. We've got active social life on campus. We've got student societies and clubs. We've got a charitable work, volunteer work going on. We've got cricket pitch, football pitch, tennis courts, sports hall, gym, swimming pool. We've got two and a half thousand bed spaces on campus. We've got library. We've got learning hubs. We've got lots of spacious grounds. I'd like to have better transport links because I'd like to have fewer cars on campus. But then I suspect a lot of campuses could say that. I would like to have a few more branded food outlets on campus, but we've got a 12 station, 1,000 seater food court. We've got a music practice room. We've got big social space. We've got film nights. So I'm not sure that we've got major gaps; I think we've got a lot that we could look to improve.*
29	**Interviewer**	***So these would just be minor improvements to what you already have?***
30	Respondent	*Yeah, what else would I like?*
31	**Interviewer**	***I mean if I was to ask you, with the benefit of hindsight, so this is looking at when you first established the campus, if you could change anything to make the process easier, would there be anything you would do?***
32	Respondent	*There are plenty of aspects of government bureaucracy that could certainly have made the process a lot easier. I think there are a lot of things where we didn't necessarily really know … we had no models to follow, we have nobody's experience to draw on so we were learning as we went on. There were certainly things that we would have done differently, so I think we probably didn't get our*

		pricing right in the early stages. And I think we probably pitched our fees too high. I think there are some aspects of the Malaysian education system that we didn't understand well enough. And therefore probably weren't as flexible around engagement locally as we could have been.
33	**Interviewer**	***Were there any …?***
34	Respondent	*We …*
35	**Interviewer**	***Sorry.***
36	Respondent	*No, go ahead. Obviously lots of things that you could do differently knowing what you know now.*
37	**Interviewer**	***Yeah, because really I'm just trying to identify if there were any major barriers which now that you've overcome, now that you've seen what the solution is that it would have been one of those things that had you known that you would have been able to make the process easier. So would there be anything else other than the… Well, I guess, because you mentioned experience, fees and awareness, would there be anything else?***
38	Respondent	*Yeah. You see I think we thought we understood the Malaysian system, and we did to a degree, but actually it was only when you really got onto the ground that you start to get that much more depth in terms of the way in which things work. If I was doing it again, I'd probably hire somebody from … a good person from a local institution at an early stage and really, really pick their brains early on. I think we probably didn't do that early enough.*
39	**Interviewer**	***And when you say a local institution, you mean a local higher education institution?***
40	Respondent	*Yes. So the people who have been hugely valuable to us are academic staff who came in particularly in the early days who have said, "Actually look, this is the way it works and that's not going to work if you do it like that. So we need to do it like this." Now we brought these people in probably three or four months before we started as new academic staff. Had we brought them in a year before we started, six months/nine months, that might have helped us avoid one or two of the pitfalls that we fell into.*
41	**Interviewer**	***You mentioned that you used local staff, how many campus staff as well?***
42	Respondent	*Yes, so we have a number of senior leadership roles filled by secondees and they have always been filled by secondees, but the bulk of our staff are Malaysian. Sorry, the bulk of our staff are locally recruited.*
43	**Interviewer**	***All rright. Okay.***
44	Respondent	*We've got quite an international staff. But the seconded staff from the UK are relatively small in*

		number, less than 10% under there because we need certain people in those sort of senior leadership role partly as culture carriers, partly really to make sure that the links back to the UK are strong, are robust.
45	**Interviewer**	***So before moving onto my penultimate question, I wanted to know what about Malaysia made it more attractive, or why Malaysia over other countries?***
46	Respondent	*Why Malaysia?*
47	**Interviewer**	**Yeah.**
48	Respondent	*So a number of factors, not necessarily in any particular order. We were looking at the idea of developing a campus in Asia. The government of Malaysia wanted to attract foreign universities as part of its 2020 vision for Malaysia as an international higher education hub. The private sector was already well developed in Malaysia. There was a good established legislative framework which meant that you knew where you would sit within the system. And that does make a difference in the sense that you have got a clear understanding of status and position and process. The Malaysian education system has a lot of similarities with the UK so it was reasonably familiar. English is widely used, widely spoken, and a lot of teaching takes place in English. Legislative framework is recognizably similar. English law underpins or is the basis for a lot of Malaysian law. We had good links; we had some alumni in very prominent positions so we were well networked and well connected. Malaysia clearly is a country that has this kind of positioning within ASEAN, one of the key players in ASEAN, huge demand for education, huge interest in education, great growth potential, very open. So, you know, you put all of those things together and you've got that mix of … Malaysia is attractive as a destination in and of itself. So you've got the pull factors but then you've also got these what you might think of as enablers that say, and actually this is a good place to do business.*
49	**Interviewer**	***Okay. Moving on to penultimate question, how do you measure the success of your campus or what measures you have in place to measure the success and do you have any indicators of failure?***
50	Respondent	*Interesting question. So, do we have explicit statements of this is what success would look like? No, I don't think we do. Within the university's strategic plan, and that's for the university as a whole, we have targets for Malaysia and targets for China. So we have a set of targets around student*

		numbers, student mobility, research activity, research income, performance in rankings et cetera. So we've got a set of targets that we aim towards and so implicitly, I think we're saying that if we get to our targets, close to our targets, exceed our targets that's success. And if we don't, that might be failure, but I only say might because it may depend upon why we don't reach certain targets. Alongside the targets in the university plan, we are a joint venture company so I have a board of directors and they will also have targets for me that are typically around … to be quantitative targets around student numbers and around surplus targets. So essentially budgetary targets.
51	**Interviewer**	**Okay. So in terms of the targets which you were set, you don't need to be to the bone specific, what generally were the key areas of those targets?**
52	Respondent	*Probably I would say at the moment, they are student numbers, around research grant income and surplus targets.*
53	**Interviewer**	**Do you have any meausures in place for things like student satisfaction?**
54	Respondent	*Yes, so we run a student satisfaction survey annually across all three campuses and we do within our campus level planning have targets around student satisfaction measures.*
55	**Interviewer**	**So you mentioned student numbers, research grants, and the surplus targets, would those be the most important measures of success in your opinion?**
56	Respondent	*Again I guess I feel it's difficult to take a black and white view on that in that if I look more broadly across the targets in my campus-level plans, then we do have things that focus on, say, community engagement, volunteering. We have targets that focus around student satisfaction. We have environmental targets. We have targets for partnership arrangements. For Ph.D. student numbers. For position in rankings within Malaysia. There's a whole basket of targets in there. The ones that I would see as ultimately most important have got to be the ones that are student and research focused. But that would include hard measures of student numbers but also slightly softer measures of student satisfaction. Hard measures such as research grants but also things around citations and rankings.*
57	**Interviewer**	**Okay. So that just leads me to my final question, this is a hypothetical question. If a university was to establish a new campus and one of their directors was to approach you to seek advice,**

		what will be the two or three main tips or advice you would give that person?
58	Respondent	*So, this has happened to us on many occasions so it's probably less hypothetical than you imagine. I think the two things are about really making sure that you understand the regulatory framework within which you will operate. And generally trying to ensure that you understand the market environment particularly in relation to student recruitment.*
59	**Interviewer**	***Will there be anything else or will those be the main things?***
60	Respondent	*I'd elaborate on the latter one and so, you know, if you're going to do market research be very careful because I'm not actually sure that conventional market research works very well for these sorts of ventures. I would place a lot of emphasis on market intelligence, on getting advice locally as soon as you can. Regulatory-wise, it's about understanding education regulation but it's also about understanding how accounting processes work, immigration processes and so on because all of that will impact on your effectiveness once you've established yourself.*
61	**Interviewer**	***Okay. That was the final question, so the only thing left there is is there anything you wish to add which you deem is important for me to know which I haven't covered or asked?***
62	Respondent	*The classic closing interview question.*
63	**Interviewer**	**Yeah.**
64	Respondent	*I can't honestly think of anything, Ben. I'm happy if when you come to look at the transcript, if you have questions by all means come back to me. I'm happy to elaborate on any points. I genuinely can't think of anything that I should have said and haven't. Although I have no doubt that probably somewhere along the line there is something that I should have said and haven't.*
65	**Interviewer**	***Okay. Well then that's great. That concludes the interview.***

Campus C

<div align="center">Campus C Respondent 1 (CC:R1)</div>

	Speaker	Narrative
	Interviewer	*Introduction*
1		***In your opinion, and based on your experience of your Dubai campus, what were the factors that you deem to be successful for the running of your branch campus?***
2	Respondent	*What aspects are successful?*
3	Interviewer	***Yes.***
4	Respondent	*[Laughter] We've managed to grow load in a range of diverse disciplines. That's probably it.*
5	Interviewer	***What do you see as the key contributors to the success of your campus or aided the more fluent running of the campus?***
6	Respondent	*Aided the what running?*
7	Interviewer	***The more fluent running of your campus.***
8	Respondent	*To date it hasn't run very well, which is why I'm hesitant— which probably gives you the answer, the honest answer you require. I mean, it hasn't run particularly well setting the interface between our academic coordination here and the delivery of the curriculum there. It has not been a raging success.*
9	Interviewer	***In that case we'll move on to the second question, which is: what factors do you think have caused difficulties for your campus?***
10	Respondent	*The absence of a directly employed academic director directly employed by us; the absence of directly employed student services and admissions officers; the time zone differences; and the lack of training of local affiliate staff in university policy procedure and philosophy. Sorry, I said yes.*
11	Interviewer	***Yes. When you say directly employed, so like your academic and admissions, is that all done at your home campus or did you collaborate with someone else?***
12	Respondent	*No. The academic direction was conducted by an individual employed by a local partner, which is a problem, exactly the same arrangement pertained as student services and admissions.*
13	Interviewer	***So what would you say were the…well, what was the impact of not directly employing those people?***
14	Respondent	*The experience of students in Dubai was not equivalent to the experience in Perth...in Australia.*
15	Interviewer	***Yes.***

16	Respondent	*They've got to be careful of this because if I said Perth you're going to transcribe it as 'Perth', which will narrow it down a bit won't it?*
17	**Interviewer**	**Yes. So another way to phrase that question was—because, obviously you mentioned not directly employing those people—with the benefit of hindsight, what would you choose to do differently?**
18	Respondent	*We would employ our own academic director based in Dubai, we'd employ our own teaching staff for up to 50% of the teaching, and we'd employ our own administrative staff.*
19	**Interviewer**	**So when you say employ academic staff, is that utilising home campus staff or employing what would be local in Dubai?**
20	Respondent	*Both.*
21	**Interviewer**	**Both.**
22	Respondent	*A combination.*
23	**Interviewer**	**Just to quickly just ensure that I haven't missed anything. As I did mention that I am trying to identify if there were anything other things that were successful, so was there anything that initially helped the running of your campus at the beginning?**
24	Respondent	*We gave concessions and subsidies to the partner. That helped: it helped grow a lot.*
25	**Interviewer**	**If you didn't want to speak too sensitively about it, would you be able to discuss what were the key issues with your partner?**
26	Respondent	*No, can't really do that [laughter], I'd separate!*
27	**Interviewer**	**Would you be able to do that generically? For example, let me rephrase the question: if you were to select a partner, what would be the criteria which you now look for?**
28	Respondent	*That is a far better question, one I'm quite happy to answer. I'd look for partners who shared our aspirations in terms of academic quality and integrity, who shared the philosophy and culture of the university, and were motivated as much by academic rigour and reputation, or more by academic rigour and reputation than by commercial consideration.*
29	**Interviewer**	**All right. Well, that's one of the common themes I have identified. Which one would you say is more important in terms of…but obviously they are connected, would you say your ultimate measure of success was academic or financial?**
30	Respondent	*Academic.*
31	**Interviewer**	**Definitely academic. How would you go about measuring academic success?**
32	Respondent	*[Laughter] I think the quality of the students that we attract, retain, and graduate. If your academic reputation is high, you're going to be attracting higher quality students who are going to stick with you and they're going to graduate well. If your academic reputation is*

		low, there are various other reasons that will attract students and that might be in terms of price, speed, etcetera, and they are…we are increasingly less concerned with those aspects.
33	**Interviewer**	**How have you dealt with the issues that you have, or is there anything you've put in place to overcome these barriers or issues caused at the campus?**
34	Respondent	*Yes, recently we've made some changes. I wouldn't want to go into too much detail because it would identify us, but we have addressed most of the aspects to various degrees.*
35	**Interviewer**	**Would you be able to mention, just generically, what that would be? So would that be improving admin, changing courses…?**
36	Respondent	*Improving leadership.*
37	**Interviewer**	**Improving leadership, okay.**
38	Respondent	*Yes.*
39	**Interviewer**	**So in terms of the actual curriculum itself, is that something which is okay or is it something that will be…?**
40	Respondent	*Yes, we're happy with the curriculum. Yes, happy with that.*
41	**Interviewer**	**So, in terms of the curriculum, did you deliver exactly the same curriculum in Dubai or did you make any adaptions?**
42	Respondent	*We had to make a number of modifications because of sensitivities.*
43	**Interviewer**	**Sure, okay, and that would be related…**
44	Respondent	*They being an Islamic country—but, to be honest, we underestimated the amount of modifications that were required and we put on some daft offerings. The idea that we could offer the same kind of media course in Dubai that we offered in Perth was very naïve of us, to be honest.*
45	**Interviewer**	**So were there any other barriers imposed on your or your campus—so things such as, for example, the culture? Were there any other restrictive things?**
46	Respondent	*Well, yes, it's like I was sort of getting at. So, for example, if you taught any kind of representation of homosexuality—or other issues that would be a reasonable topic to be discussed in Australia were not permitted. Other images that might be included on teaching material that would, again, be fine in Australia, wouldn't be acceptable in Dubai. As I say, we were a little bit naïve about that but we were put straight.*
47	**Interviewer**	**What would you say were the main reasons for choosing Dubai as a host country?**
48	Respondent	*I'm not sure because it was before my time. I suspect proximity to what was regarded as a growing market for international students in the Middle East, but also Africa and the sub-continent.*

49	Interviewer	*So you would say that, in your opinion, Dubai itself and its neighbouring countries were important in that decision?*
50	Respondent	*Yes, I believe so.*
51	Interviewer	*What would you say were the overall benefits of establishing an international branch campus?*
52	Respondent	*[Sighing] Not many.*
53	Interviewer	*Not many, okay.*
54	Respondent	*[Laughter] To be honest. Negligible.*
55	Interviewer	*With that in mind, so what you're saying is there aren't too many benefits. If a new university or someone who holds a similar position to you was to approach you and said that they were planning on establishing a new branch campus, what would be the two or three things that you would suggest to them or recommend to them?*
56	Respondent	*I'd recommend that they choose their partner carefully and choose a partner that shared similar academic aspirations. I'd suggest that they retain as much control as possible over the coordination of the programmes, the programme management, the curriculum, and admissions.*
57	Interviewer	*So it's more gaining control?*
58	Respondent	*Yes.*

	Speaker	Narrative
	Interviewer	*Introduction*
1		***I'll start with the first question. In your opinion, and based on your experience, what were the factors that you deemed contributed to the successful running of your Dubai Campus?***
2	Respondent	*Well for that Campus, I think the key issues really are governance, given that it's a campus that operates at such a physical distance from the main Campus. So really the issue here is one of governance and I guess related to bad communication. That Campus has had some issues in the past and where we're currently working on to improve things, is in the area of a much closer and better organised communication between the two Campuses.* *The main issue, of course, is its own independent financial viability and basically it is entirely driven by the nature of the local environment for local students and that in Dubai has its own set of very specific challenges to that particular country.*
3	**Interviewer**	***So when you refer to governance could you be a bit more specific?***
4	Respondent	*Well a branch Campus is not an independent educational institution. It runs itself in operational terms; it's semi-independent in the sense of a proper branch campus. Like this one has its own IT support, its own student services, its own offices, its own HR, even resources and management arrangements. But it is not a separate university, it's not a semi-autonomous university from the actual main campus of the university, and I think a trap for branch campuses is that they can come to see themselves as an actively Semi=autonomous or, in a worse case situation, autonomous institutions. So governance, well for instance in the sense of foreign students, academic integrity, and this is in my mind because I'm dealing with some of these cases today. The basic stuff in the university is student plagiarism cases, collusion, that kind of thing. We investigate those cases at the branch campus in Dubai but the actual decision on punishment or the outcome of the case by the University, takes place at the main Campus because the one thing you don't want to have is a branch Campus investigating and setting academic integrity standards for itself but run independently from those standards that are taken for granted in the main Campus the decision n punishment or the outcome of the case by the university arbitrator, takes place at the main campus, the one thing you don't want to have a branch Campus investigating and setting academic and integrity standards for itself that tun independently from those standards that are*

		taken for granted at the main campus. Because that leads very quickly to special types of arrangements, a belief that the local context allows for variations from basic principles of, in this case, academic integrity, which the main part of the university, the home Campus takes for granted. That's one sphere that runs across staffing, planning, academic planning, governance with regards to final decisions on policy Implementation or marketing. So in effect it's about ensuring that the branch Campus is running according to the same principles as the system as the main Campus.
5	**Interviewer**	**Does that also apply to the curriculum that you run at the Campus. Is that run similar to your home Campus?**
6	Speaker	*In this case, we run exactly the same curriculum. It's completely identical. It has a slightly more limited choice of options where there are options in a degree, you might call it, but that not a sacrifice of core content by any means. The Murdoch creed that we offer includes stakes for general electives; for students to try different things and they will have a much smaller range of things to use from, obviously, because obviously we've got a smaller range of programmes at that branch Campus than what are available at the major University.* *So the curriculum is absolutely identical and that's integral to the way we go about dealing with oversight of academic quota and to deal with accreditation, because the course as a whole, as being of sufficient quality and rigour to comprise a Bachelor of Commerce degree, shall we say. That's all accredited in Australia and in this case the Dubai authorities accept the Australian accreditation process as being sufficient for the underlying academic rigour of the degree. What they're looking at when they check accreditation is the actual quality of the teaching delivery that takes place in Dubai. So they're mostly focussed on – is the teaching quality in Dubai of parity with that being provided at the main campus. They want to make sure that at the branch Campus in their jurisdiction, the teaching isn't being run as some kind of money-spinning operation. It's being run such that the students there are getting exactly the same type of paregoric quality as the students back at the main Campus.*
7	**Interviewer**	**Okay. You note that governance does play a role. Has it had any other effect on the Campus?**
8	Respondent	*The Dubai authority monitor, the quality of teaching and they do that through, in the broader sense, checking parity results. Our students in Dubai are broadly getting the same type of spread of results as students in other examples of that unit. In a very hard business law unit*

		you might have 30%, 40% fail rate say, is that consistent across all the campuses in which the unit is offered, or Dubai students getting results, in which case they would get it. The other areas that they look at are effectively ensuring that the home Campus is exercising sufficient oversight, so that the branch Campus isn't being run as a spin off operation. They check things like quality of facilities, are you employing enough space for the number of students, do they keep an eye on, effectively, square metre of teaching space per student; looking for a reasonable ratio of that. So that they push you to expand so that you can't run a teaching sweat shop, if you will. *In Dubai, of course, they also keep an eye on your observance of local cultural expectations and that means is your campus observing strict adherence around working hours during Ramadan and about fasting in public spaces. It's written into the underlying by the Dubai authorities that education in Dubai has to be consistent with, effectively, cultural sensitivities, if you will. So where as in Australia you might in a couple of instances we've had to think about what is the core of educational contents and purpose of a particular unit and how do we teach that in Dubai. Not compromising any principles in the educational aspect of that particular unit, it's not coming down but rather are we asking ourselves are there things that we can or can't teach there because they expect this. So we're not allowed to have in the Library text which is effectively considered contrary to the basic Islamic principles and cultural principles and cultural sensitivities. You have to pay attention to that. And of course they also chs and employment law regulations.*
9	**Interviewer**	***You mentioned that Government can impact on whether you expand or not. Did they play any part when you actually started first building the Campus, or did you have to work with the Government?***
10	Respondent	*No. We haven't built our own Campus. You need to understand in the United Arab Emirates there's two types of approaches to higher education for an international branch campus. There is the United Arab Emirates as a whole and, effectively, the capital in Abudabi in a federal approach which basically has a United Arab Emirates' accreditation. So you are accredited as an institution to offer a degree in UAE. In Dubai, this is the Emirate State's federal rivalry that happens in the UAE. Dubai has created a higher education free zone, which allows you to operate in the United Arab Emirates within Dubai but sit outside UAE accreditation expectations. In this case what Dubai has done effectively is they started with Dubai Knowledge Village, which was a set of buildings*

		where some of these initial Campuses were grouped together down town. Then about 5 years ago they created the Dubai International Academic City, which is about a 20 min drive outside of the main part of Dubai, on the highway to the desert. It's next to Sheikh Zayed University. They tried to build a series of buildings, 8 floor buildings, and all connecting, which is where they would then group together all the branch Campuses of all the international institutions that were teaching within the higher education free-zone in Dubai. Not all of them have gone out there. The University of Wollengong Dubai, which is the other Australian University, there is still to my knowledge, in the Dubai Knowledge Village but we're in the DIAC. So everybody within that rent space from the Dubai International Academic City. We have a whole floor of one of the buildings and it's on that basis that the DIAC, which is separate from DKV, keeps an eye on enrolments and makes representations and ultimately, could if it pushed right to the furthest extreme, make a direction that a campus had to take on more space be use of the number of students. It's worth pointing out though that Murdoch, like most higher education institutions in Dubai, and a lot of them internationally as you would know, function in co-operation with local and investment partner, which helps to underwrite the investment to some degree and provides the infrastructure, and that's written into Dubai regulations, the Academic Infrastructure Providers. So in effect the Dubai International Academic City is the landlord and they deal with the academic infrastructural advisor, from Murdoch in this case, and pushed them to get more students or not. Ultimately, Murdoch, in the larger sense is responsible only for teaching the students and providing the intellectual content of the degrees. The actual management of the physical infrastructure is in the hands of the investment partner. Several universities have built their own campuses out there and they're quite impressive. Heriot-Watt University, I think you probably know bout, they built their own campus out there. *I haven't been there but I drive past there every day when I'm out there and it's a big place and looks very impressive. A number of universities have invested heavily and built their own campuses and in that local market that perhaps attracts students that, sense of prominence does very well there. Heriot-Watt is very successful.*
11	**Interviewer**	***You mention that there are some advantages of having your own campus. What would you say were the advantages and disadvantages of having that local partner?***

12	Respondent	*Good question. It's cheaper for a start, obviously, because we don't have to build the infrastructure and that's an enormous capital investment and have been, shall we say, somewhat transient or even permanent. People have wanted to try to experiment and if deemed not to have succeeded they want to be able to exit. Effectively we don't have a huge investment in physical infrastructure which we own, or which is permanent or which we would have to somehow dispose of if we chose not to remain in Dubai. That's not really on the cards but my point being the rental rates is such that we have a rental agreement and when that term ends you can then renew or not renew it. It's more flexible in that sense. The Dubai International Academic City has extra space. There is an extra floor right next to us and consideration has been given over the past year or two, to whether or not that might worth expanding into. So the option is there. The other benefit in Dubai, well one aspect of it, is the fact that in the DIAC, Dubai is trying do is group all these academic institutions into one physical set of conjoined buildings. Have you ever been to Dubai?*
13	**Interviewer**	**Yes. I went to a conference last year.**
14	Respondent	*Okay. So you know how hot it can be. I was there 2 weeks ago when it was 46° with almost 40% humidity. Strolling around a campus is not really something you do and having things in sort of a physical joint application, where you can move around indoors with air conditioned conditions is a benefit. Also there is a food court which services all the institutions there. Originally, when they built the DIAC and were selling it to various people, in the sense of promoting it, they were supposed to give the sports complex attached to it and so opn, but then the financial crisis came and some of that hasn't eventuated and looks like it may never do so, but that was originally part of the selling point that seems to be an attractive, complete package for students. The other thing about the way that the campuses function in Dubai, is that because we are out in the middle of the desert, if you will, in a sense that they're not right down town or the main part of Dubai and they're not connected to the rail lines, you need to bus students in, so Murdoch, like all these institutions, has a fleet of minibuses of various sizes which make runs from various parts around Dubai to bring students to the campus every day. So having a series of all these aiming for the same place, it's an advantage in terms of organisation really.*
15	**Interviewer**	***So we'll conclude on that question. A similar based question is, what factors would you say are less successful, at your Dubai Campus? You already mentioned that there was an issue with communication. Are there any others?***

16	Respondent	*Communication has been a challenge since the creation of the place. That is to do with time zones but also to do with the structure set-up at the time of the campus' creation and the underlying arrangements under which it was created. A challenge for a campus like that, which delivers the curriculum based upon what…. What's happening in the main Campus is effectively a challenge for all your academic planning and future delivery, you remain beholden to the main Campus. They have to be doing it and you don't have at the end any power to compel or leverage to require. The main campus at the School of Business decides that actually were not going to run that unit next year , and you can say well we need it as our student plans have an inclusion and so on. If the school ultimately says that they're not going to do it, then you can get your senior management to compel them to do so, which is a tough thing to do, then effectively at the branch campus you're stuck, so that's another challenge which is communication. These situations cause problems when they come as surprises. The other big challenge for Dubai really, is about the nature of higher education market in Dubai. This is just my personal take on it. What I'm going to say now doesn't represent the University's analysis. It's just my analysis over the last couple of months of the Dubai situation. Dubai isn't like Singapore. Singapore has this critical mass of students that come out of the polytechnics there, want a university education with a reputable university which has international standing and provides a degree of portability. So it means that in Singapore we have thousands of students, literally 5000 students across the first apartments that were built there. There is a critical mass in Singapore which underpins all the higher education providers that are in that market. In Dubai the numbers aren't that much smaller. There is no domestic local market at the of the same scale. First of all, there's far few of them, a lot of them don't want this type of degree. A lot of the really healthy ones go to the US or Europe for their degrees. The ones who are looking to take a degree locally go places like Sheik Sayed or so on, which are UAE accredited, because a UAE accredited degree guarantees them a Government job once they graduate, and so what it means is that you're entirely dependent, in effect, upon expatriates and imported students into Dubai, in a way Singapore isn't.* *Singapore isn't entirely dependent upon students coming to Singapore from other places, to study there. Dubai is looking to set itself up as the Singapore higher education. Singapore for a lot of things, for a region of the world and whether or not they succeed, as it's a long-term proposition, but at the moment the numbers in Dubai*

		across all the campuses in particular, Australian, British and comparable universities are much smaller than in places like Singapore. So the challenge there is really about growth and that's a long-term proposition that every one of the universities there is trying to make about what constitutes an acceptable level of growth for Dubai, and again that leads to the big broad strategic question of all these things, which is, what's the purpose of having a campus in that location?. Why are they there in the first place? That can be for numerous reasons.
17	**Interviewer**	***Is growth the main selling point of Dubai as a host country?***
18	Respondent	*For Murdoch University specifically? It's difficult for me to say because I wasn't part of the strategic discussions when the place was set-up 5 years ago. They opened 7 years ago so that's when discussions were really happening and I wasn't part of those? I think that the main selling point is the potential it has and the interest the Government has in promoting Dubai as a higher education hub. Fundamentally, that's where the attraction is, if you're an Australia university there's no particular reason why you would go to Cato in Ecuador say, unless there were specific set of research linkages, other strategic linkages that made that particular place attractive. A lot of universities that don't necessarily have strategic linkages, have gone into Singapore and a number of gone into Dubai, based on the idea that this is going to be, potentially, the big higher hub for the Middle East, Eastern Europe. There are quite a few Romanian's, Bulgarian's in Dubai and quite a lot of expats from Eastern Europe and, obviously, from Africa. Dubai could be argued to make sense for an institution that was looking to expand into Africa. The next part of this is off the record and it's just to say if that's part of the long-term strategies, then I don't know about, I'm not in included in those big strategic decisions. Fundamentally that's my view that Dubai makes really good sense for institutions that want to use that as a way to expand into Africa if you had a vision that Africa was the next big place where this type of branch campus model would work and I don't really know enough about that. I can't make any actual comment on it.*
19	**Interviewer**	***So I guess in a sense through what you've mentioned about buyers, that there's a need to plan for a long-term model, rather than looking at short-term. Would you agree with me?***
20	Respondent	*Yes but I think too often short-term decisions, when it comes to international branch campuses...A better way of putting it – international branch campuses can be and often are beholden to decisions made at the home campus about broader policy choices and changes. So it is possible for them to suffer because of a short-term*

		which is of the sort that...you have to do this at that branch campus because that makes you consistent with what we're doing here, and you can argue back, yes but that doesn't meet our local context, as presented to us, let us do things this way, then in 3 or 4 years' time we'll all be in the place but will we be able to do that, and then you're told by the home campus, no no, you have to do it this way, and of course it can make problems. So, I think they can be victims of short-term thinking often because, effectively, I think some institutions, and we haven't really done this, but you would know enough examples from your research, where they're set-up primarily to be cash cows and nothing else. In that context short-term prevails. Fundamentally, if the academic purpose isn't first and foremost for setting it up, then you're always going to, what I would argue, the wrong kinds of pushes and pressures when you're making strategic decisions. The home campus institution place like Perth or Sydney or Plymouth, have been there for years and have built up a very large body of reputation in a large sense because they have a very long-term presence and long-term plans. When you set-up a brand new campus, it takes 5/10 years to create a local reputation, to create a local sense of credibility in that local market. You might be Harvard, you go into somewhere and say look were offering a Harvard degree and everyone signs up. That's great but how many institutions in the world are Harvard, almost none. So for the rest of us you have to go in and have a long-term strategy that's going to be about building credibility in that market and in those terms your real gains all become quite a long way down the road, when your educational institution has become a known commodity and respected and a desired attractive part of the local educational context. So you've got to pick long-term if you're going to have those purposes first and foremost. If it's just about huge numbers of student enrolments getting in and making money, then you're only going to be taking the short-term.
21	**Interviewer**	***Just to summarise all that up, just on that question. In your opinion and with the benefit of hindsight, if you were to establish your Dubai Campus again, what would be the main two or three challenges that you might want to put in place?***
22	Respondent	*That's a really interesting question. In establishing it, a lot of the basic underlying details about the cost per student and the nature of how many students we would run in courses and so on. Some of that stuff you would definitely do differently but a lot of that is confidential stuff so I won't go into in details, but just to say that for a number of courses we end up running, I think we would set the details up differently and I think that tends to go*

23		*with something you can only do by experience, but I think in terms of running it and building it as a place that functions more smoothly, one of the big changes that I would do in hindsight, would've been to have far more physical interaction between staff and the campuses in the first 4 years, and that means staff who are teaching business law units because we teach MBA, we teach the Batchelor of Commerce in Dubai. Staff who are teaching management or marketing here in Perth, the chief academics who run those units, everyone would have to go out there for a week or two during summertime semester, when the unit was running and participate in teaching there in the Dubai campus, meet the staff and so on. The Dubai staff, the academic staff out there and so on, have some programme which they came back to the Perth campus in groups and interacted, and the same thing for the professional services, for the HR, for the IT people, for Student Services people as well, because it's not just about the academics, it's about the campus as whole, because in the larger sense, the message has been there is no Murdoch Dubai, there's only Murdoch University with a branch unit campus in Dubai and those are two different ways of thinking about it. Promoting that type of level of collaboration, communication there's inevitably going to be an enormous number of mistakes with communications problems, cultural misunderstandings and so on. You can never get rid of those, they're always going to be there and there always going to happen but if you've had this level of interaction around the teaching of the units, around the operating of the systems, around forward planning, then you are able to move past belief that suspicions or annoyances or frustrations and can actually much more easily find solutions. You simply take the idea that it's a problem and how it happened and you can move on, rather than all those people in Dubai messed up again, or all those people in Perth don't understand us, attitude. Which has occurred and I know it's occurred with every branch campus that talked to my colleagues who have been in some of the campuses out there, some of my former time of teaching school here when was up in Singapore with some people there. This is universal, this happens all the time. One of the basic problems with a branch campus is a relationship with the home campus and so I think that would've been probably one of the single things. I don't think we could've done much different in terms of, from what we knew at the time, the way we set up the programmes or the programmes we chose to offer.*
23	**Interviewer**	***Okay, so that leads me onto my final question. What measures do you have in place to measure the***

		success of your campus or what are the indicators do you have in place if things are going wrong?
24	Respondent	*Well, obviously one of them is financial. Is it making money, breaking even? Universities are adherent to generate huge profits, but they shouldn't run on a surplus. They can reinvest in their own staff and research and teaching activities. So in one sense, one of the criterion is, is it financially viable and healthy. The second one is to do with research. In other words, why are we there, that's part of the why are we there question, which is are we there because we're there because we're there, or are we there because part of the reason for being in place like Dubai is because it provides a presence for the university as a whole, for the university staff, region where the universities research is active and has research agenda and other collaborations and links and other stakeholders with which it caters. Dubai is a bit of an outlier for Murdoch because our primary focus is South East Asia, Singapore is our big offshore presence but Dubai is a bit of an outlier, but even there we've done some things in the past on sustainability in the world's most unsustainable city. The third criterion is success or failure and really has to do with the quality of teaching and student resolves. Are we producing, assuming we're getting enough students, assuming the campus is running without big problems...The basic kind of stuff you would manage through risk management, problems, crises, whatever, but basically is student performance satisfactory, is it improving. Are student engagements going up, hopefully we would see numbers going up, is student satisfaction satisfactory and sol on. So really the things you would expect. No particularly surprising criteria.*
25	**Interviewer**	**So then it leads me on to my final question which is similar to the previous one. So this will go along with if there any other considerations that you want me to consider for my research, but this will go along with what would be the key pointers that you would give to a new higher education institution that planned on establishing a branch campus?**
26	Respondent	*Make sure the academic purpose of that initially is first and foremost in your mind when you're thinking of a reason for doing it. And then that's obviously a bit of a criticism of campuses which we will know about which are set-up with the financial purposes as being the sole purpose – we're there to make money or there's an opportunity for us to make money by putting a campus there and teaching of the students, it's a mass productionThe academic purpose has to ne first and foremost and that means are there research and other strategic linkages in that environment. Is there a particular purpose that is consistency with your academic*

		strengths or even the institution's academic mission that is served by offering certain teaching programmes in that environment. It's really easy to criticise and to go after all the intuitions that offer Batchelor of Commerce and MBA and go in and teach that, and there's some truth to be critical of that because they are the big money spinners, they are the big factories. At the same time, there's an argument in favour of the idea of it that this is the type of skill and training that students in one of these non-western campus markets really want, as shown by the fact that's what they sign up for. But you've got to be sure that your academic reasons for being there are first and foremost, because otherwise you have a lack of clarity and purpose, you have a potential compromise of academic standards because the financial model is first and foremost. From my point of view as a Dean, you have….. you have staff engagement, academic staff become disillusioned or disenchanted with budgeting or working in an environments where it's not clear that the university is there for what seemed to them, to be the right reasons, and eventually that communicates itself to the students. The students there know that the institution is holding them in contempt because they only want the student fees; they're not really interest in individuals. So if the academic purpose isn't clear first and foremost, then I think it must be made publicly clear, by the time you are setting-up; it can't be some kind of hidden purpose, it's got to be part of the proclaimed mission statement or vision behind the reasons for setting up an academic campus. There are all kinds of them to help bring democracy or a certain type of values to a certain type of area, to spread a certain mission for a more religiously, or to guide its founding institution or because it's an area of powerful research, collects and collaborations or some historical connection or what have you. There are all kinds of reasons, but I would say that would be my little speech.
27	**Interviewer**	***That's great. Just finally, is there anything you want me to take into consideration for my research?***
28	Respondent	*No, no. I think the things you're talking about or asking about are probably the right kind of things; I guess if I was thinking about the questions you're asking. Fundamentally the big research questions for you the factors that influence success or failure for these campuses.*
29	**Interviewer**	***Yes that's right. Basically what I'm doing for my research is that it is broken down into two research studies. I have done a panel with experts who said theoretically what could happen and the purpose of these interviews is to demonstrate what happens in that particular practice and then this will allow me then to develop an overall model or what contributes***

		to success and what contributes to failure. I guess the goal would be to develop this continuous manual of developing these campuses and reducing the risk in doing so.
30	Respondent	*I guess there is one more last thing I would say then in that context, the biggest choice for an instruction is the choice to get in on it. Once you're in and watched yourself on creating a branch campus, it's not easy to get out of and don't mean that in a sense of being dishonest or trying to break agreements, but quite contrary, because institutions take their mission very seriously and there's such a big start-up in investment and that doesn't necessarily have to be only in money, its ikn academic time, it's in people, it's in the focus and the opportunity costs to the institution by doing this rather than doing other things. But once you're there it's a big deal then not be there, to pull out, so I don't know many institutions that have genuinely been able to go into a new environment to open up a branch campus and be able to do it honestly by saying effectively, we're just trying this for 2 or e years, it's a very small experiment. Most of the examples over the last decade or more have been – we're coming in here, this is a big investment, we're here for the long-term. Soon as you start taking into account the human factor in terms of staff who are employed there, or may have moved there, under pretences or assurances that you're going to be there for the long-term, you have students in your programmes and if you're running a 3 or 4 year undergraduate degree, you've got teaching obligations to all of them, so if they choose to leave the environment in January of next year, you'll have teaching obligations to students for as many as 4 more years after that. So there's an initial decision to go in, which is the single critical moment, I know that sounds like an obvious statement, but I think to some degree it's not appreciated by the people who are making it at the time because they haven't thought through well enough exactly what'll it mean then to pull out. What are the conditions for failure and what are the conditions under which we will close this branch campus, in effect, and how long will that take us to do and what will that cost and what will that involve. We need to be public about that from the beginning. We don't do that because it, of course, seems to undermine the validity of the mission from the very beginning. I think talking to say colleagues and numerous institutions, one of the common themes is, effectively, is the lack of thought at the time that the place has been set up, about what it would mean if didn't work and how that would actually be handled when the time came. If you build buildings they're there for a very long time, but if you have it, you've got to do 3 years and you may have an agreement with*

		partners that last 10 years in the future. So the vice-chancellor is saying were not going to stay but if you've got agreements which are legal agreements, that you're going to take new students for another 10 years, well you're there for 10 more years, unless you make some huge financial cost to buy yourself out of it. I don't really know the details how that would work, I'm not a lawyer, but I think that's one thing that if it's a success or failure approach, could easily be factored in and hasn't been enough so far.
31	Interviewer	*Okay. I'll make a note of that.-*

Campus D

Campus D - Respondent 1 (CD:R1)

	Speaker	*Narrative*
1	**Interviewer**	*Introduction*
		What would you say are the most successful elements of your Australian campus?
2	Respondent	*How many can I give?*
3	**Interviewer**	*No. What to you are the most successful elements of your campus?*
4	Respondent	*Well, there are a quite a few. One is the fact that we are developing a new mode of delivery of market programmes in the executive mode. That is to say with the first year total executive mode: one week of intensive classes followed by three weeks of project work, then another week of intensive teaching and then three weeks of project work in the first year and then….*
		It's a two year master's. In the second year either a nine month placement in a company working on a research project which the company, or indeed a government or whatever, has defined rather than simply an academic project—or, alternatively, three shorter placements of three months. So that's a very important to success I have to admit. We are building a very, very strong relationship with a whole network of companies throughout Australia and with a government department area.
		The second one is that we are making the… Even though we'll always remain quite small—highly international in its focus. We have now developed three departments within UCL Australia: First of all the original, we'll have Energy Resources, which is responsible for the two moments of the master's programme and the Graduate Diploma in Energy and Resources. Secondly, the creation recently of the International Energy Policy Institute—the first one in the world.
		Three: The establishment of a small unit from the Mueller State Science Laboratory, a department in UCL specialising in space science, to look at issues like hyperspectral scanning and issues such as that. They were looking at how work from space can actually help with exploration for resources—in particular, environmental issues and so on.
5	**Interviewer**	*Sure, okay.*
6	Respondent	*The next one is that we have close relationships with a whole network of half the universities across Australia. Naturally, we would gravitate more to the research*

		institutions just like Melbourne, Australia, Massey University, University of Queensland and so on, but we're also working with other like the University of South Australia. So that network is growing all the time and also that we are ahead of target on student numbers and growth and that we will be self-positioned to be ahead of schedule.
7	**Interviewer**	***Okay. Well, that's good to hear. So what do you think were the key factors or contributors that allowed your campus to be successful in all those areas?***
8	Respondent	*We planned it well! [Laughter] That being the centre of everything—if you just put in the work. You have to do considerable market research, you have to keep doing market research…so aware of how markets are changing, you have to build very, very strong relationships with all key stakeholders, and that's both government bodies and commercial bodies and other universities, and you've got to keep working that partnership.* *Partnership is a word that we bandy around all too easily and all too frequently.*
9	**Interviewer**	*Yes.*
10	Respondent	*It is the way forward but it is something which demands continuous work.*
11	**Interviewer**	*Okay. So in the case of your campus, was your partnership mandatory or was it something that you chose to do?*
12	Respondent	*Well, given that we are funded completely by our partners…*
13	**Interviewer**	*Yep.*
14	Respondent	*…[laughter] it's something that is very important for us to do, because when we first started creating our overseas campuses our position was that we wanted them to be funded externally.*
15	**Interviewer**	*Mm-hm, okay.*
16	Respondent	*We have groups of outside people but that is actually our main position.*
17	**Interviewer**	*Okay, oh. Did you seek any other benefits from your partners?*
18	Respondent	*Oh well, of course! I mean, we're not simply looking at asking for money; it's about developing branches in which everyone involved in the branch is going to win.*
19	**Interviewer**	*Sure.*
20	Respondent	*So it's about sharing, referring to ideas and challenges, looking at issues about professional development, looking at issues around both state and federal and international policies and energy, environment, and so on, and also looking at the policy issues which drive the major corporates working in the energy and resources sector.*

21	**Interviewer**	*Sure, okay. Did your partners cause you…were they a hindrance in any way? Were there any barriers or issues with them?*
22	Respondent	*When you're working in another country there are always inter-cultural issues in the way that business is done, in the way that law is done. In Australia, when we first went there, we had three accountability issues in terms of quality assurance: (1) of course, back to UCL (2) to the State of South Australia, and (3) to the Federal Government.* *Now, in Australia they have created a single over-arching federal body, but that, in fact, it's not that the partners are causing the problem but there's an enormous burden of accountability and compliance, which is also very expensive, and that's something which we hadn't forecast when we first established the contract and went out to them.*
23	**Interviewer**	***Sure.***
24	Respondent	*The worries about EQSA that we have are also worries that other universities have, but we'll see what the next government does about this in honour of bureaucracy now we've fairly recently set up.*
25	**Interviewer**	***Okay, so you mentioned that there were a number of governing bodies in the government, were there any other factors which helped or hindered the establishment of your campus?***
26	Respondent	*No, like it's actually about…the partners are not part of government; they're part of an advisory board—they're represented on an advisory board to which we listen very carefully, but we are an autonomous institution. That's very hard.*
27	**Interviewer**	***Okay.***
28	Respondent	*But there were issues that were not…that initially when we'd agreed a way forward, I got a phone call from the Premier's office, when he was chief of staff, said that the Premier would like to speak to me—in fact, why did he not say Mike would like to speak to me? But it was because the global financial crisis had exploded, or imploded, and so we had to rethink it quickly because he couldn't slash his minister's budget and fund up at the level that we had agreed. But that was something whereby had heard about this issue to deal with and how we found sufficient funding to go ahead but with goodwill on every part—but, on the other hand, I understand completely the position of the Premier and the government, the State Government. But in a sense it's had a silver lining because that led over to work more early than perhaps we…well, more early than we had depended with a major Ireland gas company who then contributed philanthropically to help us set up.*

29	**Interviewer**	*Okay, okay.*
30	Respondent	*I mean, if we're not in with this core fund partner which we had to manage and which were significant.*
31	**Interviewer**	***Sure, okay. Right, so another question would be: how did you choose Australia and why over other countries?***
32	Respondent	*Because Australia, and especially South Australia, have some of the most forward-looking policies on energy and resources anywhere in the world. They also, South Australia, have enormous resources of its own; it has, for instance, 38% of the world's uranium. So it's got the traditional things like copper and so on, especially [unclear 0:08:39], but also it's got great interest in being the new technologies for the creation and distribution of energy, so wind, solar, looking at other issues in terms of biofuels, and even looking at issues around marine-powered, weight power and so on.* *So, if you like, it was in the European Union we are leading the way globally in terms of energy law and environmental law, but…and the UK is importantly involved in all of that, but we have very few natural resources of our own. Our own coal is running out, our own oil and gas is running out, although we and we've got the big debate around fracking, whether that will actually solve some of our energy problems, but for that reason we don't think about energy in quite the same way that Australia does where there are enormous resources which are available for Australia, but also, importantly, are available for exporting—but that makes it a much more international issues. It's not a dependency or a self-efficiency issue, it's an issue about some international trade in the energy and resources area. So those are our key reasons for going to Australia. It's also the Australian Education sector but it's a highly developed sector but it's a highly developed sector with standards which are similar to ours with academic framework and quality assurance which are not dissimilar from ours.*
33	**Interviewer**	*Yep.*
34	Respondent	*Though there was a way in which we were going into a very mature market, but going in with three keys in our mind, three ambitions: one would be collaboration, another one would be to be a capitalist, you know, to bring change, and also—as well as being collaborated—to bring an edge of competition to the higher educational sector there.*
35	**Interviewer**	*Sure, okay. So considering all the things that you have mentioned, what would you say were the most important in contributing to the success of the campus?*
36	Respondent	*Planning and constantly ensuring that you're on track and monitoring the project plan, and maintaining partnerships very, very actively.*

37	**Interviewer**	*Okay. All right, so that address is what I need for the first question. So if you move on to the second question, so in your opinion and based on your experience, what were the factors you deem to be less successful or caused you difficulties at the campus?*
38	Respondent	*Working across different academic systems is always a challenge. Issues around compliance to quality assurance agencies is a challenge when you're working across to national systems as well as individual university systems. Issues, for instance, around when a student…If there's an issue of a student complaint, we have processes here which are very clear and we'd go up to an external source—which, if you like, within UCL's own policy assurance procedure. If necessary, the student is not happy, she or he can then go to the office for arbitration*
40	**Interviewer**	*Okay.*
41	Respondent	*Now that's fine but…and the full department of UCL and much work within UCL, but they've also…a similar agency in Australia which deals with complaints from students when they're not resolved within the institution, and that is something we had to work out: whose authority is the final authority?*
42	**Interviewer**	*Yeah.*
43	Respondent	*What was happening is that both agencies were taking the enormous amount of time and then at the end of the day the poor student, in whose interest these agencies were supposed to operate, were having to wait for an enormous amount of time until it was finally worked out who had the final say. Issues like that we expected to be able to be worked out fairly swiftly, but when you're going in as a pioneer as the very first British and European university there, these things nobody had thought about them before.*
44	**Interviewer**	*Sure, okay.*
45	Respondent	*That was quite a challenge.*
46	**Interviewer**	*Okay, so were there any other barriers or…?*
47	Respondent	*Well, another issue is that we are quite determined that overseas campuses will be small, niche with particular academic discipline areas, but they'll be post-graduate rather than under-graduate, although they will have an outreach to the community connection. So they will be post-graduate only, research only, and so on—so we will always be fairly small. We need to have the professional services back office function of an entire university.*
48	**Interviewer**	*Sure.*
49	Respondent	*We can't constantly be coming back to London asking our HR or our academic registry or whatever to sort things out,*

		(1) because of the time difference, which is not unimportant, and (2) because there are a local conditions which need to be put in place. So that's a real issue of actually trying to have a niche campus to give students a very, very focused and intense student experience, but also making sure that we have enough back office infrastructural support for the activity.
50	**Interviewer**	*Okay, so my next question would be: with the benefit of hindsight, what would you do differently if you were to establish that campus again?*
51	Respondent	*I think, well, we'd have put would more human resource capacity into the planning stage.*
52	**Interviewer**	*Okay. Could you elaborate on that?*
53	Respondent	*Well, there was an enormous amount of work that had to be done on working out how to marry the British system and the Australian system whilst also maintaining our autonomy. And certainly every time I would go out to Australia, which would be three or four times a year, I would spend my days going from one person to another either in Adelaide or Melbourne or Canberra or wherever, talking to people, but there had to be a great deal of input from UCL Central in this and I think that we needed perhaps a bit more…It was obviously taxing on both of us who were in the project team and it would've needed one or more people on it.*
54	**Interviewer**	*Okay. So other than the difficulties it caused people similar in your position, were there any other difficulties that caused?*
55	Respondent	*No. I think the other issue was that it is quite challenging to hire research intensive academics who were also very committed to teaching to a completely new entity. So we wanted to employ researchers; we got some loads of people but tried to get…and I think I'm happy with where we are now with our staff, but initially it was quite a struggle to make sure that people, you know, they're attracted to the UCL name, to our branch—but, on the other hand, if you find a fantastic environmental lawyer or a fantastic engineer or whatever, but persuading them to go out very often with families, with young children and so on, to a country which they'd never visited, I mean that kind of thing takes time.* *So it does take time to build up a reputation whereby you've got people queuing up to work for you, which is where we are now, but at the beginning we did need to put in a lot of effort to attract people to start up. And of course there's a big difference between the portfolio skills we needed to be involved in the start-up, as in something which is well established.*
56	**Interviewer**	*Sure, okay. So you mentioned hiring research intensive staff, or just staff in general, are you referring to*

		recruitment in the local…well, in Australia, or are referring to recruiting people in your home campus to go abroad?
57	Respondent	*We recruit globally and that means that we're searching throughout the world—we look for the very best people. But UCL is completely committed to excellent, therefore it's not whether they are from UCL in London or whether they are from Australia or whether they are from Singapore or from the US or whether, we're looking for excellence. On the other hand we have also got to be aware that, if it's important, that we have some people who have, if you like, the DNA of UCL whether it be the academics or professional services colleagues, and we also need to make sure that we do have some Australian colleagues because we need to have people who understand the Australian context.*
58	**Interviewer**	*Mm-hm, okay.*
59	Respondent	*So it's quite a balancing act to get all of those things in one person.*
60	**Interviewer**	*Okay, so you mentioned recruitment, do you use home staff at the campus or London staff?*
61	Respondent	*We have a variety. We started…our very first chief operating officer went out from London. We have people who go there on secondment for a year or two, we have people who we have hired who are Indian, Finnish, Italian, Brazilian, Singaporean, or British…I mean, a whole variety of countries are represented on the staff.*
62	**Interviewer**	*Okay, that's great. So were there any other issues which caused you any difficulties during the…or at the beginning during the start-up of your campus?*
63	Respondent	*Put quite simply, it is a constant challenge. Every day brings challenges. Setting up something completely new in a foreign country is difficult. It's as simple as that: yes, it's difficult every single day but it's challenging, it's exciting, and the exciting this is how you find solutions.*
64	**Interviewer**	*Sure, okay. So what would you say were the main things that you overcame to avoid failure at the Australian campus?*
65	Respondent	*We started with a very clear vision and we kept true to that vision, and we still are keeping true to that vision. We have a very robust business plan and we're keeping true to that business plan and which is starting to build gradually, even if when we choose when we want to move more quickly than what's in the original business plan, and we spent an enormous amount of time networking with our partners…with existing partners, and with potential new partners.*
66	**Interviewer**	*Okay.*
67	Respondent	*We often worked very hard on the student experience— because Adelaide is not London. I mean, London is probably the most exciting city in the world, the most*

		diverse city certainly in the world and Adelaide is not. Now, what we have to do therefore is not to try and replicate the London experience; what we have to do is to provide an equivalent, if different, student experience. So we spend a lot of time looking at, if you like, the total context of the master's programme, whereby we're bringing in a whole series of a much greater number of leaders…national leaders, international leaders in the energy and resource sector to Adelaide than they would have running through London, because in London and many other places that people can go [unclear 0:21:07] to listen to lectures in the big professional societies and so on.
68	**Interviewer**	*Okay.*
69	Respondent	*We also worked very hard on ensuring that the students start very early on developing their relationships with companies and we organise field trips for them to understand what it's actually like to work in the field. And so constantly we'll be working closely, especially with our two key commercial industrial partners.*
70	**Interviewer**	*Okay, so that moves me on to my next question, which is how do you measure the success of your campus and what would be indicators of failure at your campus?*
71	Respondent	*(1) That we are moving towards some actual self-sustainability. Failure would be if we go into the red in an unplanned way. (2) We want to increase our numbers in line with our plan and ensure that as we grow that the students are having a continuously enhanced student experience. (3) That our colleagues are producing important research both in terms of policy research and fundamental research and applied research, which is appreciated globally by the various sectors involved. (4) That we are constantly expanding our network of partners and ensuring that they come to regard other strategic rather than purely opportunistic contractual partners.*
73	**Interviewer**	*Mm-hm.*
74	Respondent	*And also that it is a happy campus. I really want it to be a happy campus.*
75	**Interviewer**	*Okay. Could you just expand what you mean just by what would fall under "enhancing student experience"?*
76	Respondent	*Well, we realised that the world of the energy and resources sector is one in which maybe 20 years, if you take the business, you'd have somebody who was a very, very good engineer in the field and they would spend maybe 20 years doing great work in the field and but then they might be pulled into middle management with no….* *People can move much more rapidly up through hierarchies where what is being looked for by the company is excellence. So what we want to do with our master's programme is to train people in a holistic way so they're*

		looking at the totality of what it is to work in the energy and resources sector, so they must understand not only some issues around, if you like, the engineering, the physics, the geography side of things, but also the legal side of things, the ethical side of things, the geopolitical side of things, so that they get a really broad holistic view of the energy and resources sector. *We're constantly trying to improve that. We also realise that needed perhaps to give them…given that our students were being head-hunted even within their first year, because the companies that enrolled on our programme was, that we had to be giving them more explicit training in leadership. We found ways of doing that, we found other ways also of ensuring that the communication skills were being developed and we brought…we did some training with our public engagement unit here on how they could, for instance…they have now to give a three minute thesis presentation in a research conference the day before the graduation ceremony of the year, and we did a lot of work with them on exactly how you engage an audience, bring in specialists, a lot of specialists, to help them on understanding how to communicate in a way which is personal but highly engaging.* *So that and we're constantly ensuring that the programme itself is meeting the needs of the…meeting the expectations of the students and of the campus.*
77	**Interviewer**	*Okay. That's good. So that leads me on to my final question, which is a hypothetical: if you were to be approached by someone of a similar position to yours and their university was planning on establishing a new campus, what would be the top two or three pieces of advice you would give to them?*
78	Respondent	*First of all, know exactly what you want to do and why you want to do it. Our model is unique to UCL. In one of the OPA key reports, I think it was actually the January 2010 one on…was it 2010? Well, one recently…2012 on overseas campuses, they suggest that our model may actually be the right model for the future. I don't know whether it will be for everyone but it is right for us, and you must stick with your own vision and it must be in tune with your own vision of what your university is.*
79	**Interviewer**	*Yes.*
	Respondent	*We are not going into this for financial reasons; it is not a way of trying to make massive surpluses that will feed back into London and pay for things…such like things in London. So I say financial sustainability is absolutely vital and you must think about how you can achieve that, but it's really about achieving your goals as a university. One other aspect for us which is absolutely vital is don't see this as something which you're doing because you think it is the fashionable thing to do or the necessary thing to do in*

		the modern world, and don't be overly concerned about rankings. That's easy if you're UCL and you're always in the top 25 or the QS, when we're number four in the world. It's easy for us to say that but I do passionately believe that we must move away from our obsession, our perfecto with the vertical hierarchies of rankings and focus much more on the issues of diversity and mission.
		The last suggestion I would make is you must learn to have enormous patience and enormous capacity for persistence.
81	**Interviewer**	*Okay.*

Campus D - Respondent 2 (CD:R2)

	Speaker	Narrative
1	Interviewer	*Introduction*
2		*The question I have is in your opinion and based on your experience what were the factors you deem to be successful for the running of UCL Australia?*
3	Respondent	*What factors are…*
4	Interviewer	*Yes what…so what contributed to the successful running of UCL Australia?*
5	Respondent	*…look I think there's a number of factors that are important. You know some of those would be you know, the way in which we, you know truly represent the kind of expectations students have of the UCL experience in London knowing while we can give students a London experience you know the integrity of the similarity in terms of the way in which we're used to it as a department of the Universities certainly very important. I think the video is working very well. We must have a weak connection.*
6	Interviewer	*Yes I'm using our University's system and it's a bit unfriendly with Skype.*
7	Respondent	*Okay. Can you hear me okay?*
8	Interviewer	*Yes I can hear you fine. It's just the video which is a bit distorted.*
9	Respondent	*Okay.*
10	Interviewer	*Yes.*
11	Respondent	*So I think that's very important. I think the other thing that's important because we're not part of a very large organisation is that there's very strong leadership at all levels of the faculty that you know students and the staff you know feel like there's a very clear objective because it's very easy to sort of having people going off like wandering sheep. I think the facilities are important. They've got to be of a high standard and be well connected through technology to the main campus and I think that you have to have good relationships with the key external stakeholders in whatever form you're dealing with and in our case we're a specialist greater at school that focuses on the minerals, energy and natural resources area.*
12	Interviewer	*Okay. So of those themes which ones would you say were more important or were more fundamental in the running of a branch campus?*
13	Respondent	*Well I think they're all important. I think that's probably some of the challenges that other Universities have faced in you know, going for a kind of national model. There is*

		a focus on one thing or another and typically you know Universities are initially interesting organic, the sort of developing organisation. I've spent you know most of my life in the public sector and in the private sectors have come to the you know, I guess the charitable sector is one of the better ways of describing it is quite eye opening for me and I think I've thought to sort of combine the bit of principles of public sector of civil service and you know the private sector in trying to build a model here that is quite resilient. So I think that's one of the things that in the case that I've looked at where for example, British or Australian Universities in particular have gone off-shore. They've tended to fail because of you know, poor economics, poor recruitment and retention of staff and they've focused on the wrong things that I don't know what your faculty are like in your University but you know academics like to do research and that that's the first thing they like to do; and if they're not well supported and managed and led well will they settle. They do which is great if that can be monitorised and if that contributes to the experience of students particularly you know, people in your situation as a PhD student you want good, strong sort of vision. You don't want your academic supervisor you know wandering off doing their own thing you know that's fine but there's got to be a get that balance right because you know, leadership is a very important part of that.
14	**Interviewer**	***Okay so what would you say was in your opinion is your best achievement or the best achievement of UCL Australia?***
15	Respondent	*You know to be honest just simply making it happen is a fair achievement. You know the trick now is to build through the dispute of you know the standard and I think we're getting to the end of that. Get into some period of consolidation so that you know the students can continue to be attracted by both the teaching and the research experience. But you know over and above the mere fact of being able to set up a campus of you know, one of the world's best Universities on the other side of the planet and start in a brand new area, you know I think are engaging industry in a way in which they say influence genuinely the public debate in Australia is important. Now we have raised probably close to twenty million dollars from outside of the normal funding sources through you know, deals with BA Dilliton and Woodside and Chevron and Sandshots and Pillow Gaff you know organisations like this.*
16	**Interviewer**	***So those people who you've got funding pots from, is it some sort of partnership base with them or is it something else more complex?***
17	Respondent	*So you know we're a part of UCL so we're not a holding subsidiary or anything so we don't sort of strike*

18	Interviewer	*partnerships within that…partnership isn't very much our key stakeholder and we value their financial support enormously. Principally the two major supporters or sponsors provide funding for a chair so an academic professor that provides scholarship funding so master students and PhD students like yourself can you know, study under scholarship and thirdly they provide us with untied money to conduct research which principally means we engage post docs you know to really sort of get stuck into it and to be able to produce some good things early.*
18	**Interviewer**	***Okay and how important is it that you provide scholarships?***
19	Respondent	*Yes I think that's a big part of the early success. I mean our model is quite different to any other example I've ever seen. I mean in most cases a large English speaking University decides to go overseas, has an undergraduate model or a standard as a partnership with a third party provider in a local country for vast amounts of money from somebody you know which includes brand fees and all those sort of things. So they do that for profit or you know reasons of commercial gain. They do it for you know the opportunity to recruit good undergraduate students and they seek to reduce their risk by night so you're having the University on the hook but by outsourcing the risk to some local company in that country whether it's Malaysia or Singapore or Vietnam or China. Wherever I've seen local kids there's inevitably some connection like that whereas usually we'll decide to do the opposite. For starters we decided not to go for undergraduates and we were very clear about that; and secondly we decided not to go for a large scale. We wanted to be influential and boutique in our vision so we're limited to 120 full time equivalent students here and we have about 90 students at the moment.*
20	**Interviewer**	***Sure okay so the fact that you had the last students there's still a sustainable model?***
21	Respondent	*Yes I mean the state of mind for us is to get to a point of financial sustainability based on our own model of 120 students.*
22	**Interviewer**	***Okay so you talked about some of the things which you achieved after the set up but what were the key considerations during the set up of the campus? So what were the key things you had to address?***
23	Respondent	*Well I wasn't involved during the set up stage if not directly with the University so you know I'm probably not the best person to ask about this initial set up but you know I can make some observations because I started about six months after the campus opened. I moved back from London and to be honest I think you learn more by the mistakes you make than the things you did right. I think it gives you more wrong than right but you know in*

		establishing the key things to do is to find a you know, a core group of staff who are from your main campus and ensure that they're prepared to go and spend a considerable amount of time at the new campus. So you get this transfer of knowledge and DNA, the credibility and you know, it's almost like a good organic base and to which you can plant new seeds. But you don't have that when you're going into a Greenfield site with people who have no experience in working at your own University. It makes it very difficult for yourself but you know that's the most important thing.
24	**Interviewer**	*Alright okay. So you mentioned that you learnt from some of the mistakes that you made so that leads me onto my broader general question which was based on your experience, what were the factors you deemed to have…or like for a better word, pale or be successful parts of your campus or caused any difficulties?*
25	Respondent	*Sorry I don't think I know what you mean.*
26	**Interviewer**	*What were the things that may have caused or what barriers you had to overcome to run your campus?*
27	Respondent	*Well many. I mean the regulations, dual regulations you know is probably the hardest thing to overcome because in all of the internal challenges you meet would include currency and time zones and financial risk and governance. I mean you could solve those. They're not necessarily easy but you couldn't just keep that I mean essentially you fix them. But probably the one, the biggest challenge that fell in our hands is the international governance primus for both the UK and Australia. You would think they wouldn't be that far apart and in some cases they're not but it's just the law isn't good and it's very unproductive time as well.*
28	**Interviewer**	*Okay. Was there anything else that's caused any difficulties during the running of the campus?*
29	Respondent	*I mean we're recruiting the first couple of cohorts of students because no-one wants to go first. You know everyone wants someone else to go first and test it out and as I said to the students in the first graduation here, I mean it's very brave of them to be the first to go first; and then we're recruiting staff. It's not hard to find staff in order to apply for a job. It's hard to find really good people in the game especially in the start up which is why when I mentioned earlier, the idea of relocating some of your existing staff is a big model and a much stronger way to go but of course you've got to convince current people to want to move you know, that might be easy enough if you're moving from London to Australia than it is to do. You know it would be a bit harder if you're moving to London and Pakistan or Kazakhstan or even to Doha in Qatar or you know Vietnam or wherever.*

30	Interviewer	*Okay so did the branding of UCL actually help with the recruitment of students and/or staff?*
31	Respondent	*Sure it did no doubt at both levels but of course in Australia from a starting point of view people were reasonably aware. You know the academic staff that we were recruiting locally and of course our own people and other staff from across the British system settling in about the University so that's true. From a student recruitment point of view, the brand isn't as well known in Australia as it is in say India or even China and obviously in the UK. So we've had to work extra hard there to explain to people what the hell is UCL and why on earth we are in Australia and that brand positioning. So that needs time and effort and dollars.*
32	Interviewer	*Okay so you mentioned you have the use of home and local staff. Were there any conflicts or any difficulties between mixing the faculties or mixing the staff?*
33	Respondent	*No. In any case I sort of look at it at three levels you know, measuring a cake. You know you've got the baker, the cake which is your people from London and you preferably would like to relocate them on long term contracts or even internally which is ideal and we've got one who've come long term; we've got one who have come medium term. We've got another one whose comes…or a couple have come short term. We've had about two who have moved permanently. So that's the sort of the base of the cake. You know the middle section is people who rotate through on any sort of period between say four and twelve months which is are an important group of people who come down here with enthusiasm and current knowledge and relationships; and then the cream for me is what we call our visiting profits or real group who are people who come for two to six weeks. You know known to provide a really great injection and often they are people who don't work full time at University. They come out of industry. You know they've worked for BT or they've worked for BHP or whatever and they come in and the students really enjoy that because they come with some very current knowledge.*
34	Interviewer	*Sure okay. Well that's good. What would you say were the key motivations for having staff come from the home campus or what motivates them to want to go to UCL Australia?*
35	Respondent	*What motivates London staff to come here?*
36	Interviewer	*Yes. What were the key things that the people who you have now that you are aware, that motivates them to come to Australia?*
37	Respondent	*Three things. Their career development because they can see the opportunities they get ahead. They can be a*

		bigger fish in a small pond. Two because there is an area of particular activity in Australia and that might be in mining or it might be in petroleum or it might be in type of special fencing where there's a big field here and they think they can access a lot more activity; and then thirdly this lifestyle.
38	**Interviewer**	***Right okay. Yes okay. So moving on to my next question, how would you measure or how have you measured the success of your branch campus? So what are your key indicators of success?***
39	Respondent	*Sure. firstly at the research level where you know we haven't any number of measures including our return to the research brainwork, the ref. So you know researching that. Secondly teaching performance and standards and thirdly the quality measure which is a combination of a bundle including things like teaching standard, student employment outcome, engagement with industry.*
40	**Interviewer**	***Okay. Do you have any more commercial financial measures or do you focus more on things you've mentioned?***
41	Respondent	*They're our three focuses. You know I mean I have a budget you know the measured areas, very simple P&L, you know and a three year full estimate.*
42	**Interviewer**	***Sure okay. Okay so would you say your goal financially was that you've made was sustainability rather than anything else?***
43	Respondent	*Sure and we have no intention of making vast amounts of money out of it. It's an…you know we've learnt as much from doing it and hopefully we can you know pile up a few new teaching initiatives and you know those three reasons I gave you at the beginning of why the University here is you know, the reason it's not a commercial exercise.*
44	**Interviewer**	***Okay so the three things you focus on were research, teaching and quality. Could you give me just some examples of what you are looking for at each one of those areas? So do you have any specific measures or objectives for each one? So how would you measure your teaching performance?***
45	Respondent	*Yes I mean we do it through a combination of reasons…a combination of ways. Student surveys, external audit, external review, internal review.*
46	**Interviewer**	***Yes okay so what are you actually looking for? What are you actually measuring in terms of teaching? Is it student engagement or the number of students that pass or things like that?***
47	Respondent	*Yes all of those ones. I'm actually just thinking whether I've got…if I've got it here in front of me I can tell you exactly. I've got an old…I don't have it in front of me but I mean for example you know we do a student survey. We have staff student consultant committee and we do a student survey at the end of each year, so an exit survey*

		and the students in a framework provide commentary on you know, on their you know, taught material, their engagement supervision, their statement of materials, you know the external involvement of lecturing staff; you know typical infrastructure that's provided, their student support services, external field trips and so on and so on. There's many measures in that, in their survey and we do an overall…we do peer reviews. So each of the teaching staff have one of their peers come in and review at least one of their courses and then provide feedback on teaching standards and performance and then we have an internal quality review which covers everything from turnaround time of assessment to assessment methodologies to external assessments. We have an external exam board as well.
48	**Interviewer**	**Okay, okay that would be great. The final question on the measures is what would you deem as a successful student when they leave UCL? So what are the qualities you want them to possess when they leave?**
49	Respondent	I'll send you the document. I'll send you the document that we have of our student vision. I haven't got it in front of me but for example, employment outcome. So that you know, the University's, one of the measures in this case guide is that employers see UCL Australia as a first choice employer. So we have McKenzie and BHC and Sentos and those sorts of companies who come to school now and actively try to hire students during the year.
50	**Interviewer**	**Is that like headhunting?**
51	Respondent	Sorry?
52	**Interviewer**	**Is that similar to headhunting? Is that what you're…**
53	Respondent	Yes.
54	**Interviewer**	**…yes.**
55	Respondent	Yes.
56	**Interviewer**	**Okay so my next…my penultimate question is what would indicate to you that your branch campus may be failing?**
57	Respondent	May be what?
58	**Interviewer**	**May be failing or having some difficulties? Do you have any things in place that indicate that something's going wrong?**
59	Respondent	Yes I mean we have a risk…I mean I will say it in two parts. I mean three key indicators you know, warning signs that if I saw a red light on any of these three panels that would tell me something's going wrong. And then I

		have a very detailed risk register that you know I'm required to maintain and obviously drives out very proactively and you know, and that deals with me to have mitigation strategies wherever any of those risks you know exceed tolerance levels; and then you know I have detailed mitigation strategies as well where and we don't get thrown into the bridge. There's a whole review process which deals with what's relevant to a risk. But the three you know, the three obvious ones are you know the first risk is the financial one and that's you know, purely based on income and expenditure. I mean that's the obvious measure to deal and that's very easy and we do that on a monthly basis. We have annual budgets and targets for both revenue and expenditure and then monitor it very tightly and closely so if income's down and expenditures up, there's a red light on.
60	**Interviewer**	***Okay.***
61	Respondent	*You know that doesn't need to mean in a given month that it's straightforward. It just means that if you get consistently behind on your income projections and further out on your expenditure, you need to take corrective action. That's a good business plan. The second is the student feedback in the student survey and analysis quality controls there. So if I was seeing consistent criticism of an individual teacher or you know, a programme or overall because out of all each courses students provide feedback on, every single one. So they come to you. So if I can see a consistent level of dissatisfaction in that I would be asking some questions.*
62	**Interviewer**	***Sure.***
63	Respondent	*And then the third level is we have two governance frameworks here. An academic board and an advisory board. So if either of those two were telling me something's going wrong, I would be looking at it closely as well. They're good litmus test.*
64	**Interviewer**	***Okay. Thanks for that. So it just leaves me to my final question which is if a new University was to approach you and they were planning establishing an international branch campus, what would be the two or three main tips you would give that University?***
65	Respondent	*I get the feeling they would be going in competition with me. I might tell them nothing. Tips? Look I think you know the obvious one is to get your model right. You've really got to get that cleared or consider the alternatives because you can produce vastly different outcomes. Like if we were a wholly subsidiary franchise I can't imagine us being able to attract staff. You know people, good quality staff are attracted by the opportunity of working at UCL not by you know, UCL Proprietary Limited or whatever it is. So the model has got to be well thought*

		through and very carefully put together because you get a completely different result if you're not careful. The second thing I would say to them is you know when you're planning processes, you know be very detailed and try to get your head around the magnitude of what you're trying to achieve and give yourself plenty of time. You know so developing a very coherent game chart and when you've done that give yourself more time.
66	**Interviewer**	***Okay, okay. Is there anything else?***
67	Respondent	*Yes I mean that whole thing about starting up you know it goes on and on and on but you know they're the two main reasons. I think you know the third is to really understand your market where you're going to. You've got to have sufficient confidence in either drawing the knowledge or by being able to hire people in that market because you know, many markets are very mediocre and erratic and you've got to be very…you've got to have lots of good people who really get what's going on locally. Its hard going into a new market you don't know.*
68	**Interviewer**	***Sure. Okay well thanks for that one. So the final thing is just is there anything else you want me to consider when looking at your branch campus?***
69	Respondent	*No I mean I think you've covered you know the big things. The big ticked items and obviously you're doing your primary research at the moment. A fair bit of our material is on not only our own website but the TESTA website in Australia. There's a lot of publically available information on what we're doing and how we're doing it. And so I think you know I'd encourage you to use that because it's always nice to get someone else's opinion rather than mine as well and objectively what we're trying to do.*
70	**Interviewer**	***Okay that's great.***

Campus E

	Speaker	*Narrative*
1	**Interviewer**	***Introduction*** ***For this interview I'd like to focus specifically on one campus which will allow me to build a case study and in your case you've actually given me a number of options which I could pick. So in this case I'm focusing on wholly only subsidiaries.***
2	Respondent	*Okay.*
3	**Interviewer**	***Would you be happy discussing more prominently on your Dubai campus or your Bahrain campus?***
4	Respondent	*Well the Dubai campus is going to be small, so I would think the Bahrain campus would probably be a better one?*
5	**Interviewer**	***Okay so we'll focus on that one. In that case if you can refer to your experience or provide examples where possible, this would be advantageous to me. I will forward you the results of this study as I previously mentioned.***
6	Respondent	*Sure.*
7	**Interviewer**	***The responses given in this interview are strictly confidential and all participants will be made anonymous.***
8	Respondent	*Yeah.*
9	**Interviewer**	***Furthermore would you be happy with me recording this interview for transcription and analysis purposes?***
10	Respondent	*Yes of course that's no problem.*
11	**Interviewer**	***Oh great that's fine so are there any other questions that you have for me before we begin?***
12	Respondent	*No I don't think so I think let's get into it and see how it goes!*
13	**Interviewer**	***Okay that's great. So again I'm very thankful that you have agreed to participate. So based on your Bahrain campus, in your opinion and based on your experience what were the factors you deemed to be successful for the running of that campus?***
14		*The campus. Obviously we would look at success I suppose in a number of measures. The first item would be the quality of the education. The second would be*

		what I would call, the acceptance of our campus within the country. The third would be the impact that the graduates make within the country or the countries that they actually come from. Then fourthly and obviously very importantly would be the financial aspect. I can talk to you about how we financed the campus but effectively we financed the campus closely ourselves. So that was the major investment of ours. So in other words when we talk about success ideally we would have, for us the measure of success would be hopefully getting a positive result in relation to those four items. There's no point in having great education and great graduates if in fact we end up not being able to fund the operation. *So in terms of how we would then define success? We set up our campus in Bahrain seven years ago and our main programme there is an undergraduate medical programme. Which is a five year course. Obviously for the first five years, the key focus of ours and the key measure was to ensure that the quality of education was good.*
15	**Interviewer**	***Okay the quality of education, yeah.***
16	Respondent	*Now and this is probably a bad analogy but in the sense that you can imagine producing a car off a production line, we had a five year production line and then in the fifth year the car rolled off the production line and was hopefully driven. So it was really only in the sixth year that we could assess how society you might say would judge the quality of our education in terms of our graduates.*
17	**Interviewer**	***Sure. You talk about the quality it education, so how would you go about assuring this quality of education?***
18	Respondent	*Okay. Probably there would be three if not four… Firstly it is a wholly owned campus and they are teaching the very same curriculum that is taught in Dublin. For example the examinations are sat by the students in Dublin and Bahrain and indeed in Malaysia at the very same time.*
19	**Interviewer**	***Oh okay.***
20	Respondent	*In other words it is an identical curriculum that we're teaching and because of that we would have a lot of oversight from the Dublin academic staff in relation to what's being taught. So that's an eternal let's call it quality control that happens all the time and we would have weekly academic video conferences with Bahrain and Dublin.*
21	**Interviewer**	***So do you mainly use your home campus staff through this teleconferencing or do you send staff over to the Bahrain campus as well?***

22	Respondent	*Okay that's an interesting point. We would do both which doesn't really help your question. But the main focus, the direction and the main focus will be coming from Dublin. But then within Bahrain we will have essentially you might say a mirror academic structure.*
23	**Interviewer**	***Oh right okay.***
24	Respondent	*We would have a president at the college, we would have a dean, we would have academic staff etc, we would have senior leads in the various parts of the programme. But you touched on a very interesting point, a lot of our teaching is done by medical… by practicing doctors…*
25	**Interviewer**	***Okay.***
26	Respondent	*…and if you take the five years' of a student's life in [unclear 0:07:15] programme. The first two and a half years are primarily what I would call lecture hall based, that's not quite true but in other words they aren't in hospitals they would be largely campus based. Then for the second two and a half years they are both campus based and also they work in what we call our teaching hospitals. That's where they really get the touch and feel of patients etc. Now it's that aspect, those what we call the 'clinical years' are a key aspect in terms of us what we would see as educating them in more or less the RCSI way of learning. In terms of the people we have carrying out that two and a half years, they will primarily be Irish doctors. But they will tend to be retired doctors. For example if it's similar to the NHS in the UK we will have in Ireland a lot of active consultants who are working in hospitals will have their own career in the hospital, will indeed have their own private practice and while they're doing that; as well as doing that they will be looking after our students in the hospitals.*
27	**Interviewer**	***Oh right okay alright.***
28	Respondent	*It's not and this is an onwards way of answering your question, it's not economic for them to uproot themselves from the Irish equivalent to the NHS or a private practice and go to Bahrain. So we will tend to use doctors who have just come up to retirement, they have a lot of wisdom and they have a lot of obviously 30 odd years of experience of dealing with patients. At the root of what I'm saying is that while we have just over 200 staff in Bahrain, probably about 50% of those would be non-Irish and the other 50% would be Irish.*
29	**Interviewer**	***Oh okay yes that was going to be one of the questions I was going to ask.***
30		*We do want the students when they walk into the campus whether it's here or in Bahrain or in Dubai or Malaysia that they really feel this is an Irish teaching experience. Therefore we have to have Irish people. So on two levels*

		we have the academic people in Dublin, very much acting in oversight in terms of what's happening in Bahrain we have a mirror image academic structure in Bahrain and then we also have in terms of the actual teaching, we would have a lot of Irish consultants who have previously taught Irish students in Dublin. *Then there are external aspects as well. The Irish Medical Council will also review on a yearly basis our undergraduate programme in Bahrain. The Bahraini Medical Council will do the same and then there is a Bahrain quality to get the actual title that will say Bahraini Higher Education Quality Assurance body. They also assess the programme on a yearly basis.*
31	**Interviewer**	***Okay so you get quality assessment from both Ireland and Bahrain?***
32	Respondent	*Yes and they're external.*
33		*Now we also have our own QI we also have our own quality assurance entity which in RCSI Dublin there also is [unclear 0:11:46] [at Bahrain].*
34	**Interviewer**	***Okay. You said that you deliver an identical course between Ireland and Bahrain, have you encountered any difficulties, was there any need for any form adaption of the programme to suit the local needs or demands?***
35		*Yes there would be both cultural and I suppose medical dangers that we have to make. For example and I'm not a medic so I am not going to be totally correct here but there would be certain diseases that would be very prevalent in the UK and Ireland which wouldn't be that prevalent in the Middle East and vice versa. For example in the Middle East diabetes is a big, big issue because of their past and in honesty their medic past with their bodies were attuned to living quite frugally and then with the onrush of Westernisation they had a very high incidence of diabetes. So we know the doctors we're educating in Bahrain will be having to look at the diabetes as an illness much more frequently than in Ireland.* *From a medical point of view we would do that, we would change things slightly. Also from a cultural point of view obviously with the Muslim traditions certain things even basic things like people close to patients how they deal with the patients, how they deal with women, that kind of thing has got to be altered as well.*
36	**Interviewer**	***Okay. Another thing I want to touch on is that you mentioned the teaching hospitals, are they hospitals which are part of your campus in borrowing or are these hospitals which you are partnered with in Bahrain?***
37	Respondent	*No. They wouldn't be part of a campus but they would be hospitals that we would partner with and essentially what we do is the same as in Dublin, there are three main*

		teaching hospitals we have in Bahrain, one in fact the King Hamad University Hospital is actually right beside us and was built as our teaching hospital but it is a public hospital. We will have a close relationship, we will have joint committees between the university and each of the teaching hospitals, and we will have certain staff within the teaching hospitals who will be what we would call 'adjunct staff' so they will be employed by the teaching hospital and they will also have a role and a responsibility to look after our students when they go in there. And we pay them.
38	**Interviewer**	***Sure. You said one of your teaching hospitals is that purposely built for the RCSI Campus Bahrain?***
39	Respondent	*I'm not sure if you went on to the website you possibly would see it. There are two pieces of reclaimed land and we were given a lease on one and then the it's the army the Bahraini Defence Forces were given the lease on the land beside it to build their hospital. The hospital is in an area called Muharraq which is a separate island in Bahrain, it serves the whole area of Muharraq. But it was always seen that it would be our teaching hospital. But we have no financial involvement in it at all other than obviously paying making a contribution to some of the teaching staff in the hospital.*
40	**Interviewer**	***Sure so in that case I guess it would be the Bahraini Government who would have built the hospital.***
41	Respondent	*Yes. It seems a bit foreign to people in the west. But in most of the Middle East countries the health service is very highly… generally the military will have a very significant presence. In Bahrain there are three main public hospitals: Salmaniya, The Bahrain Defence Forces and then this one the King Hamad hospital. The Bahrain Defence Forces will actually run them all. That's just historic in saying in the Middle East it seems a bit unusual to us that. But I should say that the standard of health provision in Bahrain is extraordinary it's really good, it's totally free and it's really very, very good.*
42	**Interviewer**	***Okay. What was your position with the Bahraini Government would you say that was beneficial for your campus, having that strong relationship or** has it created any barriers for you?*
43	Respondent	*No it would be critical in that particular case, the provision of public hospitals is through the military. Well indeed in most countries, maybe I should just explain if you could imagine a medical student needs to come across and be able to actually see a whole range of specialist problems and specialist regimes whether it's orthopaedics or gynaecology or respiratory or whatever. They need to be able to see things like accident and emergency, a whole range of things. In general you will only get that wide range of different cases in public hospitals. Private hospitals will tend to focus on one or two particular things.*

44	Interviewer	*So all medical universities, not just us, we all need to have links into major public hospitals. Therefore positive links with the Ministry of Health or whoever runs these public hospitals is critical not only for us but for any medical university.*
44	**Interviewer**	***Okay. Moving on to the next thing. I wanted to further elaborate on what you meant by the acceptance of your campus in the host country? What did you mean in terms of acceptance?***
45	Respondent	*Yeah. Well [Laughter] I suppose it comes from a number of angles. Our particular program is very, very expensive and it would be one of the most expensive in the world. For us to establish a medical university in the country we will need to be happy that there is obviously a demand for medical education and indeed that demand won't be consistent throughout all of the various Middle Eastern countries. Some countries will actually take a view that they will literally import good doctors as against educate them.*
46	**Interviewer**	***Oh right okay.***
47	Respondent	*Bahrain, the UAE would be one example, Bahrain on the other hand always had a strong tradition of medicine and indeed of education and they want to locally educated doctors. For us we would be very dependent on the government sponsoring students.*
48	**Interviewer**	***Okay sponsoring.***
49	Respondent	*Okay and again that Bahrain has a very benign regime in terms of education, education is free up to and including secondary level and then at third level people can apply for sponsorship.*
50	**Interviewer**	***Are those readily available?***
51	Respondent	*Yes they would be, we would take in about 150 medical students a year and about half of those would be sponsored.*
52	**Interviewer**	***Oh okay that's quite interesting.***
53	Respondent	*We would also educate about 300 nurses. All of those nurses would will be sponsored by the government.*
54	**Interviewer**	***Okay. Would I be correct in saying that the majority of the tuition fees that you would collect would be from sponsorship from the Bahraini Government?***
55	Respondent	*About 50%. The balance would be… again to answer your question we actually have 40 nationalities in Bahrain, of which Bahraini's would be the majority followed by strangely Canadian, followed by students from Kuwait. The Canadian students would tend to be a mixture of sponsored by their government and private; the Kuwaitis equally sponsored by their government and private. So for us to establish our degree has got to be*

		recognised and accredited by the local government. It's obviously critical for us that they accept us and that they see that our education programmes are beneficial to the country and are in-line with government health strategy. I think there's another allied thing to that and this may seem a bit of a cultural issue, we would have seem around the world and I'm being harsh now on the Americans, but a number of American universities that would set up and they would very much say to the local government, the local country, "This is an American university and we do it our way." Because Ireland we haven't damaged anybody except perhaps the English, we would have I think a high degree of acceptance generally in the country and we try, we spend a lot of time trying to ensure that while we do it our way but we are cognisant of the local culture.
56	**Interviewer**	***Okay. The overall investing country's politics could have an impact on the relationship with the host country?***
57	Respondent	*Yes.*
58	**Interviewer**	***That brings me on to two things which you mentioned because you mentioned that Bahraini want locally educated students. What degree do you award to these students is it a local degree…?***
59	Respondent	*Yes.*
60	**Interviewer**	***…Is the local government looking to employ people who have a degree from Bahrain, or they're happy to accept the Irish equivalent taught in Bahrain?***
61	Respondent	*Yeah what they get is two degrees, they get a local RCSI Medical University of Bahrain degree, which is accepted in Bahrain. But they also get the very same degree that somebody studying in our campus in Dublin gets. That's important because that degree is also accepted in Europe and accepted in the US. Now that doesn't mean that if you get the degree, if you're a Bahraini and you get that degree you get your local Bahraini degree, RCSI degree, you get your let's call it RCSI Ireland degree, that doesn't mean you can swing into the US and practice. You've got to do a series of exams but they're far less than for other countries.*
62	**Interviewer**	***Okay, I see.***
63	Respondent	*So they get the very same degree that they get on our campus here in Dublin.*
64	**Interviewer**	***Okay I see. Then the second thing was you mentioned that you had a high number of Canadian students at your Bahrain campus. Have you identified any rationale for that?***
65	Respondent	*It seems to be a combination of things. If I just talk generally and if we talk about our own campus here, we*

		would have 2,500 medical undergraduate students; only about 10% of those will come from Ireland; about another 10% will come from the rest of the EU. Then the rest of the students, a third come from North America in the US and Canada, third come from Middle East and a third come from the Far East. We have always been primarily a college that has an international campus.
66	**Interviewer**	***Okay that would suggest to me that the RCSI branding is quite dominant in terms of the medical field around the world?***
67	Respondent	*Yes.*
68	**Interviewer**	***Would you say the Bahraini Government were aware of you as a teaching college before you entered, so they were well aware of your reputation?***
69	Respondent	*Yes. It's a surprising thing, I don't know that the exact numbers are but we would have a very, very large alumni based in the Middle East in general and one of the strange things is a lot of those alumni have moved up to senior positions in their countries in terms of government and in the health service. One of the things RCSI does it's called obviously The Royal College of Surgeons, but our major activity is undergraduate education. But we also are the controlling body in Ireland for surgeons. So if you want to become a surgeon in Ireland after you qualify, or a consultant, you have to follow more or less our template which takes about eight years or so. But the reason I'm saying that is, and you'd become a fellow of the RCSI, we also run exams like that around the Middle East and indeed in Asia. We have been running similar exams in Bahrain for about 30 years. That's how they how they knew it and they then asked would we set up a university in Bahrain.*
70	**Interviewer**	***So you were approached by Bahrain?***
71	Respondent	*Yes.*
72	**Interviewer**	***Okay. Then just a brief mention on the final four that you mentioned earlier, you mentioned the financial aspect being key, so as I mentioned in my email you don't have to be specific but could you generally give me an overview on in terms of financially made your campus successful?***
73	Respondent	*Okay. I'm happy to give you the figures obviously you're not going to reprint them. But our campus costs us, in the Middle East they don't really have the concept of freehold land. So we received a lease on commercial terms from the government, it's a 70 year lease. Then we built the campus. The campus cost us in the region of about $70 million. The actual building would have cost us about $60 million dollars and then what I would loosely call 'working capital' costs would have been about another $10 million.*

		We funded that 60% from our own resources here and 40% from the local banks in Bahrain. Just in terms of the economics of a medical school, it's a five year programme, we also run six year programmes. But if you use the analogy of an airline, we need all of our seats filled before we will begin to make a surplus. So if it's a five year programme you have to build the infrastructure and you don't have to staff up 100% for each of the five years, you've got to staff up a lot. So you've a lot of cost in your first year, second year, third, fourth year and then in your fifth year in a sense you have all the seats filled and you should begin then to make a surplus. So in our case that's exactly what happens for the first four years we would have made losses which would be what I would call the 'working capital' losses. We then became break even in year five and it's making a very good surplus from now on.
74	**Interviewer**	***Okay. That's would assume that you have managed to keep or increase your enrolment rates every year, so far?***
75	Respondent	*Yes and that partly goes back to those four points I made to you. I think in our first year we enrolled 38 students, we're now enrolling in reality between 150 and 200 students a year.*
76	**Interviewer**	***Okay. In terms of estimating those figures, did you expect that, is that beyond your forecast?***
77	Respondent	*The college was built for a capacity of 200 and in honesty I think we felt if we got 150 we'd be doing very well. But again as you can imagine, the movement upwards from about 100 students a year, up to 150 students a year happened after we graduated our first doctors. Then in a sense, and I use the analogy probably incorrectly the car was off the production line, people saw that it worked!*
78	**Interviewer**	***Okay I see how that works, yeah. So the final thing on the successes. You mentioned four things, the quality of education, acceptance of the campus, impact to students and the financial aspect. If you had to choose perhaps one or two of those, which ones would you say were the key contributors to the success of your Bahrain campus?***
79	Respondent	*I would think the first one.*
80	**Interviewer**	***The quality of education.***
81	Respondent	*Yeah because that obviously then very much influenced the other three.*
82	**Interviewer**	***Okay so the other three by-products of the first one?***
83	Respondent	*Yes. But have to be in a sense, each of them has to be worked on in their own right.*
84	**Interviewer**	***Okay. If you had to pick a second which would you see the second most important?***

85	Respondent	*I would think the quality of the graduates.*
86	**Interviewer**	***Okay so it's a strong emphasis on quality of education and the quality of the graduates?***
87	Respondent	*Yes.*
88	**Interviewer**	***Okay so that concludes the part on the successes, I imagine well given the success of your campus there will be very few failure points within your Bahrain campus. But would you be able to discuss any factors you deem to have maybe failed or caused you difficulties at the Bahrain campus? Well, maybe less successful?***
89		*Yeah, no, no and this is important. I come from a commercial background I was a partner in Price Waterhouse Coopers and one of the roles I would have in my life at one stage was working with the European firm in opening up offices in Eastern Europe after the fall of the Berlin Wall, which certainly don't remember given your age. But I would have worked with a lot of multinational companies and I was a corporate finance partner so I would have worked with multinational companies. In the commercial world you can organise and control your subsidiaries and your foreign offshoots in a certain way. It's much more complex in academia. This is a very important point I think. I talked about us having a newer academic structure in Bahrain to this structure we have here. Sitting at the top of RCSI we have what we call a senior management team. This is RCSI in Dublin and that's called the RCSI head office and that's headed up by our CEO and registrar and then we have five senior managers of which I am one.* *There's the natural tendency in academia that if they are in a campus we'll say in Bahrain, that they would feel that they should be relatively autonomous. Because there's this concept of academic freedom…*
90	**Interviewer**	***Yes.***
91	Respondent	*…which I've never properly defined because it seems to depend on the [slight laugh] on the day. But I know when Bahrain was originally set up, the people who established it had a view that this should really be a totally separate campus to Dublin. We couldn't let that happen for the reasons that I've hopefully outlined, that the key was this was an RCSI campus. The quality of the education had to be the very same as Dublin, it had to be seen as being the same education, it couldn't be second class or it couldn't be different otherwise our branding overall would be very much diminished.*
92	**Interviewer**	***Yes I agree.***

93	Respondent	*So that issue of actually being able to manage the overseas campus is a big challenge.*
94	**Interviewer**	***Okay so management on the campus.***
95	Respondent	*Yeah is a big challenge.*
96	**Interviewer**	***Would you be able to elaborate any further on what you mean by management in terms of… or what factors are you alluding to?***
97	Respondent	*Probably in terms of… going from the start what we call admissions, when I talked about financially and about the five years, a very important point for us is to ensure that the first year student is a very good quality student. Because if you can imagine you're actually bringing that student in and you're assuming he'll be with you for five years. If he fails in the first year you can't replace that student. We would call that the attrition rate. In Dublin we have that down to a fine art, we're very lucky in that the quality of the students we get are really exceptional and we've a long history of whether it's Canadian or US or Middle East or whatever, the criteria to apply to RCSI is very, very high. We would have 10 applicants for every student we take. So we really get very high quality students. As a consequence our attrition rate, the failure rate among the students is very low. We have a lot of systems, because we're a small effectively a single medical university we've close relationship with the students and our staff constantly are monitoring – has a student gone off the radar, why etc? So in Bahrain we have to make sure that the same number of, the same quality of students comes in.*
98	**Interviewer**	***Okay I see so you really do enforce this standardisation across the campuses?***
99	Respondent	*Yes. The times that can be more difficult in the Middle East because you have people saying literally as parents coming in saying, "I was an alumni in Dublin, my Johnny is the best, the greatest thing, you might not think that from the school results but he really is and we're very linked into the Crown Prince… and can you take him in?" We tend not to get that here but you can get that kind of interference. That would travel right through a whole number of areas in terms of teaching staff, in terms of insuring that the teaching staff are up to quality. What I'm saying are all the negatives and I'm giving you examples. But having said that these are issues that we've always dealt with. But it's a real, an overseas campus is very much… it's not like a multi-national, not like a production platform or something, it's full of moving parts and you need, one has to be quite skilled and we in all honesty haven't really got it yet. You've got to be very skilled at being able to make sure the right thing is happening but at the same time that you don't supress any initiative.*

100	**Interviewer**	*Sure okay.*
101	Respondent	*Equally with that we also come back to the cultural acceptance. Bahrain has had, is going through a difficult time with protests etc and we would have some of our academics being very concerned about that. Saying 'we as a university should be making comments, politically?' We're saying 'we can't, our role is to educate medical students, that's it.' You get that kind of tension but I would think it's in terms of the day-to-day business, it's probably the biggest challenge we have in that you can't assume that we operate like General Motors.*
102	**Interviewer**	***Sure yeah I see. Okay. Just speaking slightly more broadly, maybe they're not failures but when you're assessing the opportunity of going to Bahrain, what were the key risks that you identified, going, building that campus?***
103	Respondent	*I think the key risk would have been that one of the support of government, the government said they would support us because they wanted to have RCSI in Bahrain, they wanted to upgrade their medical education, they wanted upgrade their doctors; that they would sponsor a certain level of doctors to come, not totally but to come into, to go to the university. That was probably the biggest, it would be the requirement for government support for them to fulfil the promises they gave us. Their promised were such in terms of sponsoring students that economically if we only had them, it wouldn't have worked, it wouldn't have been economically viable. So we still needed to go out and try and get private students from Bahrain or try and get students from around the Middle East and elsewhere.*
104	**Interviewer**	***Okay and how important are those neighbouring countries to Bahrain?***
105	Respondent	*They would be very. The biggest, most significant country obviously beside Bahrain is Saudi Arabia and Saudi Arabia doesn't recognise our degree…*
106	**Interviewer**	***Oh really?***
107	Respondent	*…No and the irony is that Saudi students come to Dublin and the degree is recognised in Saudi. But the similar and curriculum and programme isn't recognised if it's delivered in Bahrain. In honesty it's purely political. Saudi have talked to us for some time about trying to establish university in Saudi. But Saudi is a very difficult place to do business in.*
108	**Interviewer**	***Okay so what would you say was the key difference between the two areas, so what would be the differing barriers?***
109	Respondent	*In terms of Saudi and Bahrain?*

110	**Interviewer**	*I'm just trying to identify a few more potential barriers which you may have encountered while developing that campus?*
111	Respondent	*I think the big barrier which doesn't necessarily apply to Saudi but would apply say in our neighbour the UAE is the actually status and role of the medical profession in the country. In Bahrain it's a highly valued profession and kids want to become doctors or indeed nurses. In the UAE – that's Abu Dhabi, Dubai, Sharjah – it's not a particularly valued profession. A simple statistic is interesting. If you take the nursing profession, in Bahrain 60% of the nurses in the hospitals are Bahraini. In the UAE it's 1%. The rest, the nursing profession in the UAE are Philippino nurses, they're very good, I'm not suggesting their bad but families don't really want their kids to become nurses or indeed go into that.*
112	**Interviewer**	*Okay. Right the final part is you've already mentioned the number of success and failure factors. Would you be able to just shed some light on how you would go about in terms of specific measures, what measure would you use to measure those four areas you previously mentioned?*
113	Respondent	*Hmm I'm not sure, let me see, if I take quality of education that is measured on a continuous basis. Internally it's measure obviously based on the various semester exams. For example different, it's the same programme, the same exams, okay with small differentiations it's the same programme that's being delivered in the various countries. Back in Dublin we have a very stringent way in which we can assess how the students are doing and therefore how the programme is being taught. Internally it is literally continuous assessment. We obviously the have the external assessments every year from the various medical councils etc. So we will have standard, I suppose there's an ongoing standard process that will capture the quality of the education. We would find, it's not my area, but we would find that suddenly the psychology results might not be good on a particular campus or a particular year and why is that? Is it the quality of the students or is it because of the teaching, whatever? After every semester exam, we get feedback from the students. There's a predetermined process of the students having to fill in forms as to how they felt the semester went, how they felt the exams went, the good and the bad and the ugly?*
114	**Interviewer**	*Okay sure. So in terms of the other ones for example if you were looking at the impact, do you measure things like how many people, how long it takes for your graduates to get employment or things like that?*
115	Respondent	*Yes and certainly the final year. In the last two years we would work very hard with the students to try and ensure*

		that. Employment probably isn't exactly the word when students qualify as a doctor they then have to spend a few years in a hospital setting. We will very much try and work with them to ensure they get into good hospitals.
116	**Interviewer**	***Okay is that similar to being accepted into postgraduate study?***
117	Respondent	*It is yeah very much. For example we would have hopefully a very good record of such students particularly are American graduates who graduate from here getting into the best hospitals in the US. We spend a lot of time trying to encourage that our relationship with those overseas hospitals and obviously try and monitor how the graduates are then doing.*
118	**Interviewer**	***Okay. I think that's it for the main bulk of the questions. Are there any other considerations or anything else that you would like to add on to this for me to consider?***
119	Respondent	*I don't think so. I think your thesis question is very interesting. As I said earlier, coming from the commercial world the nature of academia is much more complex, everybody has an opinion…*
120	**Interviewer**	***Yeah.***
121	Respondent	*…and indeed often… I think with Henry Kissinger apparently, he had some great comment that the arguments and the divisions in academia are more difficult or more rare than in any other part of society because the stakes are so small. In a sense they do get preoccupied with themselves. It's to knowledge campuses abroad it's a difficult thing. We would have a conference call with Bahrain at our senior management team every week. When I first came in here two years ago, it used to be a video conference. But that became a terribly, it just seemed to me certainly to be becoming a very much them and us. We scrapped that and we now just do it by phone which is much less intrusive. There's a whole range of soft issues in terms of insuring that you can, that the quality is there and that the same ethos that we have here is in the foreign campus. We spend a lot of time, much more time than we would have thought on that, that I think is a big complexity.*

Campus I

<p style="text-align:center">Campus I - Respondent 1 (CI:R1)</p>

	Speaker	*Narrative*
1		*Introduction*
2	**Interviewer**	***So in your opinion and based on your experience, what factors would you deem contribute to the successful running of an international branch campus?***
3	Respondent	*Umm what factors? what factors did you say?*
4	**Interviewer**	***Yes, to the successful running of a campus***
5	Respondent	*Well I expect the first contribution would be, I guess it is the appetite and commitment; the appetite for commitment by a university. I think that entering into any of these translational education opportunities, are, they are not short term issues. You know they are going to be projects that are going to out last the current administration and should out last the next the VC, vice chancellor or senior administration and so there has to be very much a long term view and looking at you know, I suppose the short term, medium term and the long term benefits not all of which are immediately apparent. There has to be flexibility, I say flexibility is very much key And in terms of budgeting for resources, budgeting for resources is probably paramount because it is not only the money that needs to be put in by either the host university or the partner if there is a collaboration happening but also the resources in terms of the human resource. We get a number of proposals for potential branch campuses or potential tie ups or transnational education opportunities and often it does not necessarily come down to the amount of money we need to invest a the beginning because sometimes we have partners that are willing to stump up the cash. It is the human resource factor of the expectation is that professors from our university will be teaching overseas and often there are certain programs that do not have the flexibility to release academics that easily for a semester or for a year or even for part of a semester to go overseas and I think that it is …. and I think that it is not just academics etching overseas it is also the administrative side to it and the amount of work involved and the hours involved of setting up programs and the maintenance of them.*
6	**Interviewer**	***So you mentioned the importance of human resources and you mentioned home faculty. Is it***

		important to have good academic staff that you can recruit locally within the host country?
7	Respondent	*I think there has to be a positive balance between both locally engaged staff and locally 'engaged' staff, be them academics or administrators and helicopter or flown in expatriates staff depending on what the mixture is. What you don't want to see happen is, is an over-salaried expatriate being flown into a market and managing you know, and try managing a branch campus and then having locally engaged staff being paid a tenth of the wage but doing most of the work. So there has to obviously be, there has to be you know local management, local skills, local administration involved and the quality of that. We are looking actually at teaching staff obviously there has to be a mixture. I think that students who go to branch campuses are expecting that they are going to have, you know they are either going to have a foreign face, you know, its an ozzy if its an Australian university that they are going to have an ozzy teaching them or if it is a British university that they are going to have a British person teaching them and I think that is where it builds up an expectation but obviously it is impossible to have branch campuses staff with all international people so it would have to be a mixture of both and it would have to be a healthy mixture.*
8	**Interviewer**	***Sure, OK, In terms of the, you mentioned partnerships so how important are those partnerships and who would be the fundamental partners that you would be looking for?***
9	Respondent	*Well I suppose you know, we were in a different situation, I mean we didn't, UNSW didn't, went into Singapore without a local partner. In effect our local partner was the Ministry of Education in association with the EDB, the Economic Development Board but we didn't have a local education partner that we were tying up with so we were doing it quite independently. Other, most TNE is really, there is some sort of branch campus model and it is embedded in another university. Let's say Monash university, their campus in Malaysia is with Sunway. I think, you know, Curtin or Swinburn they do programs in east Malaysia with a partner university there. So typically it is embedded with a partner there. We didn't go down that route. We look at our current situation with TNE, we're very much unexposed to the TNE markets. Our. Currently we are, lets see here, currently we have a program in Hong Kong which is, oh Geez, probably about maybe about one hundred, if not one hundred and fifty students in a MBA program in Hong Kong but we just rent the facilities in the city. To teach our MBAs we actually fly in our staff to teach intensive modes of the MBA. So we don't do it with a partner and that is the only program we teach offshore. Singapore obviously was going to be*

		a much bigger program for us. So we are probably in a different sort of situation than other universities that actually work with an education partner overseas to deliver joint programs. We certainly have programs such as two plus two, where students might start two years of their degree in China and then finish the last two years here [UNSW] and they might be awarded a double degree or they might be awarded just our degree but thats less TNE because we are not actually coin things offshore with them. So we are quite unexposed in the TNE market at this stage, it is only Hong Kong right now.
10	**Interviewer**	**Ok, so in terms, because you mentioned that you did not have any partners, in terms of when you are selecting a potential host country or in the case of Singapore. What support from the actual host country would have been beneficial?**
11	Respondent	*Well we were invited by the Singaporean government to set up a branch campus in Singapore and so the support we were expecting, well the support, the reason we did that is that it was receiving support at the highest level. We specifically chose not to go in to partner with another local institution because that is not what we wanted to do. We did not want to have a jointly badged campus, we wanted it to be another campus of our university.*
12	**Interviewer**	**Ok, I see, so in terms of support what was provided? Did they provide you with knowledge of the local area? or is it some other form of support?**
13	Respondent	*Well I mean to tell you the truth Ben this is where it gets difficult in terms of the amount of answers I can answer to you because I started at the university in 2006. The campus closed in 2006. So there was probably about a six month hand over of when you know I was around for the first semester that it started and I was around for the closure of the campus, which was at the end of that first semester. So history leading up to it, I only can only tell you anecdotally. I was not actually part of that, that is getting into ancient history in a way and a lot of people that were involved with that might not actually be on campus anymore. There are people that have moved on The initial proposal was for the government to be working with us, in terms of support and in terms of promotion. In terms of ensuring that we were considered an equal in the eyes of the ministry of education with the other universities in Singapore. But we really had to do a lot of the leg work ourselves in terms of getting KPMG or Deloittes so whoever the auditor we had to assist us in identifying you know a SWOT analysis or you know the strengths and weaknesses and opportunities and threats that would be posed by opening a campus there.*
14	**Interviewer**	**Before I move onto the next question, you mentioned four main areas that would contribute to success which were long term commitment, flexibility,**

		resources and the partners overseas. If you had to, which one would you deem to be the most important or crucial to success?
15	Respondent	*Its really a combination of all, I don't know if you can actually name one thats really more important but I guess it comes down to commitment, it really comes down to commitment and I guess what I didn't add to that is, is exit strategy. I don't think that when people go into TNE; exit strategy is not necessarily part of the initial plan but it needs to be. Because the issues of teaching out the programs are often not considered at the very beginning and so I think that sort of ties in with the long term commitment; being in it for the long haul, despite any peaks of troughs in market conditions.*
16	**Interviewer**	**So moving onto the next question, which is kind of based on the first question. In your opinion and based on your experience what factors would lead to the failure or cause difficulties at a branch campus?**
17	Respondent	*Sorry can you repeat the question, the connection is bad.*
18	**Interviewer**	**What were the factors that you deem that would cause a campus to fail or cause difficulties for a campus? So what factors would cause an international branch campus difficulties?**
19	Respondent	*Well the first and foremost is lack of enrollments. I mean thats you know if you don't have students then you have no classes to run. So that is the first difficulty. I think the second difficulty which leads on from that is the profitability or the you know the profit/loss nature and that if there are less students enrolling in a program then obviously profit or the revenue is less and that then effects a number of things from that but I think that it is certainly an issue. I'd say regulatory issues are in deed a key factor of programs closing down because regulations within a country can change and the rug can be pulled out from under you and I think that could sometimes have an effect.*
20	**Interviewer**	**So you talked about enrollment and its link to profitability so when you are looking at how attractive a host country is were you, is it important to consider the neighboring countries as potential markets as well?**
21	Respondent	*Oh definitely definitely, neighboring. When we were setting up the Singapore campus, the idea was going to be a seventy-thirty rule, so it was going to be thirty percent from Singapore and seventy percent from offshore. So China, India, Bangladesh and supplemented by our own Australian students going over for a one semester exchange. So I think that is very important in TNE but it depends on the market. If your looking at someone setting up a branch campus and programs in China then you are not going to be getting*

		students you know in. It depends on you know where the campus is and certainly Malaysia and Singapore attract a number of international students themselves and so you care about more internationalised markets, Hong Kong is the same, whereas mainland China or Indonesia or India is only going to attract a home grown market.
22	**Interviewer**	***I have asked other respondents and they tend to find it difficult to answer is if you were to, with hindsight if you were to open your Singapore campus again, so start it from operation again, what would be the key differences that you would do? What would you change, how would you start that in your opinion?***
23	Respondent	*Well I think there would have been a couple of things: 1) we would have had a different manager, a different dean, sorry deputy vice chancellor so i'm not convinced that we had the right mix of people at senior management level based offshore, thats the first issue. I think that there were some relationship issues between the expatriate staff that we had sent over and the local staff we had. I think there were relationship issues there. What exactly they were, I don't know because I actually never visited the campus during that semester because I had only recently begun working at the university at that time. So I would that would be one thing that we would have changed. Second would have been I think the relationship between ourselves and the ministry of education could have been cultivated better and I think that the reality is that it is because we didn't perhaps have the right staff in place that the relationship with the ministry of education didn't flow correctly because we didn't have the right mix, I don't there was good communication there The third would be we didn't, I would have a different contingency plan in regards to the profitability so if we are not, if semester one or semester two didn't go according to plan what is the revenue contingency in terms of plan B and I think that it is important that in a start up phase for any TNE programs that There is always going to be a ramp up phase and that you might not achieve your first semester/ first year targets or quotas because of a host of reasons you know, market promotions, regulatory issues and that if your budget cycle is set such that you must achieve X, Y and Z in order to keep the campus alive that could be an issue so I think that having a better contingency plan in place and that feeds into exit plan strategy I was talking about so not trying to do something on the fly but have something, a what if scenario in place embedded.*
24	**Interviewer**	***So just another question obviously in the case of Singapore you mentioned that the campus did close. I am not sure if you would be able/ willing to answer this question but it will be what is the aftermath effect***

		to UNSW as a whole as a result of that campus closing.
25	Respondent	*I guess a few things one is it didn't, it actually didn't change anything. It was i would say certainly it is still remembered in the Singapore market and it is certainly remembered very well in Australia as it was very big news in Australia and it was considered very big news in Singapore at the time. However, we still receive every year, or every semester many many many enquires about I would like to study at your Singapore campus can you plead let me know how to apply for your Singapore campus. So, clearly we did a very good job of promoting the program but not everyone reads the straights times which is the main newspaper in Singapore. It certainly is remembered amongst my counterparts or universities here in Australia as a being a what would be considered a spectacular failure but the reality was that our Singapore numbers did not decline we had a very good relationship with the ministry of education and EDB (the education development board). And good research facilities or research links with NUS and NTU and existing universities their in Singapore. So the reality is that if we fast forward, that was 2006 its now 2013 so seven years later, you could say that there was neither a positive nor a negative effect. I suppose it leans a little bit more towards the negative because people do remember but it has not, if you ask average person on the street they may not have even known that we actually opened a campus because we were only their for one semester.*
26	**Interviewer**	***Ok, so would say that maybe the duration that you were there might have that because you were their for such a short time?***
27	Respondent	*It was two things, it was two things: one it was the duration as we were their for only one semester and it was very much confined to bachelor of commerce students and really it was just that cohort and some design students. Secondly those students all received scholarships, full scholarships to come to the university so that no student was out of pocket or was disadvantaged and I think that there was probably, I think the scholarship program cost about fifteen million, one five, fifteen million dollars. I think in terms of costings it wasn't just the scholarships, the scholarships and then the process of closing down was about a fifteen million dollar liability we had, scholarships being probably the biggest liability of seeing students through there final two years of there bachelor degree. So if you are looking at that time it was probably twenty four thousand dollars per annum for a student so forty eight thousand dollars scholarship per student and that was what was offered. I think that living expense scholarships were offered but I*

		think it was nearly, lets say ninety five percent of students that were enrolled on the campus at the time, which was lets say about one hundred or so, less eighty students? Its about a hundred, no a hundred students took up the scholarship offer so whilst there were angry parents at the very beginning but in the day that was the announcement and some weeks following we have not had any residual effects in the market again because we closed down quickly and because the students were compensated in regards to having full scholarships to come back to the university.
28	**Interviewer**	**Sure Ok, so that is the end of that question. Just the final two questions are is, what would be appropriate measures for success of a campus and the same thing what would be the appropriate measures of failure of campuses.**
29	Respondent	*I guess appropriate measures of success are really looking at not just, I guess you are looking enrollments your looking at the sustainability of enrollments and the sustainability of the revenue stream and so in particularly in regards to tuition fee levels at, for our Singapore campus we priced the Singapore campus as exactly the same as our main campus here in Sydney because we didn't want to, we didn't want to cannibalise the enrollments of our Singaporean students particularly thinking oh well its cheaper to stay in Singapore so I will stay here I won't go to Sydney. So we priced the same which was probably three times more expensive than local Singaporean universities and that caused certainly some issues in the marketability of the program at the beginning but we had one hundred and twenty students willing to pay the full fees to be in the program and that was just first semester. The measure of success as well I say is you know it is the relationship with partners, again we didn't have a partner per say but the ministry of education we look at other universities and if they are partnering with another institution it is that, open lines of communication and ensuring that the relationship is solid and there is honesty and that there is you know a real transparency there amongst what happening. Another measure of success is not just how many student you enroll or commence but how many reenroll because that is the actual measure of success because if you have student reenrolling that means that they are happy and thats means that you have that steady revenue stream of tuition. You know in terms of measures that should be taken for failure though you know exit strategy is very important public relations (PR) of managing the expectation of the parents, the students, the local ministry of education, regulatory issues about you know programs close down what are the teach out regulations*

		that could vary country by country so I would say that is the most important there.
30	**Interviewer**	*Just to pick up on a few things there, you mentioned the tuition fees of you Singapore campus and your home campus are identical. Would you, Was there, How important is, when obviously if you go to a branch campus you are still expecting that like you said the Australian teaching how important would you say is the Australian lifestyle as part of wanting that foreign education?*
31	Respondent	*Oh I think it is important, I mean you look at what Nottingham in Ningbo in China have tried to do as that they they try to create a campus to look very much look like the British style or at least the main administrative building because they wanted some visual link and we were actually going to create something when were building the campus of having a certain sort of visual link or something that was similar between the two campus but not just physical structure but you don't want to cease a culture that is different. You know Asian universities or Asian high schools are very much about rote learning and I think the idea and certainly one of the ethos of the campus when we were creating it was that it was going to have a very similar style to Australia in terms of the lectures and the tutorials and the coffee spaces on campus for people to get together and the accessibility of the professor and the small class sizes and I think that is all very important if you are just looking at creating a sausage factory or some sort of thing where you are just churning the students out, the students are going to be quite alienated or disappointed unless the enriching of that is much less then the experience that they are going to get at the home campus so the main campus. So you have to be very careful there if you are pricing at the same they need to be having a similar experience, a rewarding experience. If it is just something where it is a classroom that are in an office building and it is very much transactional nine to five and no culture on the campus you know afterwards or no real sort of ownership of the culture then students are going to want to pay the same fees.*
32	**Interviewer**	*So just the final question just to finish off are there any other considerations for me to include about the running of a or operation of a branch campus?*
33	Respondent	*I guess, do you mean anything else for you to include in terms of in your research or your thesis, things to look out for?*
34	**Interviewer**	*Yes, Just extra considerations.*
35	Respondent	*Yeah, look I'd certainly be looking at you know I guess what campus are charging local fees or are sort of you know half charge local fees like in China or India. I think*

		there are regulation by how much fees you can charge and I guess you need to look at those branch campuses. In China there are currency remittance issues, where you can not freely bring RMB out of the country so if they have to plow those profits or the revenue from tuition back into the campus, how would they do that and are they doing it for branding purposes. Our you know, when we were setting it up we were doing it. It wasn't so much for branding, it somewhat was branding it was also to create a viable model of mobility between Singapore and Australia. We wanted it to be you know, our tagline was one university, two countries, three cities because at the time we had campuses at Singapore, Sydney and Canberra and so it was a one, two three model and we wanted to make something that was easy for people to understand and easy for our Australian students to be able to go to Singapore for opportunities and easy for the Singaporean students to pick up and come down for a semester or two semesters or however long they wanted to. To have a seamless experience, tuition fee is exactly the same so that there was no, there was going to be no difference between the two, the two sides. Some universities don't offer that sort of experience so for Monash I don't know if they really offer that or not. They have a number of branch campuses, I believe Nottingham have tried to create that with there Malaysia campus, China campus, the UK campus. I don't know how successful that is though.
36	**Interviewer**	***Ok, well that concludes the interview. Thank you for your time, I appreciate you participating.***
37		*Conclusion*

Appendix 9: Success Case Studies

With the exception of Campus A, the findings related to the success case studies are discussed below. The focus is to illustrate the key facets that contributed to the success of each of the campuses, which will be used in the discussion in the main thesis in section 5.4.

Campus B

This campus is a UK-based HEI in Malaysia, which opened in 2000. The campus has four faculties: engineering, science, art and education, and social sciences (QAA, 2010). The campus was originally located in the capital of the country before moving to a purpose-built site. Additionally, the campus was able to expand its student base from 650 to 3,520 between 2003 and 2009. Many factors led to the success of this campus, which are discussed in the remainder of this section.

Commitment to Internationalisation

Internationalisation is a fundamental aspect of this HEI's agenda; this is made further apparent when looking at the institution mission statement, and the below responses show that the Vice-Chancellor (VC) at the time of establishment of the campus was dedicated to internationalisation. This suggests that the HEI would have been entirely committed to Campus B. Therefore, it can be argued that one of the key contributing factors to the success of this campus is the HEI's focus on international education.

(CB:R1)	*'A lot of it was driven very much by the vision of our previous vice-chancellor who had this strong sense of, how do I describe it, he had this conviction that higher education would be global and that universities would need to be global to succeed, that the future lay in Asia. And I'm talking about going back to the early/mid-90s for these sorts of debates which is when we initially started. So he had this very clear and determined sense that Nottingham needs a footprint in Asia.'*
(CB:R1)	*'…if you look at our internationalisation strategy, even the tag run of the university which is, Knowledge without Borders. Listed in our strategy is that internationalisation is at the heart of everything we do. We expand because we are looking to be international, but also looking to internationalise ourselves.'*

Experience and understanding of risk are two prominent themes for Campus B. Furthermore, it has been identified within literature that experience is invaluable in foreign direct investment (FDI), in particular, its relationship with risk identification and management (Buckley et al., 2007; Ma & Andrews-Speed, 2006).

Firstly, examining the role of experience, in the case of Campus B, the HEI had already been through the process of establishing an IBC successfully, which is a rare occurrence. This experience is particularly useful when a model already exists, because it can optimise certain processes (e.g. carrying out due diligence) as the management can reflect and learn from the past (Farrugia & Lane, 2013; Girdzijauskaite & Radzeviciene, 2014). Although each investment is unique, prior experience will provide an institution with an idea of which facets to focus on and establishes realistic expectations for the investment.

(CB:R2)	*I think, in our case, because we've now done it in Malaysia and in China, we are getting much, much better at it, in which case, everything just becomes much more streamline. I think, in essence, because we've done it twice, and I'm not saying we are going to*

	start another campus, but were we to do so, there's already an understanding at senior management level, at the academic level, about what it entails. '

Secondly, it was evident that the HEI had a comprehensive understanding of the risks involved when establishing Campus B. An example is related to financial return, as there was an understanding that the campus was very unlikely to break even in the short term. In contrast, failed campuses were judged to withdraw from their ventures too hastily (e.g. Campus I) due to the lack of revenue generated.

(CB:R1)	*'but also in the early days, there was a willingness to take and live with risk. So it was a risky venture. When we initially opened we really did not recruit very well. If you're going to pull out of a venture, you pull out of it fairly early on, but we decided to stick with it. '*

Strategic Fit with the Host Country

It is evident that the reasons for selecting Malaysia as the host country were political stability, reduced language barriers and potential economic growth. Economic growth was associated with the potential for increased market demand for education. This link supports the suggestion that as countries develop, the need for education grows, as the knowledge required to support industry advances (Mughal & Vechiu, 2009). Subsequently, this increases the demand for higher education.

(CB:R2)	*'Malaysia is an English speaking country. It places education very highly in its national identity and strategy. It's very welcoming of educational development. It's a safe democratic country…. I think*

	there are a lot of similarities in the way that things happen. There's a familiarity despite it being a different country.'

As part of Malaysia's aim of becoming an education hub, foreign universities were actively being invited to open a campus by the Education Minister. As part of this initiative, attractive incentives (such as tax allowances and accommodating immigration regulations) were being offered (Arachi, 2006). Campus B was one of the HEIs that was invited to open an IBC (QAA, 2010), and many facets made this invitation attractive.

One of the benefits was the similarities between the legal and education systems in Malaysia and the UK, which gave UK HEIs a distinct advantage. These similarities enhanced campus B's understanding of these two crucial elements of the host country's environment. Additionally, the local partners had a good knowledge of the systems in the UK, which made the management of partnerships easier.

(CB:R1)	*'There was a good established legislative framework which meant that you knew where you would sit within the system. And that does make a difference in the sense that you have got a clear understanding of status and position and process. The Malaysian education system has a lot of similarities with the UK so it was reasonably familiar…. English law underpins or is the basis for a lot of Malaysian law.'*

The HEI also had an established presence in the country, which includes relationships with principal figures in the government and existing programmes being offered by the institution. Looking at these elements in more depth, firstly, existing relationships with personnel in the government (some of which were

alumni) resulted in the initial invitation to establish an IBC, and when it was

accepted, the government facilitated and provided introductions to beneficial

partners in the host country.

(CB:R1)	*'You put that alongside a very long history of links and engagement with Malaysia and the Malaysian Government's wish to make Malaysia an education hub and therefore to attract foreign university campuses.'*
	'I think the introduction to the partners came via a mix of government and alumni contacts.'
(CB:R2)	*We were invited by the then Minister of Higher Education, who was himself a former Nottingham graduate. There is that sort of link there.'*

Secondly, the presence of existing programmes meant that the students

within the country were aware of the HEI, and there was a demand for the courses

that were being offered. In particular, the brand was suggested to be a great asset

for Campus B.

(CB:R1)	*'I think the fact that we have the [HEI] name, the brand, the strength of the brand, the recognition that goes with the brand has been of real value because it attracts good students and it attracts good staff.'*

Malaysia also provided geographic benefits, as it was clear that the HEI

had targeted the ASEAN (South East Asia) countries. Thus, it was considered a

suitable location to attract students from neighbouring countries. In addition,

given that the HEI already has a successful campus in China, this appears to be

a logical supporting strategy.

(CB:R1)	*'Malaysia clearly is a country that has this kind of positioning within ASEAN, one of the key players in ASEAN, huge demand for*

	education, huge interest in education, great growth potential, very open.'
(CB:R2)	*'It's very well placed in south East Asia, so geographically, it's a very good one. Obviously now, people are looking more and more to China, but when we came to Malaysia 13 odd so years ago, China was still a much more unexplored market than it is now.'*

Understanding of the Environment

Despite some of the processes being similar to the UK, it was evident that even small differences (in areas such as regulations) had a considerable impact on Campus B. This further underlines the importance of gaining a comprehensive understanding of the environment regardless of how familiar an HEI believes they are with the host country. One issue that was stressed when considering the processes was to consider how these processes impact an IBC, in particular, ensuring that different legislation and/or education systems do not compromise on the quality of the programmes being offered.

(CB:R1)	*'You see I think we thought we understood the Malaysian system, and we did to a degree, but actually it was only when you really got onto the ground that you start to get that much more depth in terms of the way in which things work.'*
(CB:R2)	*'You're obviously operating in somebody else's educational structure. There's another Ministry of Education that has its own rules and regulations and audit processes. You need to get to know what they are and you need to operate within them. You need to ensure that you're not changing your quality while operating in another situation.'*

A clear understanding of the market was fundamental. Two additional areas related to tuition fees and competition were identified: an initial error with pricing and future competition. Firstly, it was pointed that the starting price for the programmes offered were high, and this inhibited enrolment. This pricing

approach appears to be the result of applying the existing model used for IBC to Campus B. Secondly, given the attractive incentives offered by the Malaysian government, it was suggested that the number of competitors entering the country would increase and as a result, would intensify competition. This supports the concept that due diligence is a continuous process (Spedding, 2009).

(CB:R1)	*'There were certainly things that we would have done differently, so I think we probably didn't get our pricing right in the early stages. And I think we probably pitched our fees too high. I think there are some aspects of the Malaysian education system that we didn't understand well enough. And therefore probably weren't as flexible around engagement locally as we could have been.'*
(CB:R2)	*'Difficulties, I'm not sure. There are more British universities coming to Malaysia. There would be a challenge in terms of market share and competitors.'*

Finally, external advice was identified as essential. The sources of information included partners, locally recruited staff, professionals in the country and other institutions. It is evident that utilising other HEI's experience and local experts is beneficial and can help overcome some of the barriers to due diligence (Werlau, 2001). Moreover, incorporation of this advice was suggested as the principle change if they were to start the IBC again.

(CB:R1)	*If I was doing it again, I'd probably hire somebody from … a good person from a local institution at an early stage and really, really pick their brains early on. I think we probably didn't do that early enough.*
(CB:R2)	*'Firmly understand the market and the context into which you're looking to go. Obviously that's a fairly lengthy job. I would say, talk to as many branch campuses as you can.'*

Joint Venture and Collaborations

Although the HEI was invited, a legal requirement for Campus B was to enter a joint venture. Zacharakis (1997) suggests that joint ventures are successful provided complimentary assets exist. In this case, Campus B had the knowledge and resources to provide quality education, while the partnering companies had a clear understanding of the processes within the host country.

Partnerships were beneficial, as they provided guidance regarding how to operate in the host country. Therefore, partners are a valuable source of information, which can be used to establish a comprehensive understanding of the environment, as they are immersed in it.

(CB:R1)	*'I think the partners actually were of huge value to us because what they provided was advice, guidance, support in terms of how you operate as a company in Malaysia…. And that was something that was very new to us. And it's the ability to have somebody to go to to say, "How does this work here, or what is this requirement, or what do we need to do about this?" All of those things that we could have found out through other routes but having partners on hand to help you do that is really quite valuable'*

A characteristic of this partnership was that Campus B maintained total control over academic issues; one way this was achieved was by appointing the VC as the CEO of one of the partnering companies. This control ensured that the quality of the education was not compromised or seen as secondary to financial returns.

(CB:R1)	*'The joint venture specifies that Nottingham has sole responsibility for academic matters so that we can control the quality; we can control and protect the brand. But then there is a private company which, again, is a requirement of Malaysian law. I'm CEO of that company and that company operates the campus.'*

| (CB:R2) | *'….the partner deals with a lot of the infrastructure, that sort of issue. Whereas, the academic matters are all handled by Nottingham. You're not coming in and being worried about somebody taking over control of your curriculum or devaluing your brand….'* |
| | *'Any partner that you're involved with needs to understand the nature of education and the long term nature of the investment. Sometimes, because education is a business, yes, but it's a different type of business. So a partner needs to be very clearly aware of that. There needs to be an understanding about who is controlling what and why.'* |

Clear expectations were established with the partnering company, as all the parties were aware that any investment into the campus required a long-term commitment. An additional supporting facet was related to the alumni; notably, many senior officials were educated in the UK. As a result, the partnering company had a better understanding of how Campus B would operate, thus demonstrating a mutual understanding between the HEI and its partners.

| (CB:R2) | *'You've also got the advantage that there is a very strong historical link between Malaysia and the UK. The fundamental understanding of what was a British education, what was a British degree, that helped enormously. A lot of Malaysian senior officials, lawyers, politicians are educated in the UK, so again, there is that, you might be a foreigner but you are not foreign.'* |

Finally, another area that was identified was the relationship with local HEIs. As the focus was placed on being embedded into the Malaysian education sector, it did not see local HEIs as competitors, but collaborators. It can be suggested that the existence of these relationships can create barriers for foreign HEIs. Subsequently, this can benefit Campus B with regard to the previously mentioned need to monitor competitors entering the country.

(CB:R2)	*'We've been able to, very successfully, integrate with public universities in terms of research collaborations and joint degrees. We can be seen as a collaborator, not as a competitor. We're in Malaysia for the long haul, not just to come in for a couple of years and then leave. We're looking to be part of the fabric of Malaysian higher education. I think that's been a huge success.'*

Staff Composition

A minor theme determined was the composition of local and home staff. Firstly, it was identified that the campus was primarily staffed using local personnel. A benefit of this approach is the knowledge provided about the local system and processes, which allows for local adaptions. Again, this approach supports the importance of external sources when establishing an IBC (Rosenbloom & Larsen, 2003). Secondly, the use of home staff ensured that the communication between the IBC and the home campus was strong, and that the culture of the HEI was embedded into Campus B. The mix of local and home staff made sure that the local adaptions were made, but the experience was consistent across campuses.

(CB:R1)	*So the people who have been hugely valuable to us are academic staff who came in particularly in the early days who have said, "Actually look, this is the way it works and that's not going to work if you do it like that. So we need to do it like this." Now we brought these people in probably three or four months before we started as new academic staff. Had we brought them in a year before we started, six months/nine months, that might have helped us avoid one or two of the pitfalls that we fell into.*
	'We've got quite an international staff. But the seconded staff from the UK are relatively small in number, less than 10% under there because we need certain people in those sort of senior leadership role partly as culture carriers, partly really to make sure that the links back to the UK are strong, are robust.'

Information System Issues

The penultimate area to be addressed is concerned with problems encountered with the information systems. This issue was identified in both the interviews and was suggested to be a complication inherited from the home campus. Therefpre, the lack of integration between information systems inhibits the ability of the campuses to share information effectively. This suggests that any problems that are present in the home campus can be transferred to the IBC, if not properly managed.

(CB:R1)	*'Things that could be improved? Well I mean that's an interesting question because in a sense everything can be improved. I think if you ask me where I would want to focus my attention, I think student systems are a big, big issue for me. But actually, they're a big issue for our campus in the UK. So I think there's a causal link there. It's a problem in the UK and that means it's a probably here.*
(CB:R2)	*'From a practical perspective, and this is something that we've been working on considerably in the last couple of years, it's things like processes, technologies etc. Or even licensing agreements because not everything that works in one country works in another.'*

Measures of Success and Failure

The main measures of success include enrolments, research students, fiscal performance, HEI and environmental targets; these are summarised in the Campus B Success Measures. In addition to these, although no specific failure measures were mentioned in relation to Campus B, there were suggestions as to what could be considered as a failure, and this mainly revolved around damage to the HEI's brand.

(CB:R2)	*'…. a failure of a branch campus would be one that abuses the local system that hosts it. That comes in, and is not only devaluing the brand of the home campus, but is also selling a western education*

	but without any of the quality. I think, in grand terms that would be a failure because it devalues education globally. One potential failure is that a branch campus has caused the home campus to overreach and they can't sustain. It can damage the brand and it can damage future development. I think that would be a failure. Obviously, on a simple, practical level, if a branch campus had a huge investment of time and infrastructure and then simply couldn't recruit, for whatever reason, that would obviously be a failure.

Campus B Success Measures

Enrolment related
    1.   Number of students
    2.   Student Mobility
    3.   PhD Numbers
	Research Related
	    1. Research Income
	    2. Research Activity
	    3. Research Grants
	    4. Ranking in Malaysia

Student Related
    1.   Student Satisfaction
	Fiscal Performances
	    1. Budgetary Targets

HEI Related
    1.   Brand Awareness
    2.   Brand Recognition
    3.   Ability to be independent
	Other
	    1. Environmental Targets

Case Summary

Overall, Campus B continues to attract a number of students while expanding the number of courses that are being provided. Many key factors (see Campus B Case Summary) have contributed to the success of Campus B. Firstly, as this is the HEI's second IBC, it has benefited from prior experience, which allowed for a better understanding of the investment. Secondly, the close relationship with partners provided mutual benefits. Finally, the accommodating and familiar host country environment simplified the due diligence process. The only significant issue with the campus is the information systems, which is considered to be an inherited issue from the home campus.

Campus B Case Summary

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Commitment to Internationalisation - Experience - Risk	**Strategic Fit** - Invitation - Focus on Education (Hub) - Established Presence - Geographical Location	**Understanding of the Environment** - Processes - Market - External Advice
Joint Venture and Collaborations - Guidance - Academic Control - Clear Expectations - Collaborations	**Staff Composition** - Local Staff (Knowledge) - Home Staff (Culture)	**Information Systems** - Poor Integration

Campus C

This campus is an Australia-based HEI in Dubai and was opened in 2008. The courses offered include a total of eight undergraduate and postgraduate programmes mainly focused on business. This campus is unique when compared to the other successful cases, in that it can be considered as a success because it continues to operate. However, it is seen as a failure in the eyes of the home campus. Five areas were identified that impacted this campus, which are addressed in this section.

Benefits of the Host Country

Arguably one of the key attractions of Dubai is the government's focus on education and the existence of an education hub. The main advantage of education hubs is that they allow countries to address the gap in knowledge in the country (Grove, 2013). There are currently two academic free zones in Dubai, and Campus C is located in the Dubai International Academic City. Many benefits are involved in being situated in a free zone, which include 100% ownership and repatriation of funds (FBS, 2016). Although this campus does not own or purchase a building, it still demonstrates the UAE government's commitment to education.

(CC:R2)	*'I think that the main selling point is the potential it has and the interest the Government has in promoting Dubai as a higher education hub…. A lot of universities that don't necessarily have strategic linkages, have gone into Singapore and a number of gone into Dubai, based on the idea that this is going to be, potentially, the big higher hub for the Middle East, Eastern Europe.'*

Another benefit for Campus C is related to accreditation requirements. In this case, provided that the campus is fully accredited in Australia, the quality of the degrees being offered was acceptable. However, it is clear that Dubai's education authorities had other areas to focus on, such as the way the degrees are delivered and ensuring that this is equivalent to the home campus. Overall, this reduced the need to have the degrees accredited by two different education authorities and thereby reduced complexity.

(CC:R2)	*'So the curriculum is absolutely identical and that's integral to the way we go about dealing with oversight of academic quota and to deal with accreditation, because the course as a whole, as being of sufficient quality and rigour to comprise a Bachelor of Commerce degree, shall we say. That's all accredited in Australia and in this case the Dubai authorities accept the Australian accreditation process as being sufficient for the underlying academic rigour of the degree.'*
	'The Dubai authority monitor, the quality of teaching and they do that through, in the broader sense, checking parity results…. The other areas that they look at are effectively ensuring that the home Campus is exercising sufficient oversight, so that the branch Campus isn't being run as a spin off operation.'

Related to programme delivery, differences in culture and associated adaptions need to be considered. It is clear that the home campus was aware of the cultural differences, but they did not understand how these differences impacted the programme's delivery. Again, this suggests that regardless of comprehensiveness of any due diligence, it is essential to experience operating in the host country to ascertain a full understanding (Werlau, 2001).

(CC:R1)	*'…we underestimated the amount of modifications that were required and we put on some daft offerings. The idea that we could offer the same kind of media course in Dubai that we offered in Perth was very naive of us, to be honest.'*
(CC:R2)	*'In Dubai, of course, they also keep an eye on your observance of local cultural expectations and that means is your campus observing strict adherence around working hours during Ramadan and about fasting in public spaces. It's written into the underlying by the Dubai authorities that education in Dubai has to be consistent with, effectively, cultural sensitivities, if you will.'*

Student Market Characteristics

A key benefit of establishing a campus in Dubai is the availability of students. When Campus C was opened, there was a pool of 10,000 students, which increased to just over 34,000 inbound students in 2014 (Alhalwachi, 2015), thus demonstrating the lucrative market potential.

Campus C has experienced a healthy level of growth (despite opening during the financial crisis). For example, the MBA cohort grew from 10 to 60 in one year (Li, 2009). However, Campus C failed to meet the original enrolment targets. At the outset, the target was 1200 students after five years of operation (which was 2013). This was later revised to 1000 students, as adjusted forecasts suggested that approximately 900 students would be expected in 2015, with the majority coming from outside UAE (Bardsley, 2008; Grove, 2013). Furthermore, the campus increased its size to cater for 1800 students (Wahi, 2015), which suggests that management had forecasted continued growth. On the whole, although initial targets were not met, they were adjusted rather than opting to close the campus, which shows a good commitment to Campus C.

The failure to meet the initial target may have been the result of Dubai having a smaller market than other countries. Hence, the inability to meet the

target suggests that the original understanding of the market size may have been unrealistic.

(CC:R2)	*'In Dubai the numbers aren't that much smaller. There is no domestic local market at the of the same scale. First of all, there's far few of them, a lot of them don't want this type of degree. A lot of the really healthy ones go to the US or Europe for their degrees. The ones who are looking to take a degree locally go places like Sheik Sayed or so on, which are UAE accredited, because a UAE accredited degree guarantees them a Government job once they graduate, and so what it means is that you're entirely dependent, in effect, upon expatriates and imported students into Dubai'*

In handle the situation, Campus C actively tried to attract more students. Many beneficial facets aided the growth of their student numbers, which include helping the students afford the opportunity to study at any of the HEI's campuses at a later stage (Bardsley, 2008) and providing an increasing number of scholarships. Further addressing the latter, in 2015, Campus C announced that it will be distributing 4 million Dirhams in scholarships for gifted students (Zawya, 2015). Both factors contributed to the campus being ranked fifth among most popular in Dubai (Uninest, 2015).

Finally, it was identified that another benefit of choosing Dubai was the potential of its neighbouring counties. The country itself is well placed in the UAE, and it is closely positioned to an arguably developing African market.

(CC:R1)	*' … proximity to what was regarded as a growing market for international students in the Middle East, but also Africa and the sub-continent'*
(CC:R2)	*'Fundamentally that's my view that Dubai makes really good sense for institutions that want to use that as a way to expand into Africa if you had a vision that Africa was the next big place where this type of branch campus model would work'*

Partnership Issues

The model chosen by Campus C was to opt for a local partner that would provide the physical campus. The reason for adopting this approach was to lessen the risk of the investment by reducing the amount of the initial investment required; as the partner provided the building, a large bulk of the initial costs was reduced. However, it is clear that the HEI still invested a substantial amount.

(CC:R1)	*' We gave concessions and subsidies to the partner. That helped: it helped grow a lot. '*
(CC:R2)	*'Ultimately, [Campus C] , in the larger sense is responsible only for teaching the students and providing the intellectual content of the degrees. The actual management of the physical infrastructure is in the hands of the investment partner.*

One large concern expressed was control and communication issues. It is evident that the actual management was problematic. It was suggested that the management (recruited by the partner) was focused on financial return rather than on academic imperatives. As a result, this reduced the ability of HEI to provide an equivalent experience and compromised quality. However, management at the IBC found the centralised decision making restrictive, which inhibited the ability to make local adaptions. Therefore, there is a need to identify how IBCs can be managed whilst allowing for flexibility.

(CC:R1)	*'I mean, it hasn't run particularly well setting the interface between our academic coordination here and the delivery of the curriculum there…. The academic direction was conducted by an individual employed by a local partner, which is a problem, exactly the same arrangement pertained as student services and admissions.'*
	'I'd look for partners who shared our aspirations in terms of academic quality and integrity, who shared the philosophy and culture of the university, and were motivated as much by academic rigour and reputation, or more by academic rigour and reputation

	than by commercial consideration…. I'd suggest that they retain as much control as possible over the coordination of the programmes, the programme management, the curriculum, and admissions. '
(CC:R2)	*' Communication has been a challenge since the creation of the place. That is to do with time zones but also to do with the structure set-up at the time of the campus' creation and the underlying arrangements under which it was created.'*
	'beholden to decisions made at the home campus about broader policy choices and changes. So it is possible for them to suffer because of a short-term which is of the sort that...you have to do this at that branch campus because that makes you consistent with what we're doing here, and you can argue back, yes but that doesn't meet our local context, as presented to us, let us do things this way, then in 3 or 4 years' time we'll all be in the place but will we be able to do that, and then you're told by the home campus, no no, you have to do it this way, and of course it can make problems. '

Strategic and Academic Focus

It is apparent that the management is aware of the long-term commitment that this investment represents. This is demonstrated by the decision to keep the campus in operation despite not achieving initial targets. Thus, the management is aware of the extended amount of time that is required before any real benefits (financial or reputation) will be realised.

On a similar note, the long-term commitment is underwritten by the HEI's determination to maintain an academic focus. Evidence of this was already presented when identifying the issues with the partnership arrangements. Furthermore, a focus has to be placed on raising the reputation of the HEI as an education provider, which is an ethos the HEI finds desirable when choosing a partner.

| (CC:R1) | *'When you set-up a brand new campus, it takes 5/10 years to create a local reputation, to create a local sense of credibility in that local market.'* |
| | *'I have a long-term strategy that's going to be about building credibility in that market and in those terms your real gains all become quite a long way down the road, when your educational institution has become a known commodity and respected and a desired attractive part of the local educational context. So you've got to pick long-term if you're going to have those purposes first and foremost. If it's just about huge numbers of student enrolments getting in and making money, then you're only going to be taking the short-term.'* |

Integration Issues

As with all IBCs, distance is an issue with Campus C; it experiences increased communication problems because of it, and the subsequent effect has impacted the ability of the home campus to manage the operations at Campus C, especially the embedding of the HEI's culture. As a result, it is conceivable that the student experience at Campus C is not similar to the home campus.

(CC:R1)	*' the time zone differences; the lack of training of local affiliate staff in university policy procedure and philosophy''*
	'The experience of students in Dubai was not equivalent to the experience [at the home campus].'
(CC:R2)	*'I think the key issues really are governance, given that it's a campus that operates at such a physical distance from the main Campus. So really the issue here is one of governance and I guess related to bad communication. That Campus has had some issues in the past and where we're currently working on to improve things, is in the area of a much closer and better organised communication between the two Campuses.'*
	'Communication has been a challenge since the creation of the place. That is to do with time zones but also to do with the structure set-up at the time of the campus' creation and the underlying arrangements under which it was created.'

To address the communication issue, additional home staff could be used at the campus. This would address some of the issues, in particular, understanding of the HEI as a whole and its culture. Furthermore, the integration of more staff was stressed as a key area of change with the benefit of hindsight.

(CC:R1)	*'We would employ our own academic director based in Dubai, we'd employ our own teaching staff for up to 50% of the teaching, and we'd employ our own administrative staff.'*
(CC:R2)	*'…one of the big changes that I would do in hindsight, would've been to have far more physical interaction between staff and the campuses in the first 4 years,'*

One of the key issues highlighted was the poor relationship between Campus C and the home campus, which was attributed to the lack of understanding between both the entities. Additionally, there is a perception that the HEI does not view Campus C as a part of its overall offering. Instead, it is seen as a separate campus. This viewpoint further worsens integration between the campuses (Jackson, 2006; Weir et al., 2005). In addition to this, some of the key decisions that are taken for Campus C do not involve senior management at the IBC.

(CC:R2)	*'You simply take the idea that it's a problem and how it happened and you can move on, rather than all those people in Dubai messed up again, or all those people in [the home campus] don't understand us, attitude…. One of the basic problems with a branch campus is a relationship with the home campus and so I think that would've been probably one of the single things.'*
	'it's about the campus as whole, because in the larger sense, the message has been there is no [HEI NAME] Dubai, there's only [HEI Name] with a branch unit campus in Dubai and those are two different ways of thinking about it.'
	' it's just to say if that's part of the long-term strategies, then I don't know about, I'm not in included in those big strategic decisions.'

One potential cause of this segregated viewpoint is the performance of Campus C at the time. It is apparent that despite the campus attracting students, it was seen as a failure. This is further emphasised by the home campus pointing out that there were "not many" and "negligible" benefits of establishing the campus. Thus, one could argue that the HEI may have been distancing itself from what is being perceived as a failed investment.

It is noteworthy that when the interviews were carried out, the campus was not performing as well, and this could have led to the negative comments. However, given the forecasted growth (and expanded campus), increased reputation and change of Dean, this viewpoint may have changed now. The change of Dean demonstrates that HEI's perceptions of campuses are subject to change as senior leadership roles change. Notwithstanding the hindrances, Campus C is still in operation and continues to attract students. Therefore, this provides insights into the potential issues with successful campuses that experience difficulties.

Measures of Success and Failure

The main measures of success include students, reputation, financial viability and research; these are summarised in the Campus C Success Measures. There was no clear failure measure, but it was suggested that it is vital to be aware of the conditions of failure and understand how to withdraw from the investment. Concerning exit strategies, the main areas that were mentioned included employment contracts, teaching obligation, and contractual agreement with partners.

(CC:R2)	*'What are the conditions for failure and what are the conditions under which we will close this branch campus, in effect, and how long will that take us to do and what will that cost and what will that involve. We need to be public about that from the beginning. We don't do that because it, of course, seems to undermine the validity of the mission from the very beginning.'*

Campus C Success Measures

Reputation related	**Research Related**
1. Brand 2. Students Attracted	1. Collaborations
Student Related	**Fiscal Performances**
1. Student Satisfaction 2. Student Performance 3. Students Retained	1. Break-even 2. Surplus 3. Financial Viability

Case Summary

Overall, Campus C is an enigma – it can be considered a success as it is still operational and continues to attract students. However, many issues have been identified, namely, integration and control. Campus C was established with a partner, which reduced the initial risk of opening an IBC, but the partner was seen as problematic. Nevertheless, the host country has provided numerous benefits, which includes the emphasis on education, presence of a free zone (education hub) and a lucrative student market. While there are issues, they demonstrate potential areas (see Campus C Case Summary) that may arise during the lifetime of an IBC, which need to be overcome to be successful.

Campus C Case Summary

Campus C

Benefits of the Host Country - Focus on Education (Hub) - Accreditation	**Student Market** - Adjusted Targets - International Students - Scholarships	**Partnerships** - Lack of Control - Lack of Common Goals

Strategic Focus - Academic Focus - Long Term Commitment	**Integration** - IBC Seen Separate - Poor Communication - Need For Home Staff

Campus D

Campus D is a UK-based HEI in Australia opened in 2008, but is set to cease operations in 2017 (Grove, 2015). This campus can be considered as unique, as it is fundamentally research led, with only postgraduate and doctorate programmes being offered (Maslen, 2015). Despite the pending closure of the campus, there are many facets that make it successful, which are addressed in this section.

Strategy and Model

It is clear that the senior management at Campus D had a clear vision and strategy when deciding to establish an IBC. One of the key elements was the strong leadership at the HEI when the IBC was being established. In turn, this resulted in a clear vision and objectives that were aligned with the home campus. Thus, strong leadership and its subsequent effect contributed to the successful operation of this campus.

(CD:R1)	*'We started with a very clear vision and we kept true to that vision, and we still are keeping true to that vision.'*
	'…..you must stick with your own vision and it must be in tune with your own vision of what your university is.'
(CD:R2)	*'….there's very strong leadership at all levels of the faculty that you know students and the staff you know feel like there's a very clear objective because it's very easy to sort of having people going off like wandering sheep.'*

In line with Campus D's strategy and objectives, it was stressed that the campus was not financially driven. However, financial sustainability is essential,

and it was not seen as a commercial investment. In addition, there is evidence

that the objectives set were long term, rather than being focused on short-term

gains, which coincides with the HEI's academic focus.

(CD:R1)	*'We are not going into this for financial reasons; it is not a way of trying to make massive surpluses that will feed back into London and pay for things…such like things in London. So I say financial sustainability is absolutely vital and you must think about how you can achieve that, but it's really about achieving your goals as a university…. The last suggestion I would make is you must learn to have enormous patience and enormous capacity for persistence.'*
(CD:R2)	*'Sure and we have no intention of making vast amounts of money out of it. It's an…you know we've learnt as much from doing it and hopefully we can you know pile up a few new teaching initiatives and you know those three reasons I gave you at the beginning of why the University here is you know, the reason it's not a commercial exercise'*

The model adopted by Campus D has been expressed to be different than

most IBCs' models. The two facets that differentiate this campus from others is

the strong emphasis on research and targeting a small cohort of students. Firstly,

the campus offers specialist and niche post-graduate courses within the energy

and resources sector, which serves as a USP. Secondly, given the focus on

research, the campus was established to accommodate 120 students, which is a

very small number in comparison to other IBCs. Furthermore, Campus D focused

on attracting international students, which is unsurprising given the niche

programmes being offered.

(CD:R1)	*'Our model is unique to UCL. In one of the OPA key reports, I think it was actually the January 2010 one on…was it 2010? Well, one recently…2012 on overseas campuses, they suggest that our model may actually be the right model for the future. I don't know whether it will be for everyone but it is right for us, and you must*

	stick with your own vision and it must be in tune with your own vision of what your university is.'
	'Even though we'll always remain quite small—highly international in its focus.'
	'Well, another issue is that we are quite determined that overseas campuses will be small, niche with particular academic discipline areas, but they'll be post-graduate rather than under-graduate, although they will have an outreach to the community connection.'
(CD:R2)	*'I think you know the obvious one is to get your model right. You've really got to get that cleared or consider the alternatives because you can produce vastly different outcomes.'*
	'I mean our model is quite different to any other example I've ever seen…. we decided not to go for undergraduates and we were very clear about that; and secondly we decided not to go for a large scale. We wanted to be influential and boutique in our vision so we're limited to 120 full time equivalent students here and we have about 90 students at the moment.'

Overall, the academic focus, vision of the leadership and small capacity were identified as contributing factors to the successful running of Campus D, which is further exemplified by the target for enrolments being surpassed ahead of schedule.

(CD:R1)	*'we are ahead of target on student numbers and growth and that we will be self-positioned to be ahead of schedule.'*

Understanding of the Environment

The importance of planning and understanding the specifics of establishing an IBC in Australia was important for setting up Campus D. Australia was chosen as the host country due to its "forward policies" on energy and resources and the availability of natural resources. Despite the host and the home country being arguably similar, there were specific issues that had to be addressed.

A number of initial barriers were mentioned and for the most part, these were related to understanding educational legislation. Campus D had to operate in compliance with both Australian and British regulations. Conceivably, this created obstacles when the campus was first being established. Additionally, similar issues concerning accountability and compliance impacted the ability to establish relationships of Campus D with partners. This underlines the importance of gaining a comprehensive understanding and devoting adequate planning time to the investment before the IBC is established.

(CD:R1)	*'Working across different academic systems is always a challenge. Issues around compliance to quality assurance agencies is a challenge when you're working across to national systems as well as individual university systems. '*
(CD:R2)	*'I mean the regulations, dual regulations you know is probably the hardest thing to overcome because in all of the internal challenges you meet would include currency and time zones and financial risk and governance…… But probably the one, the biggest challenge that fell in our hands is the international governance primus for both the UK and Australia. You would think they wouldn't be that far apart and in some cases they're not but it's just the law isn't good and it's very unproductive time as well.'*

Planning was highlighted as a key aspect and was acknowledged to be both successful and requiring improvement. Despite proper planning, two issues were emphasised. Firstly, sufficient time should be dedicated to planning, and multiple people should be responsible for this task. Secondly, planning is a continual process, which goes beyond the initial stages, and all processes and changes should be based on the most up to date information about the environment. As a result, this should limit the number of problems encountered at a later date.

(CD:R1)	*'We planned it well! [Laughter] That being the centre of everything—if you just put in the work. You have to do considerable market research, you have to keep doing market research… so aware of how markets are changing, you have to build very, very strong relationships with all key stakeholders, and that's both government bodies and commercial bodies and other universities, and you've got to keep working that partnership.'*
	'Planning and constantly ensuring that you're on track and monitoring the project plan'
	'I think, well, we'd have put would more human resource capacity into the planning stage.'
(CD:R2)	*'….. when you're in the planning processes, you know be very detailed and try to get your head around the magnitude of what you're trying to achieve and give yourself plenty of time. You know so developing a very coherent game chart and when you've done that give yourself more time.'*

As a part of the planning process, risk identifiers and mitigation plans were also considered. This approach allowed the management to identify and address any potential difficulties that may arise. There were three main categories of risk: financial (e.g. consistently overspending), student feedback (e.g. student dissatisfaction) and governance (e.g. if the advisory boards indicated an issue in the environment). If any of the above categories were deemed problematic, an appropriate mitigation strategy would be implemented. As it is unfeasible to account for all potential issues that may occur, planning for what can be foreseen is beneficial.

(CD:R1)	*'I have a very detailed risk register that you know I'm required to maintain and obviously drives out very proactively and you know, and that deals with me to have mitigation strategies wherever any of those risks you know exceed tolerance levels; and then you know I have detailed mitigation strategies '*

Understanding of the environment was crucial, and one method of achieving this was the use of advisory boards. Each entity provided information to the management and ensured that they were fully informed. Furthermore, the importance of utilising local people was highlighted as an area of improvement with the benefit of hindsight, with the argument being that the only way to understand the Australian market was to ask about those who are already immersed in it.

(CD:R1)	*'… the partners are not part of government; they're part of an advisory board—they're represented on an advisory board to which we listen very carefully, but we are an autonomous institution.'*
(CD:R2)	*'we have two governance frameworks here. An academic board and an advisory board. So if either of those two were telling me something's going wrong, I would be looking at it closely as well. They're good litmus test.'*
	'You've got to have sufficient confidence in either drawing the knowledge or by being able to hire people in that market because you know, many markets are very mediocre and erratic and you've got to be very…you've got to have lots of good people who really get what's going on locally'

Partnerships

Partnerships were a dominant theme, and the importance of building strong relationships with entities in the host country was strongly suggested. Partners included other HEIs, the government and commercial bodies with each one providing different benefits. Many of the partnerships and collaborations with local HEIs were developed for the purpose of research. The governmental advisory board provided valuable information and funding. Finally, commercial bodies also provided funding and opportunities for students at the campus.

(CD:R1)	*'you have to build very, very strong relationships with all key stakeholders, and that's both government bodies and commercial bodies and other universities, and you've got to keep working that partnership.'*
	'….we have close relationships with a whole network of half the universities across Australia. Naturally, we would gravitate more to the research institutions just like Melbourne, Australia, Massey University, University of Queensland and so on, but we're also working with other like the University of South Australia.'
	'We are building a very, very strong relationship with a whole network of companies throughout Australia and with a government department area.'
(CD:R2)	*'I think that you have to have good relationships with the key external stakeholders'*

One of the key roles that partners played was financial provisions. It was the intention of the management to be purely externally funded. It was identified that the host country provided approximately $4.5 million in financial assistance while corporate partners provided a further $10 million (King, 2015; Maslen, 2015). Furthermore, during the set-up period, it was revealed that the government reduced the amount of funding provided. Consequently, reliance on partners increased, which explains why corporate partners provided more money. The funding from corporate partners was used to set up the campus, support research and provide scholarships. In addition to finance, corporate partnerships provided other benefits, which included information sharing and enhancing the student experience.

(CD:R1)	*'Well, given that we are funded completely by our partners… it's something that is very important for us to do, because when we first started creating our overseas campuses our position was that we wanted them to be funded externally.'*
	,But it was because the global financial crisis had exploded, or imploded, and so we had to rethink it quickly because he couldn't slash his minister's budget and fund up at the level that we had agreed….. But in a sense it's had a silver lining because that led over to work more early than perhaps we…well, more early than we had depended with a major Ireland gas company who then contributed philanthropically to help us set up.'
(CD:R2)	*'Now we have raised probably close to twenty million dollars from outside of the normal funding sources through you know, deals with BA Dilliton and Woodside and Chevron and Sandshots and Pillow Gaff you know organisations like this.'*
	'Principally the two major supporters or sponsors provide funding for a chair so an academic professor that provides scholarship funding so master students and PhD students like yourself can you know, study under scholarship and thirdly they provide us with untied money to conduct research which principally means we engage post docs you know to really sort of get stuck into it and to be able to produce some good things early.'

Staff and Recruitment

Campus D adopts the same approach as the home campus when recruiting staff; focus is placed on recruiting staff globally to ensure that only quality staff are employed. Furthermore, Campus D benefits from the brand of the HEI, which makes it a desirable institution to be employed by.

(CD:R1)	*'I'm happy with where we are now with our staff, but initially it was quite a struggle to make sure that people, you know, they're attracted to the [HEI Brand] name'*
	'We recruit globally and that means that we're searching throughout the world—we look for the very best people.'
(CD:R2)	*'Sure it did no doubt at both levels but of course in Australia from a starting point of view people were reasonably aware. You know the academic staff that we were recruiting locally and of course our own people and other staff from across the British system settling in about the University so that's true.'*

Campus D has a mixture of home and local staff. The importance of using home staff was stressed, as this allows the ethos and culture of the HEI to be transferred to the IBC. Crucially, this afforded a greater opportunity to simulate the student experience. However, a key barrier to using home staff is convincing them to relocate; a key incentive that was identified was career development. While home staff ensured that key traits of the home campus were present, the importance of local staff is key to ensuring local adaptions to suit the context and providing guidance related to the local environment.

(CD:R1)	*'On the other hand we have also got to be aware that, if it's important, that we have some people who have, if you like, the DNA of UCL whether it be the academics or professional services colleagues, and we also need to make sure that we do have some Australian colleagues because we need to have people who understand the Australian context.'*
(CD:R2)	*'…..the key things to do is to find a you know, a core group of staff who are from your main campus and ensure that they're prepared to go and spend a considerable amount of time at the new campus. So you get this transfer of knowledge and DNA, the credibility and you know, it's almost like a good organic base and to which you can plant new seeds.'*
	'….it's hard to find really good people in the game especially in the start up which is why when I mentioned earlier, the idea of relocating some of your existing staff is a big model and a much stronger way to go but of course you've got to convince current people to want to

| | *move you know, that might be easy enough if you're moving from London to Australia than it is to do.'* |

Pending Closure

To preface this section, the announcement of the closure was made after the interviews had been conducted. Therefore, the information on the closure of the campus has been taken from secondary sources.

In 2015, Campus D announced that it would be ceasing its operation in Australia in favour of a partnership approach that includes entering into a collaboration with the University of South Australia to deliver programmes (UniversityofSouthAustralia, 2015). As previously mentioned, Campus D had met its enrolment targets ahead of schedule, and when the closure was announced, there were approximately 100 students (King, 2015) enrolled. Although it can be argued that the focus on attracting a small cohort made this feat easier, there was a suggestion that the campus would expand to allow growth, making the closure surprising (Maslen, 2015). The decision to close Campus D can arguably be attributed to two main issues: the change in the host country's environment (King, 2015; Maslen, 2015) and a change in the HEI's international focus (Warrell, 2015).

Measures of Success and Failure

The measures of success for Campus D include students, research, enrolments, finance, partners and teaching (detailed in the Campus D Success Measures). In addition to this, one aspect that was stressed was the student experience and the drive to exceed student expectations. However, the

importance of contingency planning was underlined, which highlights potential problematic areas (which include fiscal, academic and environment) that could increase risk.

(CD:R1)	*'They've tended to fail because of you know, poor economics, poor recruitment and retention of staff and they've focused on the wrong things'*

Campus D Success Measures

Teaching related	Research Related
1. Teaching standard	1. Policy research output
2. Engagement with industry	2. Fundamental research output
	3. Applied research output
	4. In line with HEI research framework
Fiscal Performances	**Student Related**
1. Budgetary	1. Student satisfaction
2. Estimates (Targets)	2. Student experience
3. Financial Sustainability	3. Student feedback
	4. Student employment outcome
	5. Headhunted students
Partners	
1. Expand non-contractual network	

Case Summary

Campus D exhibited many strong characteristics (as seen in the Campus D Case Summary) that allowed it to operate successfully for approximately eight years. The campus is due to close, which appears to be the result of the changing environment and managerial vision for internationalisation. It is clear that when the campus was first being set up, strong leadership with a clear vision, the use of a targeted niche model and dedicated time and effort for planning were of great

benefit. A prominent theme identified was partnerships, as they provided funding, enhancement to student experience and advice on the local environment.

Campus D Case Summary

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Strategy and Model

- Strong leadership
- Clear vision
- Academic focus
- Research based
- Small cohort target

Understanding and Planning

- Sufficient planning
- Advisory boards
- Risk indicators
- Mitigation strategies

Partnerships

- Provide funding
- Student opportunities
- Source of information

Staff and Recruitment

- Local staff (context)
- Home staff (ethos)
- Global recruitment

Pending Closure

- Switch to partnerships
- Change in environment
- Change in internationalisation strategy

Campus E

Campus E is an Ireland-based HEI in Bahrain, which opened in 2004. After four years of operation, the HEI moved to a purpose-built facility that was adjacent to the main hospitals in Bahrain (Law, 2013; RCSI, 2015). Despite the successful operation of the campus, the HEI has been heavily criticised for its response to the political unrest. Nevertheless, many themes that have emerged such as the host country and political instability, which are addressed in this section.

Host Country

One of the determinants for the selection of Bahrain as the host country for Campus D was the importance and value placed on educating students in medicine. This focus was deemed vastly different to that of surrounding countries (e.g. UAE), which place a greater emphasis on importing doctors and viewing nursing as a lesser profession.

(CE:R1)	*'But I should say that the standard of health provision in Bahrain is extraordinary it's really good, it's totally free and it's really very, very good.'*
	'I think the big barrier which doesn't necessarily apply to Saudi but would apply say in our neighbour the UAE is the actually status and role of the medical profession in the country. In Bahrain it's a highly valued profession and kids want to become doctors or indeed nurses.'
	'The second would be what I would call, the acceptance of our campus within the country.'

The importance and quality of the medical services rendered was one reason why an emphasis was placed on medical education. As a result, the government provided sponsorships for those who wanted to study medicine, as

there was a preference to train good doctors in the country rather than sourcing

them internationally.

(CE:R1)	*'Bahrain on the other hand always had a strong tradition of medicine and indeed of education and they want to locally educated doctors. For us we would be very dependent on the government sponsoring students.'*
	' …. we would take in about 150 medical students a year and about half of those would be sponsored….. We would also educate about 300 nurses. All of those nurses would will be sponsored by the government. '

The HEI was invited to establish a campus that was the result of their

existing presence in Bahrain, with the existence of alumni and experience of

running exams in Bahrain. The presence of alumni in the host country was

beneficial especially given that they are senior officials in the National Health

Service. One could argue that as alumni, they would have a good understanding

of how the HEI operates. Consequently, better provisions could be provided that

should allow the campus to run efficiently.

(CE:R1)	*'I don't know that the exact numbers are but we would have a very, very large alumni based in the Middle East in general and one of the strange things is a lot of those alumni have moved up to senior positions in their countries in terms of government and in the health service.'*
	'But we also are the controlling body in Ireland for surgeons. So if you want to become a surgeon in Ireland after you qualify, or a consultant, you have to follow more or less our template which takes about eight years or so. But the reason I'm saying that is, and you'd become a fellow of the [HEI], we also run exams like that around the Middle East and indeed in Asia. We have been running similar exams in Bahrain for about 30 years. That's how they how they knew it and they then asked would we set up a university in Bahrain.'

Political Instability

Although Bahrain possesses desirable attributes that would benefit an IBC, one of its substantial issues was political instability (Fisk, 2013). One of the political problems identified was the recognition of the degree being offered at Campus E. Bahrain's largest neighbouring country is Saudi Arabia, but due to political issues, the degree being offered in Bahrain is not recognised in that country. However, students who achieved the same degree from the home campus are recognised. Therefore, this raises potential issues, especially when attempting to attract international students.

(CE:R1)	*'Bahrain has had, is going through a difficult time with protests etc and we would have some of our academics being very concerned about that. Saying 'we as a university should be making comments, politically?' We're saying 'we can't, our role is to educate medical students, that's it.'*
	'They would be very. The biggest, most significant country obviously beside Bahrain is Saudi Arabia and Saudi Arabia doesn't recognise our degree… and the irony is that Saudi students come to Dublin and the degree is recognised in Saudi. But the similar and curriculum and programme isn't recognised if it's delivered in Bahrain. In honesty it's purely political. Saudi have talked to us for some time about trying to establish university in Saudi. But Saudi is a very difficult place to do business in.'

Lack of censorship and freedom of speech is essential for any HEI, but this has proved to be problematic in case of Campus E (Gottfredson, 2010). In 2013, the Bahrani government prohibited the hosting of a conference on medical ethics, which subsequently resulted in the organisers ultimately cancelling the conference (Fisk, 2013). Consequently, the head of the campus at the time then resigned (Fitzgerald, 2013; Law, 2013), which demonstrates instability amongst the leadership at the time.

The protests in the country resulted in other problems; although not demonstrating in the protests, the student doctors (from Campus E) who were treating the injured, which included anti-government protestors, were arrested (Godlee, 2011). The campus received further criticism for remaining in the country given the human rights issues; this is particularly poignant in this case, as Ireland (the origin of the home campus) has a long history of campaigning for human rights (Harkin, 2011; Law, 2013; Lochlainn, 2011). Furthermore, the lack of action was perceived to be the result of financial motives (Delaney, 2011), which led to the campus's reputation being negatively impacted (Harkin, 2011; IrishExaminer, 2011; NASC, 2012).

The complication that the human rights issues caused were related to accreditation. The Medical Council of Ireland (MCI) were advised not to provide Campus E with accreditation. The reason for this was the alleged torture and abuse of medical personnel as identified above (Cuinn, 2013; Fisk, 2013; HumanRightsFirst, 2012; Law, 2013; O'Brien, 2014). Despite many petitions to MCI not to accredit Campus E (IrishExaminer, 2011), the campus received a five-year accreditation in 2014 (Hilliard, 2014), with the rationale that the campus itself has not been criticised or been culpable to any wrongdoing (MCI, 2014).

The issues related to human rights suggest a potential failing of the campus. Although the campus prevails financially and in the provision of education, one could argue that the perception of comprised values is a problem. Therefore, this demonstrates that success measures can transcend traditional indicators such as the need to align the HEI's activities with its values.

Student Market and Demand

Currently, the campus has 1,368 students (from 36 countries) and 1,107 alumni (RCSI, 2015). The main areas to be addressed are enrolments and demand. One key benefit and contributing factor to the success of Campus E is the value that is placed on medical education in Bahrain. Additionally, the cohort at the campus has an international demographic with the majority of students coming from outside the host country and the region.

(CE:R1)	*'Our particular program is very, very expensive and it would be one of the most expensive in the world. For us to establish a medical university in the country we will need to be happy that there is obviously a demand for medical education'*
	'About 50%. The balance would be… again to answer your question we actually have 40 nationalities in Bahrain, of which Bahraini's would be the majority followed by strangely Canadian, followed by students from Kuwait.'
	'…..10% of those will come from Ireland; about another 10% will come from the rest of the EU. Then the rest of the students, a third come from North America in the US and Canada, third come from Middle East and a third come from the Far East. We have always been primarily a college that has an international campus.'

The respondents also underlined the importance of attracting quality students. There are a series of rationales for this, which include standardised enrolment criteria, acceptance and attrition rate. Firstly, the criteria used are similar to those at the home campus, which ensure that best students enrol on the course. Secondly, high-quality students reduce the number of failures. Finally, as a result of low failure rates, the reputation of the campus increases, which would lead to greater acceptance in the host country. Therefore, it is equal, if not more important, to not only focus on the number of students, but also to ensure that high-quality students are attracted.

(CE:R1)	*'In [Home Country] we have that down to a fine art, we're very lucky in that the quality of the students we get are really exceptional and we've a long history of whether it's Canadian or US or Middle East or whatever, the criteria to apply to [the HEI] is very, very high. We would have 10 applicants for every student we take. So we really get very high quality students. As a consequence our attrition rate, the failure rate among the students is very low.*

One of the acknowledged risks concerning enrolment is the dependency on promises made by the host country's government. Beyond infrastructural and financial support, the government had agreed to provide students with part sponsorship to attend Campus E. This support was vital, as it reduced the barriers for the students. Nonetheless, the market for local students was not sufficient in itself, which meant that there was a need to attract international students. Given that in the previous year, students originated from 36 countries, Campus E is clearly able to attract international students.

(CE:R1)	*'I think the key risk would have been that one of the support of government, the government said they would support us because they wanted to have [the HEI] in Bahrain, they wanted to upgrade their medical education, they wanted upgrade their doctors; that they would sponsor a certain level of doctors to come, not totally but to come into, to go to the university. That was probably the biggest, it would be the requirement for government support for them to fulfil the promises they gave us. Their promised were such in terms of sponsoring students that economically if we only had them, it wouldn't have worked, it wouldn't have been economically viable. So we still needed to go out and try and get private students from Bahrain or try and get students from around the Middle East and elsewhere. '*

Teaching Approach

The content was suggested to be standardised across all of the HEI's international programmes. As a part of this, it was evident that the home campus maintained control over this aspect as a means of upholding its reputation. In

addition to standardising the curriculum, great effort was placed on ensuring that

the student experience was similar to that in the home campus.

(CE:R1)	*'In other words it is an identical curriculum that we're teaching and because of that we would have a lot of oversight from the Dublin academic staff in relation to what's being taught. So that's an eternal let's call it quality control that happens all the time and we would have weekly academic video conferences with Bahrain and Dublin.'*
	'The quality of the education had to be the very same as Dublin, it had to be seen as being the same education, it couldn't be second class or it couldn't be different otherwise our branding overall would be very much diminished.'
	'We do want the students when they walk into the campus whether it's here or in Bahrain or in Dubai or Malaysia that they really feel this is an Irish teaching experience.'

Even though the majority of the content was standardised, it was

recognised that the local context needed to be factored. This was achieved in two

ways: the focus of the content was adapted to suit the needs of the host country

and cultural norms. Again, these adaptations were deemed necessary due to the

importance of local acceptance.

(CE:R1)	*'Yes there would be both cultural and I suppose medical dangers that we have to make…… From a medical point of view we would do that, we would change things slightly. Also from a cultural point of view obviously with the Muslim traditions certain things even basic things like people close to patients how they deal with the patients, how they deal with women, that kind of thing has got to be altered as well.'*
	'I think a high degree of acceptance generally in the country and we try, we spend a lot of time trying to ensure that while we do it our way but we are cognisant of the local culture.'

An equal number of home and local staff are used at Campus E. The use of staff from the home campus allows for better standardisation, which is concentrated in the initial years of the programme. Local staff are sourced from local teaching hospitals (who are partners), and they guide students who get placements. This support aids the adoption of the content with the local context. More recently, a greater international focus has been placed on partnerships, which allows students to travel to many different countries (RCSI, 2015).

(CE:R1)	*'At the root of what I'm saying is that while we have just over 200 staff in Bahrain, probably about 50% of those would be non-Irish and the other 50% would be Irish.'*
	'…..the 'clinical years' are a key aspect in terms of us what we would see as educating them in more or less the [HEI] way of learning. In terms of the people we have carrying out that two and a half years, they will primarily be Irish doctors. But they will tend to be retired doctors.'
	'We will have a close relationship, we will have joint committees between the university and each of the teaching hospitals, and we will have certain staff within the teaching hospitals who will be what we would call 'adjunct staff' so they will be employed by the teaching hospital and they will also have a role and a responsibility to look after our students when they go in there. And we pay them.'

Management

The HEI had planned to completely self-fund Campus E, which would reduce reliance on other sources and help ensure that they maintained control. In eventuality, the HEI funded most of the venture, with some funds being raised through a bank loan to cover operational costs. Furthermore, the management had a clear understanding of the associated costs of operating as a long-term approach was adopted as the campus was expected to make losses in the short term.

| (CE:R1) | *'I can talk to you about how we financed the campus but effectively we financed the campus closely ourselves. So that was the major investment of ours..'* |
| | *'So you've a lot of cost in your first year, second year, third, fourth year and then in your fifth year in a sense you have all the seats filled and you should begin then to make a surplus. So in our case that's exactly what happens for the first four years we would have made losses which would be what I would call the 'working capital' losses. We then became break even in year five and it's making a very good surplus from now on.'* |

Another issue that was raised was the difficulty of running an overseas campus. Although there are no direct comments on control issues, it is conceivable that the management had put into place practices to ensure that the home campus could retain a good level of control. An example of this is a weekly meeting with management at the home campus, which encourages integration and consistent communication. The main rationale for ensuring control was suggested to be the goal of ensuring that the ethos of the HEI was clear and explicit.

(CE:R1)	*'In the commercial world you can organise and control your subsidiaries and your foreign offshoots in a certain way. It's much more complex in academia.'*
	'So that issue of actually being able to manage the overseas campus is a big challenge.'
	'We would have a conference call with Bahrain at our senior management team every week… There's a whole range of soft issues in terms of insuring that you can, that the quality is there and that the same ethos that we have here is in the foreign campus. We spend a lot of time, much more time than we would have thought on that, that I think is a big complexity.'

Measures of Success and Failure

The measures of success were somewhat vague, but they include students, quality and research (detailed in Campus E Success Measures). Unlike other case studies, there was little indication as to how failure would be measured. However, two areas could be inferred, which are poor acceptance of the campus and compromising of institutional values.

Campus E Success Measures

Student Related	Research Related
1. Exam performance	**1.** Number of conferences
2. Attrition rate	**2.** Funding
3. Student feedback	
4. Graduate employment	
Quality Performances	
1. Assessments by external bodies	

Case Summary

Campus E continues to attract students, and there are many facets (see Campus E Case Summary) that contribute to its success. The host country is well suited, and its focus on providing high medical services increases the value of the degrees being offered. However, the political unrest is a cause for concern, but for the most part appear to have little impact. Nonetheless, it is essential to manage these issues properly. Overall, the management maintains a clear focus on providing quality education, local acceptance and ensuring that the culture and ethos are prevalent.

Campus E Case Summary

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Host Country

- High quality medical services
- Student sponsorship
- Existing alumni and presence

Political Stability

- Degree recognition issues
- Human right issues
- Censorship issues

Student Market and Demand

- High demand
- International cohort
- High entry requirements

Teaching Approach

- Local staff (context)
- Home staff (ethos)
- Teaching hospitals
- Global partnerships

Management

- Understanding of costs
- Long term vision
- Importance of control

Appendix 10: Failure Case Studies

With the exception of Campus F, the findings related to the success case studies are discussed below. The focus is to illustrate the key facets that contributed to the success of each of the campuses, which will be used in the discussion in the main thesis in section 5.4.

Campus G

In 2004, an Australia-based HEI established a new IBC in Dubai, which subsequently closed in 2005. The closure of Campus G represents the only failed campus in that year and the third institution from Australia to cease operations and the first in Dubai (C-BERT, 2015). Moreover, the campus closed with 400 students enrolled (Miller, 2005). Several causes have been identified that principally revolve around communication and quality assurance issues.

Communication Issues

The communication issues at Campus G began during the planning and development stage. Initially, there were suggestions that the VC (at the time) and the university's governing council were not aware of the initial plans to establish an IBC and were made aware of the situation through a tabloid newspaper, which highlighted issues of fraud and resulted in the removal of three senior staff members (AustralianUniversityGuide, 2004; Cohen, 2004; Miller, 2005). Consequently, this presented potential issues related to commitment, in addition to communication.

Furthermore, it is evident that there were issues with communication internally. These issues were still prevalent during the withdrawal of the campus. For instance, the university was not clear on their refund policy for students who were enrolled at the campus when the closure was announced (Saffarini, 2005). Thus, it can be suggested that communication was an issue throughout the investment.

Quality Issues

Many quality problems related to the programmes being offered were identified at Campus G. Contextually, quality issues have been problematic in Dubai, which has resulted in students losing out (e.g. financial losses and non-transferable credits) (Miller, 2005). Principally, the issue was made apparent when complaints were received by the Dubai Knowledge Village (DKV) from both students and parents. These complaints revolved around the quality of the courses being provided and a lack of communication and control between Campus G and the home campus; these namely included a "lack of academic material, shortened semesters and an inadequate number of faculty" (Kurian, 2005a). As a result of this, the DKV underwent an investigation and were ultimately obliged to delicense the campus.

In addition to the inquiry, the DKV created additional issues for the campus, which include increasing rent despite the campus operating at a loss (Rizvi, 2005) and prohibiting the addition of partners. Addressing the latter, the DKV expressed concern over the amount of operational control that the home campus had over the branch, as the current arrangement meant that the local partner operated the campus. Moreover, the home campus wanted to change its

structure and involve another partner, which would allow the campus to spread the financial burden and obtain more control. Ultimately, given the existing concerns, the DKV and the campus were not able to reach an agreement (Miller, 2005).

Withdrawal

The withdrawal of Campus G was an issue and reiterates the previous issue of communication, as students and staff were not fully informed about the closure of the campus. Furthermore, Miller (2005) states that the closure of the campus was necessary to maintain the "integrity and international reputation" of the HEI, but damage was ultimately unavoidable.

Students enrolled at the campus were offered three alternatives: completion of the programme as a distance course, attend one of the home campuses or move to another institution. However, tuition was only offered to be compensated for two semesters, and no assistance was given for travelling or accommodation if students opted not to switch to a distance course (Rizvi, 2005). Furthermore, students who decided to leave Campus G were unclear about the refund policy, and whom to contact for more information (Rizvi, 2005). As a result, there were disgruntled students, as they were not sure if they were to be compensated. Moreover, the issues of compensation were not isolated to students; academic staff that were made unemployed without / or with very little notice faced the same problem (Kurian, 2005b).
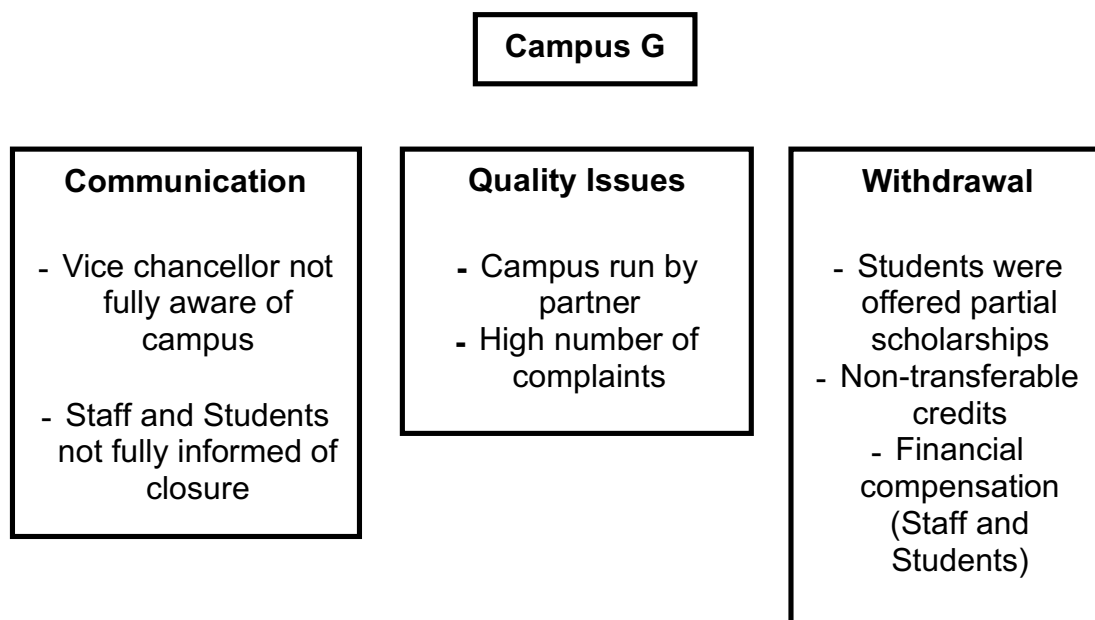
Additional difficulties were encountered by students who wanted to stay or were unable to travel out of Dubai and did not want to complete their programme online, as the credits already ascertained were not transferable because no other

institution offered a similar course (Saffarini, 2005). However, Kurian (2005a) and Rizvi (2005) highlight that the other HEIs in DKV were helping such students complete their programmes.

Case Summary

In summary, it is clear that there were issues that resulted in the closure of Campus G. Essentially, the majority of the issues were related to communication (which was evident from planning to closure) and poor quality of programmes delivered (see Campus G Case Summary). Additionally, the withdrawal of the campus was not fully planned, and it was apparent that more support and communication was needed.

Campus G Case Summary

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Communication	**Quality Issues**	**Withdrawal**
- Vice chancellor not fully aware of campus	- Campus run by partner	- Students were offered partial scholarships
	- High number of complaints	- Non-transferable credits
- Staff and Students not fully informed of closure		- Financial compensation (Staff and Students)

Campus H

Campus H was established in Fiji in 1998, which subsequently closed in 2007 (OBHE, 2007). This case represents the only campus to be opened in this country and one of two campuses that failed in this year from Australia (C-BERT, 2015). The OBHE (2007) carried out a comprehensive case study on this campus, and this illustrated that there were a number of small factors that contributed to the closure of this campus, which are addressed in this section.

Market Demand, Environment and Enrolments

One of the key determinants of failure for Campus H was the inability to recruit a sufficient number of students to remain in operation. However, the campus operated for almost 10 years, which is higher than the average operation time for failed campuses.

It was evident that initial demand in the country would have been high, as there were a high number of students seeking education abroad. Furthermore, the Fijian government identified that this was a key contributor to the brain drain in the country. In an attempt to resolve this issue, HEIs were encouraged to pursue opportunities in the country (OBHE, 2007). However, the incentives being offered at the time were unclear, and the Fijian government did not have a formal national framework for the recognition of HEIs (OBHE, 2007). Thus, this suggests that this may have been an attractive destination to establish a campus, but the country may not have been ready to receive foreign education providers.

The campus operated for 10 years with the highest number of students enrolled at any one time: approximately 950 students. Ultimately, the closure of

the campus was the result of declining numbers, in particular international students due to the unstable political environment, which included military coups and conflicts within the country at the time (Hume, 2014; Illing, 2007). Although exceptional political circumstances cannot be foreseen, the country has had a history of conflict, which should have been considered when assessing risk or contingency planning.

On a related topic to enrolments, Campus H had issues with immigration and was accused of not scrutinising students before granting student visas to enable Chinese students to enter Australia. Reports suggest that a high number of female students entered into prostitution when in the country (ABC, 2005; Skehan, 2005). However, during the ministerial review, it was identified that this was no longer an issue (Carson, 2007). Although, this may not have been a large issue; this would have created immigration issues for other students who studied at the campus.

Partnerships

Campus H was primarily operated by a partner of the home campus. Moreover, the home campus's approach to internationalisation at the time was unique, in that they used commercial partners (CGH) to establish and operate IBCs (Bowman, 2013; Shams, 2013). Speculatively, this suggests that the institution may have seen internationalisation as a separate activity. Campus H was no different and was set up in this manner and in partnership with a local company to lease land.

Although there is limited information on the impact of CGH, evidence suggests that there were issues with how they may have run Campus H by

examining other campuses they ran for the HEI. This mainly includes control and teaching quality.

It was observed that upon a ministerial review of another campus, many complaints were received concerning the high level of exam failure due to complex policies on passing inadequate teaching resources (Carson, 2007; Rood, 2006). This led students to believe that the campus's primary focus was finance. Despite this not being directly related to Campus H, there is evidence that this could have been true. For instance, it was identified that there was only one full-time member of staff, with the remainder being casual staff members that limited the communication between the home and branch campus (AUQA, 2011). Overall, this demonstrates an issue with commitment and an over focus on finance.

The home campus was audited in 2006, and one of the areas addressed was CGH, which included 1) more stable governance 2) transparency about its relationship and 3) clear exit strategy (AUQA, 2011). Furthermore, the AUQA also identified that despite 50/50 split on ventures, votes were cast in the interest of CGH, which may have put financial imperatives over academic ones. Therefore, it was evident that the home campus did not have sufficient control of CGH, which resulted in the issue of teaching quality. As a result, the AUQA recommended that tighter controls be put in place, which subsequently led to the home campus taking back control over their IBCs (Bowman, 2013).

Finally, as mentioned, the Campus H had another local partner (TF) who leased the land to the campus. However, it was identified that the campus failed to pay rent for two years (RadioAustralia, 2012), which could have been a contributing factor to TF not renewing the lease. Furthermore, as Campus H had

no intentions of owning land, a local competitor (USP) purchased it (RadioNewZealand, 2003). Consequently, Campus H had to negotiate with USP to run its programmes. Thus, this further demonstrates poor control by the home campus.

Withdrawal

Ultimately when the campus was closed, the reason provided was allowing more resources to be focused on the campuses in the home country (OBHE, 2007). Students enrolled at the university at the time of closure had the option of completing their degree either by distance learning or at either of their Australian or New Zealand campuses (RadioAustralia, 2012). In addition, although Campus H is no longer a fully fledged campus, it is still present in the country as a feeder institution.

Case Summary

In summary, the main causes of failure of Campus H revolve around declining student numbers, in particular, the decline of international students due to the unstable political environment (see Campus H Case Summary). Furthermore, this campus operated a unique model of utilising a commercial partner for all of its international campuses. The main issues associated with this relate to control over operations and conflict regarding objectives.

Campus H Case Summary

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                    ┌─────────────┐
                    │  Campus H   │
                    └─────────────┘

┌─────────────────┐ ┌─────────────────┐ ┌─────────────────┐
│  Host Country   │ │  Partnerships   │ │   Withdrawal    │
│                 │ │                 │ │                 │
│ - Political     │ │   - Control     │ │  - Students     │
│   instability   │ │ - Teaching      │ │  completed their│
│  - Geographically│ │   Resources    │ │  studies at     │
│    isolated     │ │   and Quality   │ │  another        │
│   - Immigration │ │  - Dependence on│ │  campus or      │
│  - Ability to   │ │    leased land  │ │  through        │
│    host a       │ │                 │ │  distance       │
│    foreign      │ │                 │ │  learning       │
│    campus       │ │                 │ │                 │
└─────────────────┘ └─────────────────┘ └─────────────────┘
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Campus I

In 2007, Campus I was the first Australian branch campus to be established in Singapore. The institution established a campus after two years of negotiations (Davie, 2007). However, following many issues, the branch announced its closure in the same year, after only operating for one semester (TheAustralian, 2007). A number of reasons caused the failure, which are addressed below.

Management Issues

Campus I was established as a result of an invitation from the Economic Development Board (EDB). The decision to open the IBC came as the result of two years of negotiations (Davie, 2007). During this time, another UK-based HEI was also being invited to establish an IBC. However, a decision was made by this institution to not establish a campus on the grounds of academic freedom, excessive financial risk, availability of quality students (Beerken, 2007b; Hodges, 2005; Mcdermott, 2005) and the closure of another campus in 2006 (Yung & Sharma, 2013). Therefore, concerns that were identified by other institutions were not evident to the management at Campus I. However, it was later identified that the management were aware that the campus would face difficulties before it opened as the cost of the venture was deemed to have been underestimated in 2006 (The Australian, 2007).

Leadership at the time was identified to be a key issue. This was made particularly evident by the below response, which suggests that the leadership at the time was not best suited to foster a relationship with the host country or able to proceed with this type of venture. The latter is made further evident by the

adoption of an inadequate business model (based on an art school) and failure to notify the treasurer at the home campus of the substantial loan taken out to fund the campus (TheAge, 2007; TheAustralian, 2007).

(CI:R1)	*"we would have had a different manager, a different dean, sorry deputy vice chancellor so i'm not convinced that we had the right mix of people at senior management level based offshore, thats the first issue….. Second would have been I think the relationship between ourselves and the ministry of education could have been cultivated better and I think that the reality is that it is because we didn't perhaps have the right staff in place that the relationship with the ministry of education didn't flow correctly because we didn't have the right mix, I don't there was good communication there"*

Another potential issue was the change of leadership at the home campus, which included the VC changing three times during the negotiations and opening of the campus (Beerken, 2007b). What is most noteworthy is that the initial agreements were made by previous VCs (VC1 and VC2), which included the original financial assistance package (Harriet, 2007) and the decision to close the campus was made by another (VC3), thus suggesting instability in leadership concerning personnel and focus.

Insufficient Due Diligence

One of the prominent problems that resulted in the closure of the campus was poor forecasting (Beerken, 2007). There was suggestion that the leadership at the time had forecasted to recruit 15,000–20,000 students (made up of 70% Chinese students) after 13–15 years of operation (Davie, 2007; Doherty, 2004; Forss, 2007; Marginson, 2007), which is nearly double than other forecasts (10,000 after 14 years) (Xi, 2007). Therefore, it is not clear how the management arrived at their forecasts.

The primary reason for the closure of the campus was the failure to attract enough students in the first semester (Beerken, 2007b; Chapman et al., 2010; Davie, 2007). The initial forecasted enrolment figure was between 300 to 500 students (Forss, 2007; Marginson, 2007). However, Campus I attracted approximately 150 with the majority of these coming from Singapore rather than abroad (Forss, 2007; Marginson, 2007). Consequently, the small cohort was deemed as unsustainable, especially as this resulted in a loss of revenue that equated to $15 million (Singaporean Dollars) (Alexander, 2007; Qing, 2007; TheAge, 2007).

A potential cause for the poor enrolments was the high tuition fee. Despite preliminary research on pricing, the justification for the high price was based on the quality of education and the option to study at the home campus (Davie, 2007). However, this was higher than international student fees at the home campus and higher than available government support (Beerken, 2007; Marginson, 2007; The Australian, 2007). Thus, this raised an issue of affordability and value.

The fundamental issue of the over forecast is the knock on effect when negotiating with the EDB. The largest commitment made by Campus I was the promise to develop a new campus that would cost an estimated $40 million (Singaporean Dollars) (Alexander, 2007; Doherty, 2004; Forss, 2007). Furthermore, the original targets were set, on the basis of which the Singaporean government decided on how much financial assistance would be provided (Harriet, 2007). Thus, the inability to meet this obligation due to unrealistic forecasts ultimately breached the agreement initially set out (Harriet, 2007).

Host Country

The decision to select Singapore as the host country was based on the benefits of the location, as it was located between two growing markets: China and India (Doherty, 2004). Despite this, the host country presented some issues that needed to be considered in relation to the closure of the campus.

The main Singaporean governmental body involved in the operation of Campus I was the EDB. The management did not carry out full diligence, the effects of which may have been worsened by the EDB. It was reported that the EDB had set a target to attract 150,000 international students into the country (Xi, 2007). This was deemed as unrealistic, and the approach adopted by the EDB to ascertain its target was questionable (Xi, 2007). Therefore, one could suggest that insufficient planning by the EDB (SDP, 2007) could have contributed to the failure, if the focus was purely on attracting the HEI into the country.

One of the most ambiguous elements of the EDB's contribution to the campus is related to finances, in particular, the reluctance to disclose the amount of money spent on this venture (SDP, 2007). One instance of this includes conflicting statements made by multiple articles that were published online by a major news provider in Singapore. The issue speculates about the mention of a spending of an "estimated quarter of a billion dollars", which was later reduced or omitted (Mcdermott, 2005; SingaporeElectionWatch, 2007a). This gives rise to two issues. Firstly, it is not evident why this number could not be disclosed, and secondly, this supports the claims raised by other institutions concerning academic freedom and censorship, as both the papers' articles were published on sites controlled by the government. Consequently, this raises issues with how legitimate the agreements were between Campus I and the EDB.

Another implication of the closure was the reputation of Singapore and their ability to host IBCs (Forss, 2007; TheAustralian, 2007). To further illustrate this, it is clear that the number of campuses opened after the closure of Campus I declined (see Number of Campuses Opened in Singapore), whereas in the previous years, the number was growing. However, this appears to follow the general trend at the time, which saw a spike in campuses opening in 2007.

Number of Campuses Opened in Singapore

Campuses Opened
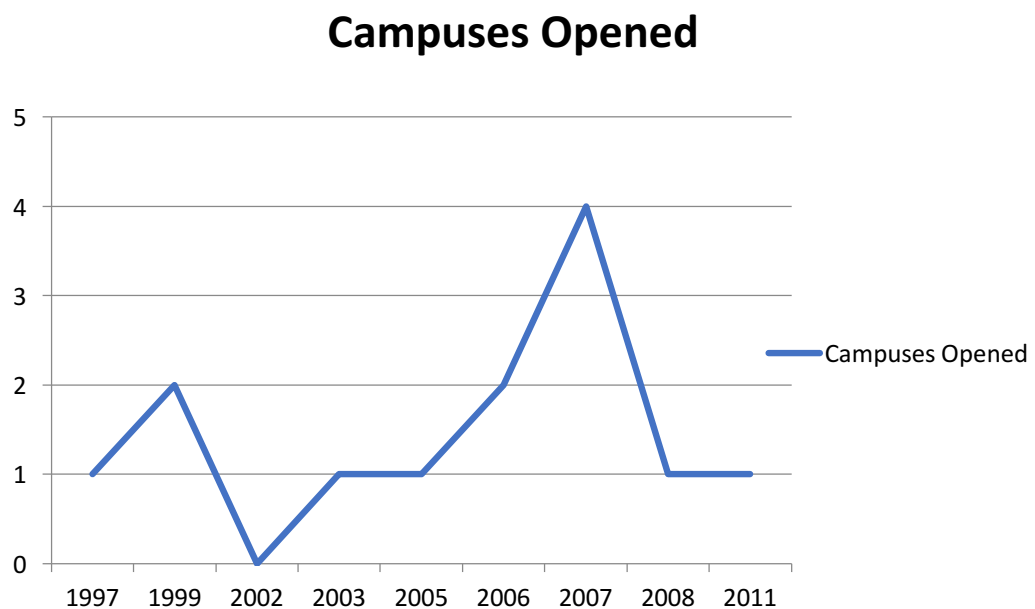
Adapted From: (C-BERT, 2015)

Withdrawal Strategy

Campus I ultimately closed in 2007 due to the issues that have been discussed. However, there was a suggestion that the decision to withdraw may have been premature (Marginson, 2007) especially in light of the initial projection of five years to break even (Doherty, 2004). Thus, the campus could have considered its long-term prospect in light of a short term loss (Beerken, 2007a).

Nonetheless, despite the closure of the campus, the HEI continues to work with partners in Singapore (Forss, 2007).

(CI:R1)	*"The third would be we didn't, I would have a different contingency plan in regards to the profitability so if we are not, if semester one or semester two didn't go according to plan what is the revenue contingency in terms of plan B and I think that it is important that in a start up phase for any TNE programs that There is always going to be a ramp up phase and that you might not achieve your first semester/ first year targets or quotas because of a host of reasons"*

Regarding the students enrolled at the campus when the closure was announced, all the students were offered a scholarship with all relocation costs being covered by the home campus (Forss, 2007 Marginson, 2007; The Age, 2007). However, not all students wanted to relocate; instead, they wanted to find another institution to attend to complete their studies. Campus I and the government helped the students who chose this route by working with other local HEIs (MinistryofEducation, 2007; SingaporeElectionWatch, 2007b).

The financial costs of closing Campus I were between S$67.5–S$80.5 million (see Estimated Cost of Closure for Campus I). What is less evident is whether this cost less than remaining in operation and committing to a new campus. Thus, whether the campus was able to sustain the losses rather than opting for the cheapest option (closure) could have been considered.

Estimated Cost of Closure for Campus I

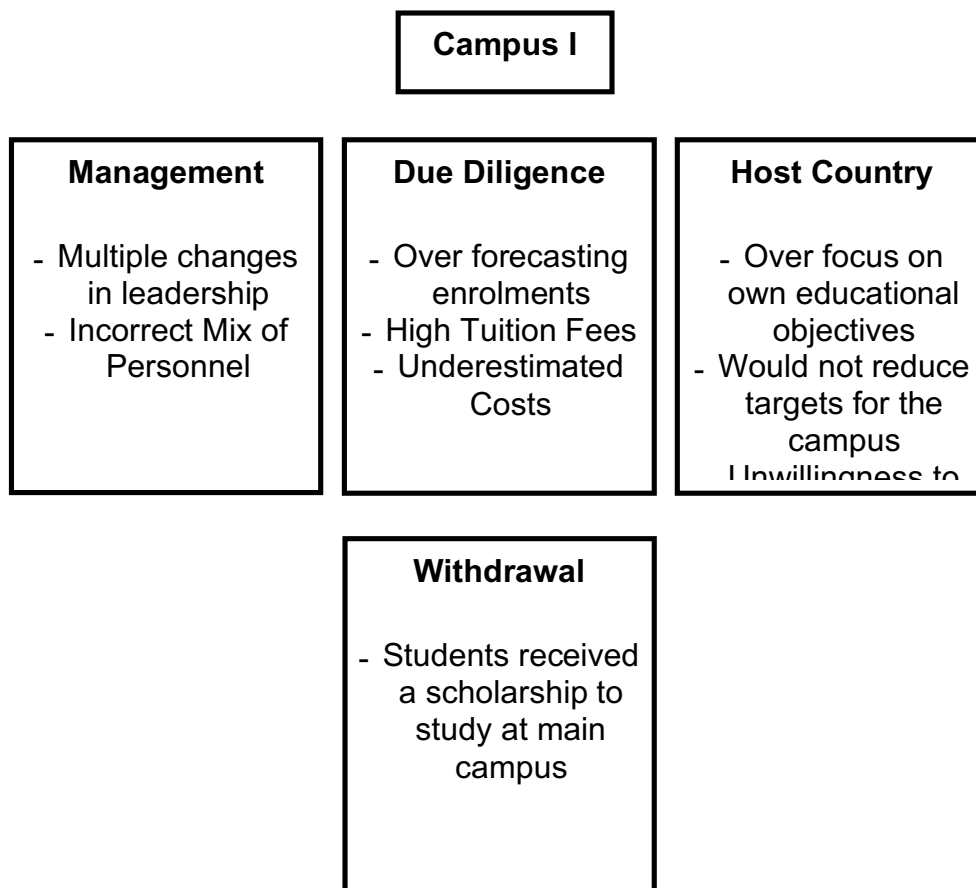| Estimated Costs of Closure	
Repayment of Loans and Grants	S$22 million (Yung and Sharma, 2013) - $33 million (MTIS, 2007)
Costs before campus opened	S$17.5 million (Marginson, 2007b; The Age, 2007; The Australian, 2007)
Loss in Revenue due to low enrolments	S$15 million (The Age, 2007)
Scholarships	S$10-12million (based on 120 - 140 taking up the schorlaship) (Beerken, 2007b, ICG, 2011)
Staff Termination	S$3 million (ICG, 2011)
Total Cost	**S$67.5 - S$80.5 million**

Financial costs reflect only one negative impact of the closure. The reputation of the institution was damaged. Given the sudden closure, there was the suggestion that the reputation of the HEI (and those from the same country) as an international provider of education was damaged.

(CI:R1)	*"It certainly is remembered amongst my counterparts or universities here in Australia as a being a what would be considered a spectacular failure"*

Case Summary

In summary, Campus I can be seen as a substantial failure given the large investment required and the short duration of operation. There were many issues that ultimately led to the closure of this campus (See Campus I Case Summary). Arguably, the failure to attract students would be a substantial problem for any campus, but in this case, the fundamental concern was related to the management regarding instability and poor forecasting.

Campus I Case Summary

Campus I

Management

- Multiple changes in leadership
- Incorrect Mix of Personnel

Due Diligence

- Over forecasting enrolments
- High Tuition Fees
- Underestimated Costs

Host Country

- Over focus on own educational objectives
- Would not reduce targets for the campus
- Unwillingness to

Withdrawal

- Students received a scholarship to study at main campus

Campus J

In 2007, a US-based university established Campus J in Singapore, which closed in 2014 (Yung & Sharma, 2013). However, this university has been aggressively establishing other campuses abroad (Schlanger, 2013). Various issues were identified related to this campus, which are addressed in this section.

Financial Provisions

Campus J focused on attracting finances to support its development, as the HEI favoured generating new resources (Chi, 2015; Redden, 2013). However, the HEI invested 20 million over the life of the campus, until the venture was deemed unsustainable (Frater, 2012; Sharma, 2012; Yung & Sharma, 2013). Nonetheless, although purely sourcing new funds was not a problem for their other campuses, it was this dependence on external funds which partly attributed to the closure of the campus.

It was identified that the government provided approximately S$15 million in financial assistance (Schlanger, 2013; Yung and Sharma, 2013), of which two-thirds consisted of loans and the remainder as grants to offset tax issues. Furthermore, the EDB continued to provide financial assistance until the campus announced its closure (Sharma, 2012). Thus, issues beyond monetary resources resulted in this closure, but it is clear that the finances being provided were not enough to make the campus sustainable.

Due Diligence Issues

A fundamental issue that resulted in the failure of the campus was poor planning and forecasting, with revenue generated being lower than expected while the costs exceeded projections (Yung and Sharma, 2013). By admission of the HEI, had full due diligence been carried out, it is very unlikely that the venture would have been approved (Redden, 2013).

At the time of closure, there were 158 students enrolled (Sharma, 2012), but Schlanger (2013) identified that the campus had a target of 250; as this target was not achieved, the campus fell into a deficit two years after opening. The two primary causes for this included high tuition fees (Sharma, 2012; Schlanger, 2013) and students' preferences for the sciences (Sharma, 2012). Therefore, this demonstrates a poor understanding of the market, and hence, more attention was required to develop an understanding of the market.

Management Issues

It is evident that as the HEI has other campuses located in other destinations, which are still operational and successful, this particular campus may have been different due to the lack of commitment and buy-in by the HEI as a whole. Redden (2013) identified that this campus was an initiative of a particular school rather than a decision made by the entire HEI. Interestingly, the HEI collectively has all of their campuses under one initiative; however, in the case of Campus J, it was explicitly stated that this campus was not included (Redden, 2013; Schlanger, 2013), thus suggesting that commitment to the campus was questionable.

In 2012, Campus J suggested that it would remain open, but later within the same year, the closure of the campus was announced (Schlanger, 2013). It is understood that during this period, the president of the IBC was removed for alleged embezzlement of funds. Within the same period, a vote of no confidence was passed over the leadership at the HEI. The grounds for this was on the basis of unethical / illegal behaviour by the administration. More prominently, there was a suggestion that the management did not focus on academic imperatives as the home institution is tax exempt; the savings should have been used to benefit students, but the administration has been criticised for their high salaries (Schlanger, 2013). Ultimately, this suggests that there was unstable management.

Moreover, in disputes with the president of Campus J and the home campus, there is the suggestion that the home campus tried to control negotiations that were focused on repatriation of financial revenue (Schlanger, 2013). Despite numerous solutions being offered to the home campus (including help with recruitment, methods of reducing faculty costs, and the EDB intentions of "forgiving" monies owed by the campus in exchange for exclusivity and development of an undergraduate programme), all of these were rejected (Redden, 2013; Sharma, 2012). Thus, it is evident that there were issues beyond finances that may have resulted in the closure of the campus, which could have stemmed from the management.
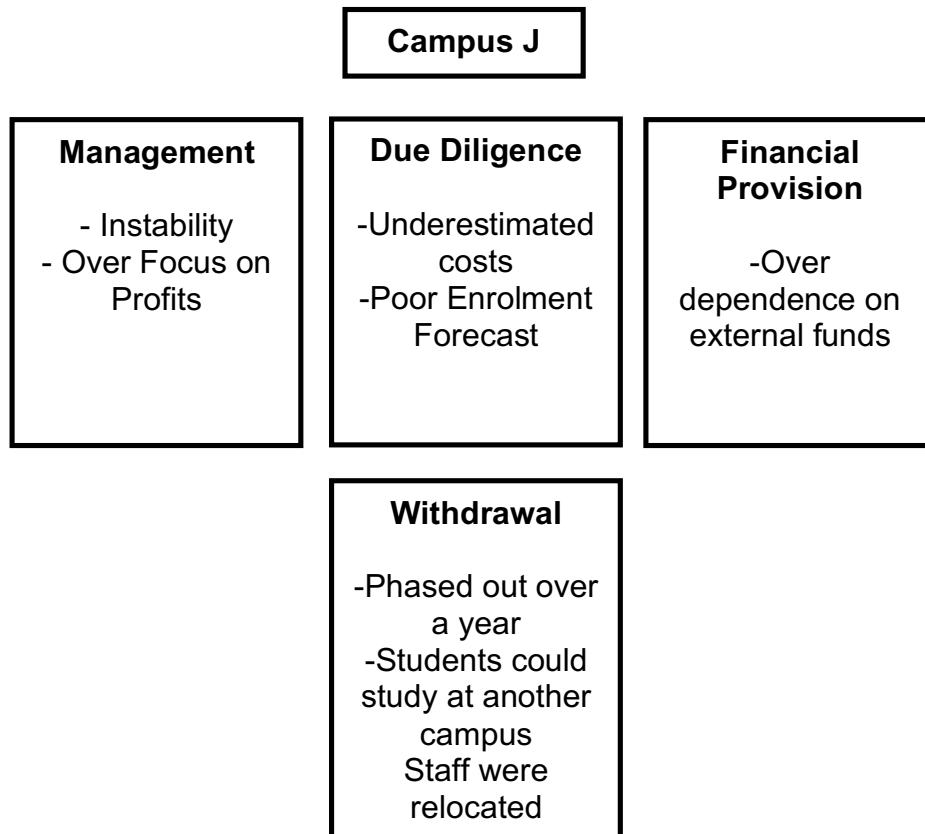
Withdrawal

The campus ultimately ceased operations in 2014, but upon the announcement of the campus's closure, the decision was made to keep it open

for a year to allow students to complete their courses (Frater, 2012). If they were unable to do so, students were given the option to complete their studies at one of the other campuses (Ang, 2012). However, there were concerns amongst students about how employers may view the degree as a result of the closure (Sharma, 2012). Moreover, staff were given the opportunity to complete their contracts and transition into their new roles (Chia, 2012).

Case Summary

Overall, there were a number of issues that resulted in the failure of Campus J (see Campus J Case Summary). Ultimately, poor due diligence and the inability of the campus to financially sustain itself led to its demise. Management issues (instability, lack of commitment and focus on profits) further exacerbated the problems.

Campus J Case Summary

Campus J

Management

- Instability
- Over Focus on Profits

Due Diligence

-Underestimated costs
-Poor Enrolment Forecast

Financial Provision

-Over dependence on external funds

Withdrawal

-Phased out over a year
-Students could study at another campus
Staff were relocated

Appendix 11: References for the Appendix

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