Internationalization Through the International Branch Campus: Identifying Opportunities and Risks

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Dedication

To my family: Who has always supported and encouraged my academic aspirations.

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Abstract of Dissertation

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Deciding whether or not to open an international branch campus requires that senior leaders at higher education institutions have an understanding of the benefits and risks associated with one of the riskiest forms of internationalization. Three historical waves characterize the modern incarnation of the international branch campus, which began in the 1980s. The benefits and risks for opening an international branch campus have evolved during each wave. The current wave has seen the rise of government-sponsored education hubs where a tight partnership exists between the host country and the foreign higher education provider. Few studies have explored decision-making processes used by higher education institutions when determining whether or not to open an international branch campus. This study provides a deeper understanding of the decision-making process used by Ghent University when choosing to open the Ghent University Global Campus in Songdo, South Korea. Ghent University's decision demonstrates that the benefits and risks are evolving for international branch campuses. Locating a branch campus in a government-sponsored education hub lowers one of the foremost risks that higher education leaders must address, the financial ones. This case also reveals that benefits are developing to include research opportunities abroad, new employment prospects for postdoctoral students, and support for internationalization activities.

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Chapter 1: Introduction

Overview

Higher education institutions are situated at a critical place in the global economic system. Not only do universities generate new knowledge through the research they conduct, but they also educate the knowledge workers who are needed to support the world's economy. Governments, industries, and transnational corporations seek the research and innovations produced by higher education institutions as well as the highly skilled students that matriculate through there, earning postsecondary degrees.

An almost instantaneously connected world has brought about exciting time for top leaders at higher education institutions. Globalization is creating a new operating environment for higher education, which provides new challenges and opportunities for senior leaders tasked with fulfilling the mission, vision, and strategic plans of their institutions. Higher education stakeholders also face obstacles relating to greater accountability, the need for additional funding, changing student demographics and needs, and difficulties maintaining and growing enrollments (Zumeta, Breneman, Callan, & Finney, 2012). No longer are universities competing for students, faculty, researchers, and funding with local, regional, or national universities, but they are also now competing on a global stage where people and information move at high speeds.

While globalization has increased the complexity of the operating environment for higher education institutions, it has also given senior higher education leaders the opportunity to reach new cohorts of students who may reside anywhere in the world,

utilize global networks to recruit top faculty that align with the needs of their academic programs, and access fresh sources of research funding to create new innovations that may benefit society. This fast-moving operating environment requires that university leaders have the proper decision-making tools at their disposal to determine an appropriate response to the challenges, opportunities, and threats that globalization offers. This study examined the decision-making process employed by Ghent University officials to explore an opportunity to open an international branch campus in South Korea.

Belgium has three distinct regions, each with their own parliament and government; the three regions are Flemish, Brussels-Capital, and Walloon (The Regions, 2016). Ghent University maintains multiple identities as a European, Belgian, and Flemish university, and it must address regulations within each of these jurisdictions. In 2009, Ghent University, a public research university located in Ghent, Belgium, began a decision-making process to determine whether or not to open an international branch campus at the Incheon Global Campus in Songdo, South Korea. Ghent University is a public university, and Flemish law prohibits the use of public funding for projects to open and maintain an international branch campus. The Incheon Global Campus is an education hub with financial and political support from the South Korean government, and its mission is to build a hub of top ranked global universities to reverse the effects of the brain drain where South Korean students study abroad and do not return to live in South Korea. Ghent University did not choose to open its international branch campus as an enrollment management strategy or as a way to generate new tuition fees, but to align

with the University's commitment to internationalization and research. As globalization changes the operating environment for higher education institutions, new opportunities to extend a university's brand, expand internationalization efforts, and develop new research opportunities abroad are changing the potential benefits that could be realized by opening an international branch campus. Additionally, by locating a branch campus at an education hub, the risks associated with maintaining an international branch campus are evolving; the changing benefits and risks will be explored further throughout this study.

A Changing Policy Discourse

Recently, the neoliberal form of globalization has dominated the policy discourse on the topic, and is focused on privatizing state functions and public services. Neoliberal globalization emphasizes market-based solutions to address the needs of society, and prefers to lessen the need for countries to provide social services to its citizens (Apple, 2005; Olssen & Peters, 2005). This neoliberal discourse has infiltrated education policy, and can be seen in the rise of for-profits higher education providers, and the commoditization of education policies as advocated for by transnational organizations like the World Bank and International Monetary Fund (IMF).

Mundy, Robertson, and Verger (2012) describe neoliberalism as lessening the role of state protections, to enable the freer trade of finance, trade, and labor across national boundaries, seeking to maximize efficiencies from the public and private sectors, and rescaling state activities. One of the key differentiators of neoliberal globalization as opposed to earlier historical periods of global expansion, such as the colonial expansions in the 18th, 19th, and 20th centuries, is that 21st century technology acts as an accelerant

to speed up the processes of globalization. Political, cultural, economic, and social ideologies can more quickly across regions of the globe, as has been seen by the rise of extremist organizations that utilize the Internet and social media to spread their ideology and recruit new members. Held (2013) suggests that globalization is comprised of multiple narratives, not solely a story focused on economic power, but it also impacts culture, power dynamics, commercial interests, and regulatory or legal frameworks across national borders.

Building a large middle-class by creating an environment of economic opportunity plays an important role in creating societal stability, and this environment can help thwart extremist ideology as greater economic opportunities are made available for a nation's citizens. To help build out a robust middle-class, governments seek to provide their citizens with opportunities to improve their social mobility by attaining additional educational credentials. However, developing countries that seek global economic and geopolitical relevance may not have the capacity in their higher education sector to support a growing middle-class seeking postsecondary credentials (Tierney & Lanford, 2015).

For governments looking to modernize their economies to compete globally, having skilled knowledge workers enables their country to attract industries that demand these workers. Nation-states seeking to attract new industries and transnational corporations need to demonstrate that they have skilled knowledge workers to sustain these new industries (Chan & Ng, 2008). Possessing a vibrant higher education sector enables government leaders to build a case that their country has the human resources and

skills needed to meet the demands of transnational corporations. In the modern economy, transnational corporations seek out employees with skills and knowledge in science, technology, engineering, mathematics, business, and healthcare. The demand for these skills by governments, industry, and students are changing how higher education institutions focus their curricular efforts and the programs they offer. Science, technology, engineering, and mathematics, also known as the STEM disciplines, along with business, management, and healthcare disciplines are in high demand in the knowledge economy.

Navigating a Complex Operating Environment

Higher education institutions are dealing with these complexities in their operating environment, and these intricacies require the attention of their top leaders to create strategies that will allow their institution to achieve and sustain their mission. Senior leaders also need to align their institutional activities with changing needs of the global economy to remain relevant. Robertson (2009) discusses the changes universities have faced since the 1980s as the growing role of New Public Management and accountability regimes; the massification of higher education; the pressure to look for new funding streams; recruitment of full fee paying students (e.g., international students); the growth of private higher education institutions; the rise of digital technologies for teaching; and the demand for English language education. New public management is a phenomenon where government agencies are incentivized to function like a business from a budgetary perspective (Edwards, 2012). Additionally, higher education institutions must address the changing demographics of their student body; the traditional

18– to 24-year-old student is no longer the norm in higher education (Zumeta et al., 2012), and universities must tend to the needs of adult learners and first-generation students who are seeking to attain a postsecondary degree or certificate to take the next step in their career. Students may enter a university unprepared for the rigors of postsecondary education, requiring remedial coursework prior to begin their program of study. Remedial coursework lengthens a student's time to graduation and requires institutions to invest in new resources such as student success staff and academic coaches to help degree candidates through their higher education experience.

Today many entry-level jobs require postsecondary credentials, whereas in the past a high school diploma would have been sufficient (Zumeta et al., 2012). Higher education institutions must also serve the needs of students who are career-oriented and seek to develop skills and competencies that will lead to employment in a globally competitive job market. Students view higher education as a means to attain employment and increase their social mobility (Zumeta et al., 2012) and their beliefs about the value of a postsecondary degree are changing as they come to see higher education as a commoditized consumer service. Finishing their degree and being career-ready is important for students who enter a highly competitive global job market.

Higher education institutions must also be prepared for global economic events like the Great Recession. The Great Recession reenergized the conversation about the public funding higher education institutions receive, the need to adjust the costs associated with higher education, and the discussion about the value of a postsecondary degree (Ehrenberg, 2012). Unfortunately for higher education institutions, these

discussions have equated to a reduction in state funding and public critiques of the return on investment for a postsecondary degree. The public and politicians are concerned that the costs of higher education are increasing too quickly year over year. There are also concerns that the public investments in higher education are not yielding the result of more students completing their degrees to contribute to stronger economic growth (Ehrenberg, 2012). Governments are implementing performance-based funding policies to incentivize higher education institutions to implement programs to help improve student retention and graduation rates. Performance-based funding introduces another layer of accountability, and if an institution cannot meet the performance metrics, they will receive less state funding for their operations (Zumeta, 2011). To mitigate the risks from the state, universities are seeking new entrepreneurial endeavors to raise new revenues for their operation (Deem, 2001). Globalization provides universities with new opportunities to realize financial returns from their international activities.

Globalization as an Opportunity

Globalization is changing the operating environment for higher education institutions. Transnational organizations such as the World Trade Organization (WTO) have categorized education as a tradable service that can be imported or exported (Abrol, 2005). While classifying education as a tradable service changes how policymakers view education, educators will likely not view what they do as a commodity service. The WTO policy creates a competitive postsecondary environment, which changes how countries organize and fund their postsecondary sector, and also poses new opportunities

and threats to higher education institutions that engage in the transnational import and export of education.

Globalization also presents institutional leaders such as presidents, provosts, and deans with an easier path to internationalize the academic operations of their institution through the use of technology and the mobility of students, faculty, staff, programs, and the institution itself. With all of the choices for how senior leaders can internationalize their academic operation, leaders have a difficult task choosing the appropriate mix of options for their institution. Before deciding how to approach internationalization, senior leaders must understand if their institutional culture is focused on internationalization at home, internationalization abroad, or some combination of both (Knight, 2006).

For some institutions, study abroad programs may be most appropriate to meet their internationalization goals, while for other institutions it may be an amalgamation of study abroad, international student recruitment, and program mobility (Chan & Ng, 2008; Knight, 2006). Internationalization increases the complexities of teaching, learning, and administration for higher education institutions as they operate within the borders of their state and across national borders (Rizvi & Walsh, 1998). Mazzarol, Soutar, and Seng (2003) describe the task of determining appropriate market-entry strategies coupled with the suitable form of internationalization as a complex task for top leaders. Chan and Ng (2008) describe internationalization as an effort for building an international platform within the higher education sector. An additional layer of complexity in determining the appropriate mix of internationalization activities lies with higher education stakeholders (e.g., politicians, policymakers, Board of Trustee members, faculty, local businesses)

who may have a voice in the selection of internationalization strategies higher education institutions pursue; these stakeholders may reside within or outside the university, and outside the national borders of the institution's home country.

For public higher education institutions in the United States, leaders at universities must address the needs of their various stakeholders such as governors, state legislatures, coordinating boards, boards of governors, boards of trustees, local community leaders, business leaders, faculty, students, parents, alumni, and many others. University leaders within private higher education institutions have similar stakeholders including boards of trustees, local community leaders, business leaders, faculty, students, parents, alumni, and many others. When internationalizing aspects of their academic operations, leaders at higher education institutions add to the complexities of their operating environments as they establish cross-border partnerships and work across cultural, political, economic, and regulatory environments.

Opportunities and Threats Due to Globalization

Higher education institutions may view globalization as an opportunity to expand their internationalization activities or mission. Internationalization efforts may also be an enrollment management strategy used by leaders at universities to attract new cohorts of fee-paying students. No matter the purpose, higher education institutions have many options at their disposal for internationalizing their academic operations. Knight (2006) describes a typology of options including, study abroad programs, online programs marketed to international students, joint or dual degree programs with foreign partners, and international branch campuses. Higher education leaders need to balance the

international activities they choose to engage in with the mission, culture, and values of their institution.

Certain internationalization activities have higher degrees of investment and risk, and leaders need to evaluate a return on investment calculation and a broader benefit to their institutional community to determine if they should pursue these activities. For some universities, providing their students with cross-cultural experiences and global competencies are important, as it may help their students compete for jobs in the global knowledge economy (Witte, 2010). Some universities may also view internationalization as a way to seek out revenue sources from new populations of students who may not have considered attending their institution due to lack of name recognition or familiarity.

American-style higher education is highly sought after by non-Western and developing nations who want to actively participate in the global knowledge economy (Wildsvsky, 2012). Kleypas (2011) describes American-style higher education as a pedagogy encompassing critical thinking and critique. Creating a research-intensive university requires a significant investment in time and capital, and countries like China, South Korea, Saudi Arabia, Germany, and France are investing public funds into creating research universities (Wildsvsky, 2012). Policymakers in developing or newly developed economies understand the need for research universities to support their global economic ambitions, and have crafted national policies that welcome the importation of foreign higher education institutions into their country to accelerate their economic development (Breit, Obijiofor & Fitzgerald, 2013). Monies can be poured into building world-class research facilities and classrooms with state-of-the-art technology. However, building a

well-respected research university that has a reputation for producing high-quality research and creates a culture of research, teaching, learning, and service requires decades to accomplish. Additionally, a university must also be respected within its disciplinary communities and society to produce quality research. Once established, universities play a role in helping educate students who can propel their country towards reaching its national, regional, and global aspirations.

For developing countries, globalization may aid their political, economic, and cultural developmental goals by allowing the importation of foreign higher education programs. Supporting the operations of foreign higher education providers may be a way for a developing country to create the skills they need to compete in the global knowledge economy. Increasing the capacity of a developing country's higher education sector also provides opportunities for its citizens to increase their social mobility and well-being.

Neoliberal globalization causes adverse economic implications. Economies change over time, and if a developing nation is dependent upon natural resources or a particular industry for its economy to flourish, it may be susceptible to technological changes that disrupt its economy. For example, Qatar, a leading exporter of natural gas and the largest exporter of liquefied natural gas (International Energy Data and Analysis, 2015), is experiencing new market pressures as other parts of the world ramp up their production of natural gas (Tuttle, 2014). Technological changes disrupt economies, and Qatar's petrochemical industry is facing new competition as hydraulic fracturing, also known as fracking, provides new sources of natural gas around the world. Qatar will

continue to be a leading exporter of the world's available natural gas resources; however, it has new competition for its main export, and as technology improves the ability for natural gas extraction closer to the consumer, the price for natural gas may decrease because there is more gas available in the market.

Re-casting One's Location in the Global Economy

Policymakers within countries like Qatar, whose economy has depended on natural resources, are looking into their future to find services and industries to champion. Additionally, as nation-states open their economies to trade and new competition from abroad, they must prepare their citizens and economies to compete globally. Qatar is attempting to position itself as a diplomatic broker within the Arab Gulf Coast Countries, a leading provider of high-quality journalism through its Al Jazeera Network, and it is becoming a tourist destination in the Gulf by opening world-class museums led by the Museum of Islamic Art.

Like Qatar, the United Arab Emirates (UAE) and Singapore have also championed new services and industries within their respective economies. The UAE has sought to diversify beyond the petrochemical industry by building out its financial markets within the Gulf, and it is attempting to attract high-end tourists by establishing ultra-luxury hotels and restaurants. Dubai International Airport is a global hub for connecting travelers to the Gulf and onwards to other locations across the globe. The UAE is host to internationally renowned museums including the Guggenheim Abu Dhabi and Louvre Abu Dhabi. In the 1990s, Singapore also sought to transition its economy, and focused on building high-end manufacturing, engineering, professional services,

biotechnology, and tourism as its government readied itself to compete in the global economy (Lui, 2007).

When there is a lack of capacity in a higher education sector, a country's citizens may not find places within their local system, and they may not be able to afford to study abroad to further their educational aspirations. Developing a robust higher education sector either through domestic or foreign providers has the potential to change economies and improve the lives of a country's citizenry. Countries seeking to establish themselves as education hubs may experience benefits of their globalization efforts as they develop their higher education sector to compete globally (Chan & Ng, 2008).

However, higher education institutions may not be ready to respond to the stresses of a globally competitive higher education sector. A potential downside of student, program, and institutional mobility for both sending and receiving countries is that globalization encourages a global competition for students, faculty, researchers, and research funding. Rizvi and Walsh (1998) describe internationalization as a destabilizing force for conventional curriculum design, and the disciplinary boundaries of the past do not reflect the needs of a global orientation where alternative cultural perspectives are becoming increasingly important. As curricula are designed for program mobility, cultural awareness will need to account for both the cultures of the sending and receiving countries.

Additionally, higher education institutions may not fully grasp the implication of a new competitor entering "their market", which could cause their enrollments to decline. Wildavsky (2010) states, "the same forces of globalization that have shaken up almost

every sector of the economy have greatly intensified competition and mobility in higher education" (p. 4). For example, John Sexton, the president of New York University (NYU), has implemented an internationalization plan that will enable his university to remain globally competitive. No university with the stature of NYU has set out to build a global university with facilities spread across the globe (Wildavsky, 2010); NYU Global has campuses in New York, Shanghai, and the UAE, and the students can begin and complete their degrees at any of the three campuses (New York University Global, 2015). However, the model that Sexton is implementing is the exception to the higher education internationalization story. More often, higher education leaders pursue less aggressive and risky forms of internationalization, such as study abroad programs, due to the lower risk profile of these programs and the investment of institutional resources required.

Leaders at higher education institutions are pursing internationalization strategies that can vary from study abroad programs to offering online programs to establishing branch campuses abroad. The decision by presidents, provosts, and deans to pursue opening an international branch campus will require a significant investment of institutional resources such as the time from faculty, staff, institutional leaders, and funding. Investments of human resources, institutional funding, and the reputation of the higher education institution are at stake when pursuing an international branch campus. If the branch campus fails, the time, effort, and funding the university invested will be lost, its brand may be tarnished, and future international endeavors may not be pursued based on a bad experience. Top leaders at higher education institutions need a deeper understanding of how to construct decision-making processes, which encompass due

diligence and risk analysis processes, to evaluate pursuing an international branch campus opportunity.

Statement of the Problem

This study seeks to understand how decisions to internationalize academic operations are made by senior leaders at universities. Specifically, this study will focus on the decision to implement one of the riskiest forms of internationalization that a higher education institution can implement, the international branch campus (Girdzijauskaite & Radzeviciene, 2014; Mazzarol, Soutar, & Seng, 2003; McBurnie & Ziguras, 2007). The reason that an international branch campus is one of the riskiest forms of internationalization is that it requires the largest investment of institutional resources including the time of faculty, staff, and administrators, and funding to plan for the campus. Additionally, the branch campus has the potential to place at risk the reputation of a higher education institution (Lane & Kinser, 2011b; Wildavsky, 2010). Literature exists that describes how international branch campuses should be implemented (Lane & Kinser, 2011b), but there is scant literature describing how senior leaders at universities constructed their decision-making process to determine if they should open an international branch campus, or if they should choose a less risky form of internationalization. Understanding how the decision-making process was constructed, what factors were considered in the process, and who was involved in the process could aid higher education leaders who are deciding whether to pursue an international branch campus for their institution or if they should select a less risky internationalization option.

There is negligible research providing higher education practitioners with insights into how decisions to open an international branch campus were made, with descriptions of decision-making processes, or research that provides top leaders with models that they can use when deciding whether or not to pursue one of the riskiest form of internationalization as implemented through the international branch campus (McBurnie & Ziguras, 2007). There are few studies that specifically address how to create due diligence or risk analysis processes to assess an international branch campus opportunity (Wilkins & Huisman, 2012). Additionally, there is little research that addresses decision-making processes relating the current implementation of branch campuses located within government-sponsored education hubs. This multi-disciplinary study will help fill a gap in the higher education literature (Wilkins & Huisman, 2012; Mazzarol & Soutar, 1999).

Utilizing research within the higher education literature and literature from the international business discipline, this study should enable leaders at higher education institutions to gain a better understanding of a decision-making process used by Ghent University to open their branch campus in Songdo, South Korea. This study will provide higher education leaders with a deeper understanding of the investment of institutional resources required to open an international branch campus and the risks associated with the pursuit, to inform the decision-making process. Leaders need to know how to construct decision-making processes to enable them to reach the best possible conclusion about the investment their institution is making. Arriving at a good decision to pursue an international branch campus can have long-term benefits for a higher education institution's students, faculty, research endeavors, financial well-being, and the global

status of the institution. It may be difficult to generalize findings from one university's experiences in their decision-making process; however, Ghent University's experiences offers an interesting understanding for other universities to build upon as they take their academic programs and research activities across borders and cultures. This case study also demonstrates the evolving benefits and risks for international branch campuses, particularly for campuses located in government-sponsored education hubs.

Purpose and Research Questions

The purpose of this study is to provide executives, senior leaders, and practitioners in higher education institutions with information to make decisions for whether or not to open an international branch campus, and to demonstrate how international branch campuses are evolving to serve the needs of their host countries and the home institutions. For the purposes of this study, senior leaders are defined as administrative officers within a higher education institution who have a significant and legitimate role in decision-making for their university (Birnbaum, 1998), as well as those who play a consultative role in the decision-making process and other individuals from outside the institution who may have a role in influencing the process. The research questions guiding this study are:

1. How do senior leaders understand and describe the decision-making process to open an international branch campus?
2. What factors (e.g., location of the branch campus, alignment with institutional mission, ownership structures, regulations, risks, etc.) were reported by senior

leaders at a public higher education institution that emerged as important in the decision to open an international branch campus?

3. How do senior leaders assess the risks and rewards when pursuing an international branch campus?
4. How do the senior leaders explain the rationale for opening an international branch campus?
5. How do senior leaders resolve differences amongst themselves, if any existed, in the decision-making process to open an international branch campus?

Statement of Potential Significance

International branch campuses are addressed in the higher education literature, but there are only a couple of studies that focus on decision-making processes, and these studies provide high-level models that do not provide decision makers with enough of a framework to construct thorough due diligence and risk analysis process for international branch campuses located at government supported education hubs. Wilkins and Huisman (2012) provide a typology for understanding the motivations and decisions higher education institutions use when establishing an international branch campus. However, Wilkins and Huisman's (2012) study does not provide guidance on developing a thorough decision-making process. It is a rather simple model, and considering the significant investment of institutional resources needed to establish a branch campus, senior leaders need further guidance beyond the model they modified for international branch campuses. Lane and Kinser (2011a) analyzed the private nature of the actions by public higher education institutions when establishing branch campuses. This study provides an

interesting lens, once adapted, to understand the significant decisions and considerations top leaders should understand when determining if their institution should establish an international branch campus. The underlying concepts of mission, ownership, investment, revenue, and regulations comprising Lane and Kinser's (2011a) model, provides a solid foundation for analyzing a decision-making process, but higher education leaders need to understand additional factors and adapting this model further could be beneficial.

There are also studies addressing international branch campuses that focus on implementation considerations, such as cross-cultural issues, why host countries are implementing policies to import foreign higher education providers or managing international branch campuses (Lane & Kinser, 2011b). However still, little research exists that addresses the decision-making processes used by leaders at higher education institutions when deciding if they should pursue an international branch campus.

The potential significance of this study for higher education practitioners is that it attempts to create a deeper understanding for how decision-making processes could be constructed to determine if higher education institutions should pursue an international branch campus. This study also demonstrates the evolution of the benefits and risks of international branch campuses when situated at government-sponsored education hubs. This study has the potential to create a new decision-making framework that senior leaders at higher education institutions could utilize to ensure that they use institutional resources efficiently and effectively, and that the investment in an international branch campus aligns with the mission, vision, values, and culture of their institution.

Using a higher education decision-making model and risk management framework from the business discipline coupled together adds to the discourse around the internationalization of higher education as implemented through an international branch campus. Senior leaders need a current decision-making framework that allows them to understand the investments needed and the risks associated with implementing an international branch strategy. This study helps advance a line of inquiry into this area of higher education internationalization.

Conceptual Framework

The conceptual framework for this study drew upon multiple disciplines to address the start-up like nature of an international branch campus (Chalmers, 2011). The criteria used to select models to inform the conceptual framework for this study included those that were grounded in the internationalization of higher education, globalization, and risk management. The conceptual framework for this study used a higher education decision-making framework developed by Mazzarol and Soutar (1999) that aids universities in making market-entry decisions into international markets to sustain a competitive advantage, and a risk management lens found in the business discipline. Mazzarol and Soutar's model by itself is not an appropriate lens to make sense of the complexities involved in the decision-making process because it does not take into account the nuance of the international branch campus being located at a government-sponsored education hub. Additionally, due to the financial risks an international branch campus may have on the home institution, such as risks to the institution's brand, and the time of its stakeholders, utilizing a risk management framework added another lens to

understand the decision-making process. This conceptual framework provided the researcher with a lens to analyze the data collected through interviews, analytic memos, and content such as documents, reports, and statements made by officials at higher education institutions. A conceptual framework that encompasses an international market-entry model for higher education coupled together with a risk management framework does not exist today to analyze decision-making processes for establishing an international branch campus.

Mazzarol and Soutar's (1999) model for international market-entry to sustain a competitive advantage takes precedence in the conceptual framework. This model analyzes the industry structure universities must address both in their home country and in the potential host country; the analysis of industry structure draws heavily on experiences of businesses which expanded internationally using research from Michael Porter (Mazzarol & Soutar, 1999). Their model addresses the foreign market structure which takes into account non-tariff barriers, an institution's experience in the market, and "psychic distance" equating to the difference in attitudes and perceptions between the home campus and host country (Mazzarol & Soutar, 1999). Once the market conditions are understood, the model addresses marketing strategies, market-entry strategies, and internal marketing, which allows decision-makers to determine if they will have a competitive advantage in the market they are entering (Mazzarol & Soutar, 1999). If the higher education institution can create a competitive advantage, the focus of the model turns to identifying distinctive competencies that will sustain a competitive advantage over time (Mazzarol & Soutar, 1999). Components of this model could be expanded

upon to incorporate a model Lane and Kinser (2011a) developed to gauge the level of publicness or privateness by the higher education institution: mission, ownership structures, level of investment, sources of revenue and repatriation of revenue out of the host country, and the regulatory environment in the host country.

In addition to the higher education decision model, the conceptual framework also drew on risk analysis components from the business disciplines, specifically within the sub-category of international business. International branch campuses are risky endeavors, and utilizing a risk management framework enriched the conceptual framework so that this researcher can better analyze risks associated with mission alignment, ownership structure, types of investment required, how revenues will be produced and returned to the home country, and the regulatory environment in the home and host country. Kardes, Ozturk, Cavusgil, and Cavusgil (2013) provide a risk analysis framework for managing global mega-projects, which was an important component of the conceptual framework. International branch campuses meet the requirements of a global megaproject, because they cross national borders, they are high profile, they require significant investments of at least one million dollars, and they require cross-cultural competencies to implement (Kardes, et al., 2013).

Summary of Methodology

The research methodology for this study used qualitative research methods. The epistemological perspectives that I assert best inform my research is the constructivist paradigm. I contend that humans construct realities and knowledge, and that knowledge is not free of the values of its creators. Creswell (2012) describes constructivism as ways

for individuals to develop subject meaning of their experiences, and assign meaning to objects; these meanings are varied and multiple, and it is the responsibility of the researcher to seek out meaning in the complexity of the varied perspectives that will lead to actions which improves society. Guba and Lincoln (1994) describe constructivism as how individuals interpret social, political, cultural, economic, ethnic, and gender factors to create multiple competent and coexisting "knowledges"; the constructed knowledges may change when differing constructs are compared. This comparison may further inform the refinement of the constructed knowledge.

Creswell (2012) describes social constructivism's ontological belief that multiple realities can be constructed through one's experiences and interactions with others, which is a social experience. Kezar and Dee (2011) describe the social constructivism's ontological belief as researchers seeking to uncover multiple truths that are enmeshed within the social context of where the truth is found. Creswell (2012) describes social constructivism's epistemological belief that reality is co-constructed through individual experiences by the researcher and the researched. Kezar and Dee (2011) describes social constructivism's epistemological belief that knowledge is constructed through social interactions, and the knowledge constructed cannot be separated from an individual's value system.

Guba and Lincoln's (1994) description of constructivism, taking into account how individuals interpret social, political, cultural, economic, ethnic, and gender factors, is extremely important as I sought to gain a deeper understanding

of the processes universities use to decide if they will open branch campuses. What is particularly salient for my research are the social, political, cultural, and economic factors that Guba and Lincoln (1994) refers to, and how individuals make meaning of these factors. Universities need to consider many elements within the home campus and host country when deciding to open an international branch campus. In addition to the factors that Guba and Lincoln (1994) describe, the literature that illustrates strategies for entry into new international markets also adds regulatory factors as decisions points to consider (Lane & Kinser, 2011a).

The researcher's ontological and epistemological stance influenced the methodological approaches taken with this study. This study aligned with the tenants of social constructivism as the interpretive framework, and the methodology for this study was shaped by the researcher's experiences in collecting and analyzing data (Creswell, 2012). The qualitative research approach for this study was a basic interpretive design. Merriam (2002) describes a basic interpretive design as encompassing the characteristic of qualitative research, and the researcher desires to understand the meaning participants assign to a situation or phenomenon. Using a basic interpretive design required the researcher to rely heavily on the conceptual framework to analyze the ascribed meaning that participants place on the data collected in the field. Merriam's (2002) description of basic interpretive design aligned with the goals of this study to understand

holistic and meaningful characteristics of these higher education leaders' decision-making process to open the Ghent University Global Campus.

Methods

The methods used for this study aligned with a qualitative methodological approach, which included interviewing top leaders at a public European university (e.g., directors of international programs, deans, rectors, vice-rectors) who were involved in the decision-making process to pursue the Ghent University Global Campus offer from the Incheon Free Economic Zone. The interviews provided an understanding of how these leaders understood the process, what they described as important considerations for the decision-making process, and it allowed them to reflect upon what they should have considered as part of the process. I employed member-checking strategies to ensure that the analysis of the interview data aligned with the interviewees' thoughts and sentiments.

The site for this research spanned two continents, and focused on Ghent University's campus in South Korea. Interviews were conducted and documents were collected at Ghent University, located in Belgium. Additionally, interviews were conducted in Songdo, South Korea at the Ghent University Global Campus, where the South Korean government has established a higher education hub called the Incheon Global Campus. Also, located within this hub are three other international branch campuses from public higher education institutions located in the United States. I took great care to protect the anonymity of the interviewees. However, protecting the interviewees' anonymity may be difficult as there are

public records of who was in the role of rector, vice-rector, director of international programs, and other roles at Ghent University.

Additionally, document analysis methods were employed to analyze official documents, reports, and Board meeting minutes. Document analysis also enriched this study since the documents provided official statements by Ghent University officials about their intentions and support for the international branch campus. Using a document analysis method allowed confirmation of information collected in the interviews. Document analysis also aided the researcher in determining if there is a dissonance between the data collected in the interviews and official documents of the University. Lastly, analytic memos were employed throughout this study to help explore new ideas and concepts. Analytic memos were used as tool to help document the researcher's thinking throughout this study.

The data collected throughout this study resided on a password protected computer and devices (e.g., removable hard drive, cloud storage); great care and precautions were taken with the data collected to protect the recordings and transcripts from the interviews and any documents collected for analysis. When analyzing the data collected through interviews and document analysis, a codebook was utilized to identify emerging themes. A code dictionary was also developed to ensure that the definition for each code is clearly understood, and the code was used consistently as the data was analyzed. The researcher made every effort to anonymize collected data, so that individuals interviewed are not easily identifiable. Member-checking techniques for the

interview data collected and document analysis, provided multiple methods to verify and to insure the trustworthiness of the findings for this study.

Limitations and Delimitations

The internationalization options available to university leaders varies along a continuum of options that are less risky to high risk for a higher education institution's brand, reputation, and investment of its resources. Options such as study abroad are less risky than opening an international branch campus. There are many studies focused on study abroad, and student and faculty mobility. These are important studies, but there are new areas to research when focused on internationalization of higher education, this study focused on international branch campuses and the decisions to pursue this form of internationalization.

Delimitations

The scope of this study focused on the decision-making processes used by top leaders at public four-year higher education institutions when deciding if their university should purse an international branch campus offer. While there are 232 branch campuses (C-BERT, 2016) spread across six continents including Africa, Asia, Australia, Europe, North America, and South America. This study focused a large public European research university located in Flanders, Ghent University, as it decided to open an international branch campus at a major education hub located in Songdo, South Korea at the Incheon Global Campus.

Ghent University was chosen for this study because of its reputation as a top European research university who completed a decision-making process to open an

international branch campus with within the past five-years. Additionally, Ghent University was chosen for this study because not only did it take its academic programs abroad to South Korea, but its scientific and research heritage. Ghent University also has a wealth of experience with international educational and research projects.

The Incheon Global Campus was also chosen for this study because it is an education hub supported by the South Korean government with aspirations to be the top global education and research destination for North East Asia. Included in the vision for the Incheon Global Campus is to host ten world-leading universities and be financially independent by 2025 (Incheon Global Campus Vision Statement, 2015). Its values are centered around developing the next generation leaders with a focus on workforce development, integrity, togetherness, and harmony (Incheon Global Campus Vision Statement, 2015). With more established education hubs a few hours' plane ride away in Malaysia, Singapore and Hong Kong, and with China developing their higher education sector, the Incheon Global Campus has lofty aspirations to be a leading hub. Currently, the Campus hosts four international branch campuses for the State University of New York (SUNY) at Stony Brook, George Mason University, the University of Utah, and Ghent University. One of the unique academic aspects of the Incheon Global Campus is that students are required to study at the home campus, thus providing students with global component to their curricular experience.

Another delimitation for this study included the individuals within the higher education institutions who were interviewed. The researcher focused on senior leaders, which includes deans, directors of international programs, vice presidents, provosts,

presidents, vice-rectors, and rectors. These roles within a higher education institution were important to focus on because they had a voice in how the decision-making process was constructed, and they participated in the process to proceed or not with the international branch campus.

Limitations

A limitation of this study was that the decision-making processes for opening an international branch campus needed to occur relatively recently; from 2009 or later. More than ten universities in the United States were contacted to participate in this study, but none agreed to provide access to stakeholders. Another limitation of this study is that it focused on a single higher education institution; a public Flemish research university, Ghent University. Ghent University was selected for this study because its leaders agreed to provide access to the stakeholders who were involved in the decision-making process.

There were characteristics of the decision-making process utilized by Ghent University that should be transferrable or applicable in other higher education contexts. For example, senior leaders conducted due diligence and risk analysis processes before deciding to pursue the Ghent University Global Campus. The finding of this study should help inform decision-making processes at other higher education institutions seeking to pursue an international branch campus. However, characteristics of international branch campuses are context specific to the sending institution and the host country; hence, not all of the findings are generalizable.

Another possible limitation for this study was gaining access to senior leaders at Ghent University, but this limitation was overcome. The rector of the University

approved this study, which provided the researcher with access to participants who helped make or inform the decision to open the Ghent University Global Campus. It was important to gain access to these stakeholders in the decision-making process to understand their role, how they shaped the decision-making process, and why they constructed the process in the manner that they did. The participants in this study were not reluctant to discuss aspects of the decision-making process.

Definition of Key Terms

A few key terms that were used throughout this study should be defined for the reader to ensure that there is no confusion about how these terms are being used. Below are definitions from the literature for seven key terms used throughout this study.

Globalization, within the context of this study, is defined as collapsing divide between public and private sectors and non-state actors who operate on a global scale; whose policies focus on economic advances for private entities, and lessening the power of the state and the publicly provided social services it provides to all of its citizens (Mundy, et al., 2012). There are different ways to conceptualize globalization from social, cultural, technological, economic, or neoliberal perspectives. Rizvi and Walsh (1998) conceptualize globalization as a dichotomous phenomenon, its interpretation is both homogenizing and differentiating; economic globalization seeks a homogenized world market where it is cost effective to produce a single good for the world, but in reality, societies accentuate the need to respect local cultures and norms.

Neoliberalism is defined as an ideology whose principle policies prefer market demands over the needs of the state and society, a reduced role for the state in the lives of a nation-

state's citizens, and global economic competition takes precedence over the needs of the local society (Rizvi & Lingard, 2000).

Internationalization is an operational term used to conceptualize a higher education institution's international, cross-cultural, global activities related to its teaching, research, and service activities (Knight, 2006). Knight (2006) specifically calls out that internationalization should be conceptualized more broadly than mobility of students, faculty, programs, and institutions.

Education Hub is a cluster of foreign and domestic higher education institutions and programs located within a geographic region, and they serve as a center for international student recruitment, a training center for developing a domestic workforce, and an innovation center (Lane & Kinser, 2011b).

International Branch Campus is a foreign institution operating in a host country, offering a favorable environment for the establishment of physical facilities to deliver its localized curriculum, which allows for face-to-face instruction of a student body typically comprising of learners from the host country who seek to achieve a foreign credential (Lane & Kinser, 2011b; Reilly, 2008; Wildavsky, 2010; Wilkins, 2011).

Risk Management, as conceptualized within this study, will focus on risks higher education institutions must address when internationalizing their academic operations. Van Wyk (2010) argues that organizations take a comprehensive approach for analyzing the risks associated with a country's political context. Van Wyk proposes a sequential process for risk formulation, which decomposes into understanding conditions within the foreign country; how events can become politicized and then gestate into threats for a

business; threats can escalate into risks, which ultimately must be managed by staff within the host nation. Van Wyk also further analyzes political actions that can threaten a firm within the host country, the source of the political action, and how it may manifest itself into a threat. Kardes, et al. (2013) describe a risk management process that first defines the risks, assesses and quantifies them, determines risk response strategies. Then the model moves into an implementation phases, and the last phase allows project managers to monitor and updates their risk response strategies.

Senior Leaders are individuals within higher education institutions who have the authority to direct institutional resources, and allocate their use to meet the goals of their institution (Birnbaum, 1998). Senior leaders are top administrators within a higher education institution, including rector, vice-rector, presidents, provosts, vice presidents, deans, directors, and include those who have input into the decision-making processes such as faculty and consultants.

Academics and Academic Staff refer to in a European context, professors, faculty, or researchers.

Culture is used in a variety of ways by informants in their comments, and can have multiple meanings based on its use within a particular context. The first meaning views organizational culture within higher education in the way that an anthropologist would study a village or clan through interconnected webs of significance (Tierney, 1988). Within this web are laws, rules, and norms, and individual stakeholders' interpretation of the web. Stakeholders identify with organizational stories, special languages, norms, and institutional ideology based on the behavior of the organization and the individuals within

it (Tierney, 1988). The second meaning defines culture in the context of international branch campuses as the institutional ethos, a set of ideals or foundational beliefs, rituals, stories, and collegiate experiences that are transferred to the host campus (Lane & Kinser, 2011a). Lane and Kinser (2011a) continue, saying that culture affects operational issues such pedagogical practice, development of student activities, co-curricular experiences, and basic business operations. The third and final meaning of culture defines Korean culture as influenced by Confucianism and valuing harmony within family, community, and society.

Conclusion

The international branch campus is another option senior leaders at universities have at their disposal as they construct their internationalization plans. Internationalization provides new opportunities and challenges for higher education institutions. Creating the right internationalization plan is critical for the long-term success of a higher education institution. The advocacy for pursuing an international branch campus offer can come from a powerful rector, president, or provost seeking to build a global brand for their institution; they may pursue the internationalization activities as an enrollment management strategy, or as a way to expose their students to global perspectives. A powerful dean may also seek to build a global brand for their school or college and decide to pursue an international branch campus strategy, but his or her plans may not align with a larger institutional internationalization strategy.

A gap in the literature fails to inform the higher education community with any depth about how to construct decision-making processes to pursue an international

branch campus; this study helps to fill this gap in the literature. This study's contributions to the literature demonstrated that the traditional risks and rewards for opening international branch campuses are evolving in contrast to earlier waves of international branch campuses. In this case, the risks and rewards are changed when the branch is situated in a government-sponsored education hub and the financial terms of the agreement reduce financial pressures on universities to break even during the first or second years of operation. Another contribution was documenting the decision-making process used by Ghent University to open its branch campus in South Korea. Lastly, this study used a conceptual framework that married an international market-entry strategy for education services with a risk analysis framework. This conceptual framework will aid higher education stakeholders in determining if they should pursue an international branch campus opportunity, and which of their academic programs to offer in the host country to provide a distinct competitive advantage. What follows in chapter two is a review of the literature of higher education decision-making, internationalization, and risk analysis.

Chapter 2: Review of the Literature

Introduction

Globalization, coupled with technology advances, provides higher education institutions with new opportunities to internationalize their academic operations. These opportunities may allow higher education institutions to extend the missions they serve, reach new communities of learners or researchers, and expose their home campus students to cross-cultural experiences (Wilkins, 2011). Internationalization can also help universities create a globally recognized brand, and potentially secure new revenues by obtaining agreements with foreign governments who desire a Western-style education to supplement their domestic higher education capacity. It also helps universities who are seeking out new populations of tuition paying students (Tierney & Lanford, 2015; Shams & Huisman, 2012; Wilkins, 2010; Wilkins, 2011). International activities may also be used as an enrollment management strategy to offset declining domestic enrollments. One of the riskiest forms of internationalization is the international branch campus (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007), and currently 232 branch campuses (C-BERT, 2016) exist spread across six continents. International branch campuses are high profile endeavors due to the investment of institutional resources required to establish and sustain their operations.

The international branch campus has a larger risk profile when compared with other forms of internationalization because of the investment of scare university resources such as time and funding to create and maintain brick and mortar operations in a new country with a different culture, economic needs, and regulations (Altbach, 2013).

While some senior leaders within higher education institutions may advocate for an internationalization strategy that includes a branch campus, there may be little expertise within their university to execute the strategy (Helms, 2008).

International branch campuses are a recent concept in higher education; in their modern incarnation branch campuses began in the 1980s (Reilly, 2008). Little research describes how higher education leaders decided to pursue an internationalization strategy that includes a branch campus. The literature describing international branch campuses focuses on implementation and cross-cultural considerations (Lane & Kinser, 2011b; Wilkins, 2011; Helms, 2008), while these considerations are important to understand, they do not provide higher education leaders with an understanding of the significant investments and risks associated with opening an international branch campus.

The higher education literature lacks a deep understanding of how decision-making processes are constructed when deciding to open an international branch campus. Understanding the processes for how universities have constructed their decision-making process will help inform higher education leaders who are considering an international branch campus for their institution. This chapter will describe and critique the literature on globalization, internationalization in higher education, and risk management as it relates to a decision-making conceptual framework for understanding how senior leaders at universities describe their processes for deciding to pursue an international branch campus.

Method for Reviewing the Literature

The literature for international branch campuses is situated within the nexus of multiple distinct disciplines, including higher education, education policy, international education, business, and risk management. The primary literature selected for this literature review represents peer-reviewed journals from these disciplines. This multi-disciplinary approach to the review of the literature is used because these disciplines provide the reader with broader perspectives and insights into how higher education institutions constructed their internationalization strategies using international branch campuses. Additionally, periodicals, books, reports, and papers from individuals and transitional organizations focusing on globalization and cross-border higher education were selected for this review because this literature provides perspectives from within and outside the higher education community. Literature from 2005 onwards was preferred for this review, as it provides more recent research on the topic of internationalization. Reasons for selecting more recent literature focusing on internationalization include the ease with which technologies such as the Internet facilitated greater collaboration, partnerships, and the ability to project an institutional brand globally; and recent literature is more relevant for the reader. However, literature created prior to 2005 was used in this review to provide a historical context.

Keyword searches within peer-reviewed journals were the preferred method to discovering seminal and recent articles. The major peer reviewed journals used in the review of the literature include *The Journal of Higher Education and Policy Management, Higher Education Policy, Australian University Review, Journal of Studies*

in International Education, Comparative Education, Perspectives in Education, Comparative & International Higher Education, Society for History Education, Journal of International Business Research, and many other journals. Keywords searched within these journals include internationalization, globalization, international branch campuses, risk management, market-entry strategies, decision-making, cross-border education, and institutional mobility.

This chapter is organized by describing and critiquing the major themes found in the literature on globalization, internationalization in a higher education context, and risk management as it relates to international branch campuses. Then a decision-making conceptual framework is reviewed as the lens to gain a deeper understanding of how decisions by top leaders at universities could be made when pursuing an international branch campus offer. The chapter concludes by discussing any gaps found within the literature review.

Globalization

At no other time in human history has it been possible for people, capital, manufacturing, ideas, and culture to move across the globe at almost instantaneous speeds (Rizvi & Lingard, 2000). Globalization coupled with technology makes it possible for people to connect with family, friends, or other individuals who share common interests, who may reside in their local community, or who are living across the globe. The recent political demonstrations in Hong Kong, and the Arab Spring, which began in Tunisia in 2010, demonstrate the power of globalization to share political and cultural experiences instantaneously. Globalization has the potential to create new

economic opportunities for Western and developing nations by creating a global network of commerce facilitated by knowledge workers, industrial manufacturing, and the Internet.

New social media technologies combined with the power of mobile computing enables citizens in repressive societies to organize for political change, and it helps these societies overcome decades of political oppression as the Arab Spring demonstrated; a global audience witnessed the overthrow of Hosni Mubarak on Facebook, Twitter, YouTube, satellite television, and many other media distribution outlets. Technologies like modern air transportation and the Internet make it possible to traverse long distances faster than ever. Technologies like video conferencing and Skype allow conversing individuals to be situated in multiple locations at the same time; it is now possible to be present in a physical world as well as multiple virtual worlds. Distance is no longer an inhibitor for individuals to connect with family, friends, colleagues, or others who share similar interests across the world. Beerkens (2003) describes globalization as the separation of culture, markets, values, norms, ideology, identity from their spatial context within the nation-state due to the acceleration of the transitional flows of people, culture, finance, information, and ideology because of technological changes such as the Internet and the ease of intercontinental travel due to air transportation.

Globalization is also reshaping the relationship the nation-state has with its citizens, and the power and sovereignty it has to control political and economic policies (Woldegiorgis, 2013; Sirat, 2010). Organizations like the European Union (EU) can make laws that supersede the laws of individual European countries. It is also reshaping

the cultural identity of citizens who may associate with a regional union, like the EU, and their nation-state. Non-state actors such as the World Trade Organization (WTO), the International Monetary Fund (IMF), the World Bank, the Organisation for Economic Cooperation and Development (OECD), trans-national corporations, and regional unions and associations like EU, Association of Southeast Asian Nations, and Gulf Cooperation Council in the Middle East are changing the power dynamics and influence of the nation-state. The WTO is a nongovernmental organization whose mission is to facilitate trade across the globe and help its member nations access new markets by lowering tariffs and trade barriers (Knight, 2006; Sahni & Shankar, 2005). Woldegiorgis (2013) describes the shifting of state functions to supra-national organizations like the World Bank and WTO as neo-functionalism. Regional unions and associations enable the mobility of people, culture, ideas, policies, and commerce to spread across national borders. Deeper regional agreements may lessen the likelihood of armed conflicts within a political or economic union as countries are networked into relationships that mutually benefit the parties in the union.

Globalization coupled with technology has enabled the advances in internationalization for higher education institutions, but these advances come at the expense of the implementation of the neoliberal interpretation of globalization (Sirat, 2010). Neoliberal globalization is an ideology that focuses on a reduced role of the government in providing public services, and with a preference for privatization of public services (Rizvi & Lingard, 2000). Globalization can provide benefits for societies, but the neoliberal imaginary, which has dominated the global discourse and policy

implementation, has accentuated economic inequalities throughout the world (Rizvi & Lingard, 2000). Held (2013) suggests that as markets become the arbiter of resource allocation, that private markets solutions will perpetuate economic and political difficulties. The neoliberal imaginary is "based more on the values of the market and system efficiency than on goals of democratic equality and community" (Rizvi & Lingard, p. 114, 2009). Neoliberal globalization decreases the sovereignty and power of the nation-state, and increases the power and influence of non-state actors such as transnational organizations like the WTO and IMF in the policymaking arena (Rizvi & Lingard, 2000). Nation-states give up some level of sovereignty over their policies, economies, and cultural identity to participate in the neoliberal interpretation of globalization, and the degree to which states give up their sovereignty introduces another layer of inequality to the globalization story.

The neoliberal interpretation of globalization has emphasized the movement or flows of people, capital, ideas, and information across national borders (Rizvi & Lingard, 2000). As national borders become less of a barrier in an economically globalized world, nation-states must now compete in a knowledge economy, yet politically, structures within nation-states have not adapted to meet the demands of the global knowledge economy (Rizvi & Lingard, 2000). The global knowledge economy is a highly competitive environment (Mazzarol et al., 2003), and nation-states must deal with new power brokers who have emerged; namely transnational corporations and organizations. The investments and jobs transnational corporations transfer into a country can spur development and potentially provide new economic opportunities to nations, but these

opportunities come with costs. Nation-states may have to relax environmental regulations, provide significant tax incentives, or decide to champion certain industries to the detriment of other industries to attract transnational corporations.

For developing nations, a significant problem with this neoliberal model is that they end up in a cycle of serving the needs of transnational corporations to ensure that their economy continues to grow. However, the corporations do not have the same priorities and needs that the local economy and society may have. It would be an overstatement to say that it is easy for corporations to move their operations from one country to another, but the technology-driven knowledge economy makes it easier for corporations to relocate their operations across borders. When transnational corporations leave a developing nation-state, they may leave behind unemployed citizens who need retraining and social support, tax revenues will decrease, and there is the potential for environmental clean up that may be costly for the local community. As transnational corporations and non-governmental organizations move financial resources around the globe, it becomes easier to destabilize national economies, which can have a devastating effect on local communities (Held, 2013).

The neoliberal interpretation of globalization also advocates for removal of trade barriers at the nation-state level to support the needs of transnational organizations to expand their operations globally, and the policies of WTO facilitates the removal of these barriers. With the inclusion of education in WTO agreements, higher education can now be traded like other services included within trade agreements (Knight, 2006; Abrol, 2005; Sahni & Shankar, 2005). There have been numerous critiques of the WTO treating

education as a tradable commodity (Wilkins & Huisman, 2012; Wilkins, 2011), but as university leaders seek new entrepreneurial endeavors (Girdzijauskaite & Radzeviciene, 2014), the WTO policies that facilitate the global trade of education are viewed as an accelerant to an institution's global expansion strategy.

One concern about the neoliberal interpretation of globalization and its influence on higher education relates to how some universities have responded by using their international endeavors as a way to raise new revenues. For example, foreign higher education institutions located in Education City in Doha, Qatar, are finding it lucrative to partner with the Qatari Foundation and by extension, the Qatari government. Georgetown University operates its undergraduate Foreign Services program in Education City where it received $45.3 million (Lindsey, 2013) for fiscal year 2012 from the Qatari Foundation for operating this campus. Higher education institutions may be letting their desire to seek out new revenues take precedence over their mission to serve their students, local community, and mission. With significant funding for branch campuses provided by host governments or local partners, it becomes possibile that conflicting agendas between the university and its host may arise (Altbach, 2013).

Rizvi and Lingard (2000) critique the neoliberal interpretation of globalization in the context of education because market forces take precedence over the role of the state in providing education. Tierney and Lanford (2015) state that, "[g]lobalization itself, however, is not a static concept, and how it functions impacts responses by the tertiary education sector" (p. 285). As universities seek out entrepreneurial opportunities abroad, the role and impact of the home country's government may decrease as new sources of

revenue refocus institutional leaders to support the needs of new stakeholders. Ultimately, Rizvi and Lingard (2000) are concerned that the needs of the market and the needs of the state are not congruent, and market needs may not serve the needs of society. The next section describes the global nature of trade within the knowledge economy, and how higher education has been included in trade agreements as a tradable service.

Higher Education as a Globally Traded Service

Globalization and the Internet are connecting economies beyond national borders and advancing cross-border trade. The global nature of the interconnected knowledge economy facilitates economic activities, but globalizing the economy can decimate traditional industries within a nation-state (Sirat, 2010). Nation-states, who claim a competitive advantage over a product, service, or manufacturing process, may find that their advantages are short-lived when their products or service can be replicated more efficiently and economically in another region of the world (Sahni & Shankar, 2005). For example, Qatar is a leading producer of natural gas and liquefied natural gas, but as new petrochemical technologies advance, the world may be less dependent upon Qatar for gas when it can be produced closer to where it is consumed and sold at a lower cost; technology has the potential to change an export market upon which the Qatari economy depends (Wilkins, 2011).

The nature of the global economy is changing where knowledge-intensive services industries are emerging (Tierney & Lanford, 2015), and these service sectors are mobile and demand highly skilled knowledge workers. With the advances in technology, transnational corporations can move their enterprises across borders to countries where it

is more economically advantageous to operate. The mobility of these corporations can disrupt the societies that depend on these companies for jobs and tax revenues. Cross-border trade is facilitated by regional trade unions like the EU and the WTO.

Globalization also provides developing countries with new opportunities to compete in the global knowledge economy as they seek to attract transnational corporations to establish operations within their countries. Global and regional trade agreements are opening new markets and lowering trade barriers (Sahni & Shankar, 2005). Organizations like WTO are creating new opportunities for trade among its member countries to import and export goods and services.

Nation-states seek to protect their natural resources and strategic economic assets because it gives them a competitive advantage with their trading partners; these resources and assets become vital when they encounter economic difficulties such as slow growth or economic contractions (Sirat, 2010). To protect their natural resources and industries, some nation-states enact a series of tariffs and trade barriers to protect their national industries and companies from foreign competition by making it difficult to enter their markets or repatriate profits out of the country. Likewise, some nation-states make it difficult to export strategic goods out of the country.

In 2000, the WTO opened a round of trade negotiations focused on the liberalization of trade barriers specific to services; the focus on services is known as the General Agreement on Trade in Services (GATS) (Chan & Ng, 2008; Knight, 2006; Sahni & Shankar, 2005). Regional trade establishes stronger relationships between nation-states; hence, cross-border trade not only increases economic activity, but can also

help keep peace between nation-states. GATS includes education as one of the services that can be traded across national borders (Chan & Ng, 2008; Knight, 2006; Sahni & Shankar, 2005). Within the global higher education sector, universities are more easily able to establish operations across borders through program and institutional mobility due to policies found in GATS.

Through the implementation of GATS, the WTO seeks to facilitate the freer trade for services; with GATS, education is now an importable or exportable service (Collins, 2007). The implementation of GATS conceptualizes education as a commodity (Abrol, 2005); with slight modifications to the curriculum or delivery methods, education is a tradable service that can cross national borders (Rizvi & Walsh, 1998). The delivery of higher education across national borders correlates with the modes of trade defined through GATS:

> Mode 1: Cross-border supplier provides services that do not require the consumer to physically move; distance learning programs would align with this mode.
>
> Mode 2: Consumption abroad requires the consumer to move to the supplier's country; student exchanges or study abroad would align with this mode.
>
> Mode 3: A commercial and physical presence is required in another country by the supplier; branch campuses would align with this mode.
>
> Mode 4: Presence of persons traveling to another country to provide a service on a temporary basis; faculty on a temporary teaching assignment

abroad would align with this mode. (Verger, 2009; Knight, 2006; Sahni & Shankar, 2005)

Through the trade mechanisms defined by GATS, WTO members can determine to what extent they open their higher education sector to foreign providers through the modes of trade negotiated by the exporting and importing nations (Verger, 2009). Additionally, WTO members seeking access to new markets with lowered trade barriers can request that individual member's open segments of their markets to foreign suppliers. The next section describes how higher education institutions are globalizing driven by their desire to internationalize their academic operations.

Globalizing Higher Education

Higher education institutions are situated in a critical space in the global economic system. Not only do higher education institutions generate new knowledge through the research they conduct, but they also educate knowledge workers for the global economy. Governments, industries, and transnational corporations seek the research and innovations produced by higher education institutions, and their highly skilled students. Tierney and Lanford (2015) describe how higher education institutions are crucial to workforce development for the global knowledge economy.

Knowledge centers around the world are emerging with top research universities locating themselves in these centers to help fuel innovations (Chan & Ng, 2008). Boston and Silicon Valley are models of education and innovation hubs that governments around the world are attempting to emulate. Boston is a biotechnology hub with world-class universities including Harvard University, Massachusetts Institute of Technology, Tufts

University, Boston University, Northeastern University, and Boston College providing knowledge workers to this fast growing industry. Silicon Valley, a leading area for technology innovation with Stanford University, University of California Berkeley, and University of California Santa Cruz. In understanding the success that these education hubs bring their local communities, foreign governments have sought to establish their own education hubs that align with their strategic economic and societal development goals. Singapore, Hong Kong, Malaysia, South Korea, Qatar, and the UAE have sought to build hubs to spur economic activity and innovation (Chan & Ng, 2008; Mazzarol et al., 2003; Wilkins, 2010). These education hubs include both domestic and international universities; recruiting foreign universities into these hubs is a core component of these government's strategies (Mazzarol et al. 2003). Chan and Ng (2008) describe a key element of "the internationalization of higher education in East Asia is that of the increasing erosion of boundaries among different higher educational systems world-wide" (p. 488). This element of internationalization may not be unique to East Asia, but a global phenomenon. The next section will review the types of internationalization activities higher education institutions can utilize.

Types of International (cross-border) Expansion

Higher education institutions have many options available to them for internationalizing their academic operations. These options range from taking an existing program, one that may be fully online or can be developed for fully online delivery, and marketing it internationally to foreign students, through to managing facilities, academic programs, research facilities, faculty, staff, and students in foreign countries by operating

a branch campus. An institution's internationalization strategy may contain multiple combinations of offerings, such as student exchanges, online programs, and joint degrees (Mazzarol et al., 2003). Jane Knight (2006) created a typology of programs and institutional mobility that helps define internationalization options. These options can be interpreted with varying meanings; what follows are fairly well accepted definitions:

> *Virtual universities* encompass providers delivering course credits and degree programs to students who reside outside the exporter's country through distance learning. In this mode of trade, the exporting higher education institution does not have a physical presence or staff in any country that imports the courses or programs.
>
> *Student and faculty exchanges* where the individual is mobile and learns, studies, conducts research, or works across borders. From a student perspective, exchanges would be synonymous with study abroad programs. The student may study abroad for an academic year, semester, or as short as one week. Faculty exchanges allow professors and researchers to conduct research or teach across borders.
>
> *Franchising* provides for an exporter to authorize an entity in the host country with the ability to deliver the exporter's courses and programs. The host country provider awards the degree; the franchiser is typically a for-profit institution.
>
> *Twinning arrangements* are collaborations between the exporter higher education institution and a local provider in the importing country, which

allows students to take courses for credit in either the home or host country across a common curriculum for a given program. The exporting higher education institution awards one credential.

Joint or double degrees allow multiple institutions in multiple countries to offer a common program of study. Students will take courses from each institution, and will be awarded degrees from the collaborating institutions.

Affiliations and networks are where various types of providers, public and private, come together through partnerships to establish networks that deliver courses and programs in foreign countries. The providers maintain a physical presence and facilities representing the interests of the exporting higher education institution. In this mode of trade the higher education institution may, in addition to its physical presence, provide options for virtual or online learning.

Acquisition or mergers by foreign higher education institutions in a host country where a local institution may need additional financial resources to continue its operations. The foreign higher education institution may purchase all or some portion of the equity in the local institution. This is a model that a for-profit higher education institution may utilize when attempting to enter a new market.

Study center or teaching sites can be independent or in collaboration with a local higher education institution or partner, where the exporter offers its courses and programs in a physical location within a host country.

> Students may attain a degree through the center, and they will receive support services from the center. Study centers could be housed in a partner's campus, or in a corporate location.
>
> *Branch campuses* are satellite campuses established by the exporting higher education institution in a host country to deliver courses and programs with support services provided by the exporting institution. Typically, the exporting higher education institution will send its faculty and staff to the host country to start-up operations, to acculturate local staff and students to the home institution's culture, and to maintain the campus' operations. The branch campus awards degrees from the home institution. (Knight, 2006)

Higher education leaders have a variety of options available to build their institution's international platform. Internationalizing aspects of a higher education institution's academic operations cannot be taken lightly because of the investments required, and internationalization has the potential to be a risky proposition for the institution (Mazzarol et al., 2003; McBurnie & Ziguras, 2007). International activities may not be part of a larger university strategy; a powerful faculty member, dean, provost, or president of a higher education institution may drive internationalization activities. If there is not a clear vision for internationalization as articulated within a university's mission statement, or if the vision is clear and not well articulated to the institution's internal and external stakeholders, then serious questions will arise as to why resources are used for these activities. The next section reviews the literature on international branch campuses.

Defining the International Branch Campus

While Knight (2006) provides a definition for an international branch campus, no agreed upon definition of what characteristics comprise an international branch campus exists (Altbach, 2013). Wilkins (2010) states he has not found a concise definition of an international branch campus and the term is easily confused with other forms of internationalization such as study centers and satellite campuses. Altbach (2013) states that international branch campuses should not include joint-degree programs, twinning arrangements, and degree franchising.

Branch campuses have been described by Wilkins and Huisman (2012) as "an educational facility owned, at least in part, by a foreign institution, which operates under the name of the foreign institution, where students receive face-to-face instruction to achieve a qualification bearing the name of the foreign institution" (p. 628). Wilkins (2011) provides a fuller definition of an international branch campus as:

> an educational facility that has its own premises (which normally include teaching rooms, a library and a refectory, and sometimes also recreational facilities and student accommodation) where students receive face-to-face instruction in a country different to that of its parent institution. The branch operates under the name of the parent institution and offers qualifications bearing the name of the parent institution. (p. 73)

Wilkins (2010) also states that it "implies a bricks and mortar approach, whereby an institution has a physical presence in a foreign country" (p. 390).

Reilly (2008) provides five specific components comprising an international branch campus: granting bachelor's degrees, the academic institution was founded by an institution based in another country, it follows the home institution's curriculum based on the disciplines offered, its student body is primarily composed of students within the host country, and its faculty and facilities are not associated with any institution within the host country. Wildavsky (2010) describes a branch campus' purpose as, "cater[ing] to students from the immediate area or region, allowing them to enroll in a foreign university without uprooting themselves from their home countries" (p. 42).

Leading scholars on the proliferation of international branch campuses, Lane and Kinser (2011b) define them as "an entity that is owned, at least in part, by a foreign education provider; operated in the name of the foreign education provider; engages in at least some face-to-face teaching; and provides access to an entire academic program that leads to a credential awarded by the foreign education provider" (p. 5). For the purpose of this study, international branch campuses will be classified as private providers in the host country in which they operate, even if they are a publicly funded institution in their home country. A common definition that emerges from these various authors' conceptions is that an international branch campus is a foreign higher education institution operating in a host country that offers a favorable environment for the establishment of physical facilities to deliver its localized curriculum, which allows for face-to-face instruction of a student body typically comprising of learners from the host country who seek to achieve a foreign credential conferred by the foreign higher

education provider (Lane & Kinser, 2011b; Reilly, 2008; Wildavsky, 2010; Wilkins, 2011).

Leaders at the home institution may view the branch campus as part of its enrollment management strategy to attract new students. Branch campuses provide the home institution with a new population of fee paying students who seek a Western-style education, but who may not be able to study in the West due to the costs associated with study abroad, or cultural difficulties. These campuses provide new options for students whose country lacks the capacity to support a growth in new student populations (Lane & Kinser, 2011b; Shams & Huisman, 2011; Wilkins, 2011). Branch campuses may also enable host countries to achieve their strategic economic goals by creating educational options within their country for growing middle classes to achieve a postsecondary degree. Additionally, with graduates ready to compete in the global economy, a developing host country can position itself to serve the high-value needs of the knowledge economy.

The often-cited reasons for establishing an international branch campus is that they are perceived to offer higher quality instruction than the host country's institutions, they may offer an academic program to address an economic or societal aspiration of the host country, they are considered highly prestigious within the host country, and they add to the capacity of their higher education sector (Tierney & Lanford, 2015; Lane & Kinser, 2011b; Sham & Huisman, 2011). Additionally, Western-style education is highly valued outside of Western nations (Wildavsky, 2010). International branch campuses are also viewed as a form of economic development within the host country because establishing

an education hub of foreign universities may produce the knowledge workers and research demanded by the host country and the global knowledge economy. For the home institution establishing a branch campus, an international branch campus has the potential to increase its revenues, and positively add to the home institution's brand, but the branch also adds new expenses to an institution's operating budget and new risks (Lane & Kinser, 2011b).

With the expansion of Western-style education abroad, critics suggest that these expansions are a form of neocolonialism (Rizvi & Lingard, 2000; Shams & Huisman, 2011; Wilkins, 2011). Western curriculum is privileged due to market mechanisms where students in the host country may be willing to pay a premium for a foreign higher education provider. The image of an institution operating in a foreign location is highly sought after by many universities who seek to establish a global brand (Wildavsky, 2010). Hence, the branch campus supports a duality of market demands where students desire a perceived high-quality international degree, and an institution desires to build a global brand. The neocolonial critique is important for higher education leaders to keep in mind as they decide if they will pursue a branch campus offer. Some higher education institutions may be in search of new revenues, and they may be less concerned about localizing their curriculum and taking into consideration local knowledge developed in the host country. The next section will describe historical waves of international branch campuses growing and then receding since the 1980s; international branch campuses in their modern incarnation are relatively recent occurrence in higher education.

History of International Branch Campuses

Table 1

International Branch Campus Growth by Historical Wave

	Period	Regions	Reasons for Growth	Reasons for Decline
1st Wave	Mid-1980s to early 1990s	Mainly Japan	Economics, demographics, and lack of higher education capacity in Japan	Japan economic crisis
2nd Wave	Mid-1990s to late 1990s	South East Asia	Policy changes in Australia	1997 Asian financial crisis
3rd Wave	Mid-1990s to current	Arab Gulf States, South East and North East Asia, and China	Economics, demographics, and lack of capacity in host country, education hubs	Not in decline

(Adapted from Reilly, 2008)

Reilly (2008) describes three historical time periods as waves when international branch campuses gained prominence and then receded. Table 1 provides an overview of the three historical waves, and why there was a growth and decline in international branch campuses. These periods include the 1980s with the expansion of campuses into Japan, the 1990s when branch campuses were widespread in Southeast Asia, the current

period which began in 2000 with continued expansion in Southeast and Northeast Asia, and a rapidly growing market for branch campuses in the Middle East and the Arab Gulf States. The following sections provide a historical overview of the waves of international branch campuses.

First wave – Japan.

The first wave may have been the aberration from an economic development perspective, given that Japan had a highly skilled workforce and productive economy in the 1980s; it was projected that it would have the world's largest Gross National Product by 2000 (Monroe, 1972). Western universities were sought after because Japanese business and government leaders believed that they had a role in helping expand the cultural and global perspective of students who would possibly work across the globe for Japanese transnational corporations. From a demographic perspective, during the 1980s Japan had peaked in terms of its college age population, and given its booming economy at that time, bringing in extra higher education capacity was a viable and necessary option for Japan until it could build out its domestic capacity within its higher education sector (Reilly, 2008).

Japan was not able to realize its potential as an economic superpower as its economic conditions changed for the worse in 1990 (Powell, 2002), which later led to the "lost decade" of economic growth. At its peak, more than forty branch campuses from the United States were present in Japan (Reilly, 2008). After its recession, named the "lost decade", and declining student populations, the economic and demographic conditions did not warrant these foreign institutions; currently, there are only two branch

campuses from the United States remaining in Japan, Lakeland College and Temple University Japan (Dessoff, 2010). Lane and Kinser (2011b) describes the late 1980s in Japan as the:

> [B]ursting of this IBC bubble was brought on by instability in the local economy, which stagnated after the 1980s; the difficulty in finding students able to engage in English language instruction; and poor choice of campus locations, which were mainly in areas difficult to travel to outside of the city. (pp. 6-7)

Hence, the first wave was concentrated in one country over a relatively short period of time, and the risks were magnified given that there was no possibility for the diversification of the country's specific risk factors. This led to the collapse of almost all branch campuses from the United States in Japan.

Second wave – South East Asia.

The second wave followed an economic development model where India, China, and many South East Asian countries experienced strong economic growth. The second wave focused on the expansion of branch campuses within South East Asia fueled by fiscal expansion policies by Australian universities (Reilly, 2008). For example, the Royal Melbourne Institute of Technology University was invited by the Vietnamese government to establish a university campus in 1998 and the campus was opened in 2000; the campus is still in operation today.

The regional economic growth, and the expansion of branch campuses in South East Asia, was facilitated by regulatory changes occurring at both the supranational and national levels. At the supranational level, both India and China become members of the

WTO, India in 1995 (World Trade Organization, 2015b) and China in 2001 (World Trade Organization, 2015a). Becoming a member of the WTO enabled access to global markets for both of these developing nations with lower trade barriers for their exports; their membership also accelerated their markets opening to the world.

During the 1990s, Australia's regulatory and fiscal environment in the higher education sector was changing. In December 1996, with the conservative led government of Prime Minister John Howard, funding for Australian universities was slashed by $640 million over three years, and student fees rose by 40% (Swail & Heller, 2004). The conditions in which Australian institutions operated were changing, and the government's market-oriented policies enabled universities to move ahead with their plans for international expansion.

Also during this time, both Singapore and Malaysia aspired to become regional education hubs; hence they sought out foreign institutions to establish branch campuses (Mazzarol et al., 2003). The demand created by these countries to support their economic and societal aspirations provided many Australian universities with new market opportunities to pursue. The second wave concluded with the Asian Financial Crisis of 1997 and 1998.

Third wave – South East and North East Asia and the Arab Gulf States.

The third wave that Reilly (2008) describes started in 2000 and continues today. Its focus is on the development of education hubs and branch campuses in the South East and North East Asia, and the Middle East, clustered around the Arab Gulf States. Wilkins (2010) suggests that educations hubs are located well beyond the Middle East,

and that both Singapore and Malaysia are emerging as hubs in Asia (Mazzarol et al., 2003). The third wave of branch campuses in the Gulf States and South East and North East Asia cannot be characterized as a one size fits all approach; each country approaches hosting foreign institutions in different ways.

The third wave follows a period of significant economic growth that continues today in the Arab Gulf States due to their abundance of petrochemicals, and in China with the growth of its industrial production. The Arab Gulf States have become some of the world's wealthiest countries since the discovery and product of oil and natural gas (Wilkins, 2011). Gulf State leaders understand that their reliance on petrochemicals to sustain their economic growth is dependent upon non-renewable natural resources, and high prices for these natural resources. Additionally, as technologies advance, they enable new discoveries of oil and natural gas around the world, and the cost for these natural resources could decrease; hence, the economies of the Gulf States will need to evolve to support new industrial and service sectors. As the price for these natural resources fall, there is greater potential for social unrest in societies dependent upon high prices for natural gas and oil since governments use their natural resources to subsidize services for its citizens. Qatar may be a model for how an education hub with international branch campuses can aid an economic evolution (Wilkins, 2011).

The Qatari Foundation established Education City, an education hub, where they invited specific Western universities including Georgetown, Texas A&M, Cornell, Virginia Commonwealth, Carnegie Mellon and Northwestern universities to establish branch campuses based on a prestigious program they offer (Qatar Foundation, 2015).

These universities were deliberately selected for the Education City because the programs these institutions offer in Doha are highly ranked within their respective disciplines (Wildavsky, 2010). The royal family's "human capital strategy involves both improving the educational pipeline for all students and ensuring that enough elite educational opportunities exist to keep the nation's most talented students in the country" (Wildavsky, 2010, p. 54).

Table 2

Regional International Branch Campus Strategies

	National Strategies for Foreign Providers	Characterizations of IBCs
United Arab Emirates	Elite providers to enable the development of their human capital strategy	Elite higher education institutions, the ability for foreign institutions to locate in UAE and gain local accreditation
Qatar	Top ranked programs within specific disciplines aligned with national economic strategies	Higher education institutions with elite programs
Singapore	Elite foreign providers competing with local and foreign universities. Higher education institutions support and enable knowledge, technology, and service sectors	Best of breed higher education institutions to fulfill a capacity in their higher education sector, and alignment with economic national strategic services and industries

Malaysia	Create a regional education hub to rebuild human and financial capital lost during the 1997 Asian financial crisis	Higher education institutions to fulfill a lack of capacity in the higher education sector
Hong Kong	Position Hong Kong as a world city like London and New York, with the aim of attracting business and tourists	Higher education institutions enter a highly competitive market with few regulations for entry. The market will determine the success or failure of the higher education institution.
South Korea	Reverse the effects of the brain drain by offering top ranked global academic programs in a government-sponsored education hub.	Higher education institutions are invited to establish academic operations with host government financial support.

(Chan & Ng Tee, 2008; Mazzarol et al., 2003; Reilly, 2008; Wildavsky, 2010; Wilkins, 2011; Wilkins & Huisman, 2012)

The third wave of branch campuses has seen the rise of regional education hubs in Qatar, UAE, Singapore, Malaysia, Hong Kong, and South Korea. Table 2 - Regional International Branch Campus Strategies summarizes the strategies UAE, Qatar, Singapore, Malaysia, Hong Kong, and South Korea have implemented. With a concentration of branch campuses in small geographic education hubs, students will have more options for attending a postsecondary institution. Students located near these education hubs will also benefit because they can live at home and reduce one of the significant costs associated with higher education, relocating oneself to live near the campus. Countries like Qatar, Singapore, and Hong Kong seek to become education hubs (Chan & Ng, 2008; Mazzarol et al., 2003), because hosting international universities has the potential to raise the profile of these countries as global destinations. Chan and

Ng (2008) state, and possibly to an extreme, "[t]he internationalization of higher education becomes an economic battlefield in which nations and cities plot to get ahead of their competitors" (p. 500).

What differentiates the third wave from the previous waves is that two models for universities establishing a branch campus in host countries have emerged. One model, a Free Zone model, is similar to the approach the UAE and Hong Kong have implemented to allow foreign providers into their countries, but the branch campuses need to address market conditions with little to no support from the host government. The second model, which is unique to the third wave of international branch campuses, has characteristics of host government support that equates to financial incentives, selectivity of programs offered to meet economic aspirations, and lowered market risk for the home campus. Education hubs, which have emerged in Qatar, Singapore, Malaysia, and South Korea align with the second model. Chan and Ng (2008) reference UNESCO's 2005 report, titled *Guidelines for Quality Provision in Cross- border Education,* which suggest that national governments engaging in cross-border education establish, or encourage the establishment of, a fair licensing system for institutions seeking to operate in their country; establish a quality assurance or accreditation system that involves both the sending and receiving countries; consult with national and international accrediting bodies; and provide accurate and transparent information for the criteria for licensing in the receiving country, maintaining quality standards through accreditation processes, and how these criteria impact funding for students, institutions, and academic programs.

Based on Reilly's (2008) waves analogy, what begins to emerge are trends where universities from Australia, United Kingdom, and United States opened branch campuses in regions around the world where the economy was growing quickly. Each wave of international branch campuses, as described in Table 1, references historical periods when economies in developing countries were experiencing fast economic growth. National economies were globalizing in the 1980s and 1990s, creating a globally competitive economy that required skilled knowledge workers (Aggarwal, 1999). From a historical perspective, it appears that growing economic needs and an emerging middle class drove these waves of international branch campuses over the past thirty years.

It was also economic conditions that caused international branch campuses to recede during their first two waves; either a recession or monetary crisis preceded the collapse of the branch campus market. Each of these waves involved universities from Australia, United Kingdom, and United States, which represents nearly half of all branch campuses (Lane & Kinser, 2011b); it is clear that quickly developing countries find value in the knowledge and research practices offered through a Western-style postsecondary experience. Beyond economic crisis, branch campuses have failed for lack of enrollments, or the inability to attract students who were academically prepared for the rigors of higher education. It is important for higher education leaders to have a historical context and understand why branch campuses have succeeded and why they have failed. Reviewing past successes and failures provides guidance for leaders as they decide if their institution should pursue an international branch campus.

Institutional Decision-making for International Branch Campuses

International branch campuses require large investments of institutional resources, and with millions of dollars potentially at risk as well as the university's reputation, senior leaders within higher education institutions need to understand the implications of pursuing this form of internationalization. The literature describing international branch campuses tends to focus on implementing an international branch campus strategy (Lane & Kinser, 2011b; Altbach, 2013), but there is very little literature that describes the decision making process that led a higher education institution to make the decision to proceed with an international branch campus. The literature does not describe how decisions were made to proceed with an international branch campus offer, and who was involved in the decision-making process. The reasons for this gap in the literature may include:

- With only 232 branch campuses (C-BERT, 2016), understanding decision-making processes has not been well researched.
- Decisions to pursue a branch campus strategy have not been made strategically, but rather at a school or departmental level in an ad hoc fashion or opportunistically (Helms, 2004).
- Researchers have chosen to focus on implementation considerations.
- The decision making process to understand how universities decided to pursue an international branch campus strategy has been studied at a superficial level.
- Higher education institutions consider their decision making process a competitive advantage, and do not want to share how they came to decide on their strategy.

- The decision to open the branch campus was controversial, and senior leaders do not want to discuss why they opened the campus.

Tierney and Lanford (2015) use an organizational culture model to analyze how the creation of an international branch campus will affect the home campus and host country, but this model focuses more on the image the home institution seeks to project to its internal and external stakeholder, and to a limited degree the economic impact on their university. Tierney and Landford's (2015) model may have a limited impact on decision-makers as they determine if their institution should open an international branch campus. What is quite useful with Tierney and Lanford's (2015) study is that they frame three questions for decision-makers in their findings:

> (1) What is the value added by the creation of a branch campus? (2) How is the branch campus reflective of the unique culture of the home campus? (3) Do faculty members on branch campuses have the same rights, institutional status, and expectations of shared governance that they would have on the home campus? (p. 295)

Senior higher education leaders need to be aware of the risks associated with opening an international branch campus for their institution. Significant risks are associated with implementing an international branch campus, and the literature describes international branch campuses as the one of the riskiest forms of internationalization (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007) due to the fact that higher education institutions are investing the time of their faculty and administrators in planning and operating the branch campus, their financial

resources, and their reputation (Lane & Kinser, 2011b). However, addressing the risks associated with an international branch campus is more commonly discussed as part of an implementation discussion, rather than part of the decision-making process. One of the few studies focusing on international branch campuses as a strategy for universities found that higher education institutions will implement less risky strategies, avoid or hedge risks, transfer institutional structures from the home campus directly to the branch, or adapt their strategy based on two characteristics: institutional difference in the host country, and the level of regulatory uncertainty in the host country (Wilkins & Huisman, 2012).

The two concepts of institutional difference and level of regulatory uncertainty are characterized as "institutional distance" (Wilkins & Huisman, 2012). Institutional theory underlies this study. However, the authors, Wilkins and Huisman (2012), criticize this theory because it rejects the rational actor theory, it ignores social behaviors on decision-making, and it argues that leaders make decisions ideologically and normatively (Phillips, Tracey & Karra, 2009; Wilkins & Huisman, 2012). Wilkins and Huisman (2012) use a multi-dimensional model for understanding analyzing institution, these four categories include decision-making, regulative, normative, and cultural-cognitive. Ultimately, higher education institutions could use this model to "determine the extent to which curriculum, pedagogy and other institutional processes should be modified" (Wilkins & Huisman, 2012, p. 642). This is an important study because, even at a cursory level, it provides leadership at universities with a framework to begin making a decision about investing in an international branch campus. The difficulty with this

framework is that it does not provide a level of thoroughness to understand the risks associated with the decision to allocate significant institutional resources and funding to the branch campus.

Wilkins and Huisman's (2012) study addresses decision-making for higher education leaders when they are deciding how they should approach an international branch campus. They suggest four categories of measures based on the concept of institutional distance that encompasses risk and the difference between cultural contexts for the home campus and the possible host country. Their four measures are to (1) transfer an institution's academic operations to the host country, (2) adapt the academic operations to meet the cultural context of the host country, (3) hedge the risks by entering into a joint venture with an entity in the host country, (4) or avoid entering the country (Wilkins & Huisman, 2012). Girdzijauskaite and Radzeviciene (2014) utilize Wilkins and Huisman's (2012) model in their study, and they situate the model as a risk reduction strategy. Wilkins and Huisman's decision-making model is the same model that Phillips, Tracey, and Karra (2009) used to make a market-entry decision in a business context. Clearly this model has merit for understanding market-entry risks among differing contexts, but it does not provide higher education practitioners with the tools they need to make and justify the decision to pursue a branch campus strategy.

While Wilkins and Huisman's (2012) study is important, it lacks the level of detail needed to understand the considerations for making a significant investment of institutional resources into an international branch campus. Instead, Wilkins and Huisman focus on curriculum, pedagogy, and scantly on other institutional process.

Given the complex nature of establishing a start-up organization such as an international branch campus (Chalmers, 2011) in another culture, time zone, and regulatory environment, higher education leaders need richer sets of tools to help make this investment decision. Previous studies do not address in depth the critical decision criteria that higher education leaders should consider when determining if they should open an international branch campus. Wilkins and Huisman's (2012) study provides a foundation for a deeper exploration of deciding how to approach an international branch campus decision, but further decision points are needed to help senior leaders in their decision-making process.

Institutional Perception

When institutions operate as multinational enterprises, their status at home can be that of a public university, but their actions abroad can be viewed as private and profit seeking. The internationalization activity of opening an international branch campus creates a new operating model within public higher education institutions where a university simultaneously operates as a public and private institution. Higher education leaders may state that they establish a branch campus to facilitate cross-cultural experiences for their home campus students who may not travel abroad, or that they are opening the campus to provide service to the local economy in the host country (Lane & Kinser, 2011a; Wilkins & Huisman, 2012). One factor that higher education leaders have not been as forthcoming about as their reasons for pursuing a branch campus strategy is that the campus brings new revenues into their institution.

The literature on international branch campuses also notes the potential for financial benefits for higher education institutions opening these campuses (Lane & Kinser, 2011a; Wilkins & Huisman, 2012). New revenues can be realized through partnership agreements or by the tuition paid by new populations of students. Institutional mobility allows higher education institutions to extend their enrollment management strategies into new markets through the branch campuses they establish. Critiques of international branch campuses have questioned the investment of institutional resources into what may be perceived as a private act by institutional stakeholders (Lane & Kinser, 2011a; Wilkins & Huisman, 2012). Wilkins and Huisman's (2012) cultural cognitive frame helps explain the social reality higher education leaders create to justify their investment into activities perceived to be private (Lane & Kinser, 2011b).

Lane and Kinser (2011a) adapted a framework developed by Bruce Johnstone to gain a deeper understanding of an institution's activities along a continuum of public and private actions; the framework was originally designed to measure the domestic provision of education in the United States and if these activities aligned more with public or private actions. A branch campus may be viewed as a private act in a university's home country, but the service it provides the host country by adding to the local higher education sector's capacity, or by shepherding new expertise into the country serves as a public good for the host country (Tierney & Lanford, 2015; Shams & Huisman, 2011). Higher education leaders at public institutions may be criticized for using public funds for activities that are perceived to be those of a private institution. However, establishing

a branch campus can meet the public mission of many institutions who seek to provide their students with global and cross-cultural experiences. Lane and Kinser's (2011a) adaptation of Johnstone's work provides higher education practitioners with tools to gauge how a branch campus aligns with public or private actions.

International branch campuses are example of actions taken by higher education leaders that blur the lines between a public versus private good. The five dimensions of privateness versus publicness Lane and Kinser (2011a) use are: (1) Mission; (2) Ownership; (3) Investment; (4) Revenue; and (5) Regulation. These measures should be thought of along a continuum with public and private anchoring each end of the spectrum. These measures are helpful indicators for understand the relationship between the home campus and the host government (Lane & Kinser, 2011a). The dimensions that Lane and Kinser (2011a) adapted from Johnstone provide an interesting approach where these measures could be used to help top leaders at higher education institutions consider whether they should pursue an international branch campus, and if the outcomes of the measures align with their institutional missions and strategic plans. These are important dimensions that provide senior leaders with broad and important categories of decision points that should be understood before moving forward with a branch campus offer.

While these measures may help leaders make sense of their decisions, they could be better used by re-conceptualizing them as a way to help make choices as part of a formal process. They encompass significant categories that higher education practitioners could use when evaluating the efficacy of implementing an international

branch campus for their institution. These categories could also provide practitioners with guidance about the risks they could encounter with the branch campus.

One of the challenges with Lane and Kinser's (2011a) article is the theoretical foundation of this article. Johnstone, who wrote the piece on which Lane and Kinser base their article on, published it on his personal website without the benefit of a peer-review; Lane and Kinser's adaptation of his measures is peer-reviewed. Nonetheless, the measures are still important for decision-makers to understand the possible risks to their institution's mission, the ownership structure and their ownership stake in the branch campus, the investment needed to start up and maintain the operations of the branch, how the institution will gain access to the revenues produced by the branch, and the regulatory environment within the host country. The next section will describe how senior leaders can evaluate the risks associated with internationalization, critique the neoliberal interpretation of globalization, and market-entry strategies that can be borrowed from the business literature.

Understanding Risk

The literature describes international branch campuses as one of the riskiest form of internationalization (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007), but risks can be managed if they are known before making decisions, and plans can be implemented to mitigate risks if any arise. Due to the complexities of managing cross-border human and financial resources, multiple regulatory environments, and international relationships, higher education leaders introduce new risks into an already complex home campus environment by deciding to

pursue an international branch campus. Kardes et al. (2013) provide a model for managing large, cross-border projects; they define these projects as global megaprojects.

Global megaprojects are projects that contain multiple diverse teams across multiple global locations, they require multiple years of implementation with aggressive timeframes, and they require multi-million dollar investments (Kardes et al., 2013). Global megaprojects are large and complex projects that have evolved as globalization has taken root, and governments, for-profits, manufacturers, or service providers work together on multi-country collaborations to complete high profile projects. International branch campuses fit Kardes' et al. (2013) definition of global megaprojects. Large and complex projects inherently encounter challenges during their implementation phase, and this may be one reason why the branch campus literature has focused more on implementation. When multiple cultures, languages, governments, regulatory standards, and large sums of financial resources are involved in a project, the possibility it will encounter difficulties increases.

To minimize risks associated with megaprojects, Kardes et al. (2013) describes a risk management process that first defines the risks, assesses and quantifies them, and determines risk response strategies, and then moves into an implementation phase to address the risks, and last phase allows project managers to monitor and updates their risk response strategies. This risk management process can be used in other contexts including international branch campuses. International branch campuses fulfill the requirements for a megaproject due to the global nature of these projects, their complexity, and the investment required for their start-up. In addition to the risk

management framework defined by Kardes et al. (2013), top leaders at higher education institutions must understand the risks associated with entering a new market.

Degrees of Internationalization Options and Risk

Since international branch campuses can be a risky proposition for higher education institutions, a careful planning process is needed by top leaders to ensure the success for this type of international activity. Higher education institutions have many possibilities for how they internationalize their courses, programs, and institution (Knight, 2006). While universities have various options at their disposal, they must also be aware of the varying degrees of risk associated with internationalizing their institution's academic operations. Senior leaders need to understand their institution's tolerance for risk, and weigh the appropriate measures that align with mission, and their duty to protect their institutional stakeholders and resources.

Each form of internationalization will have its own magnitude of risk to weigh; Figure 1 displays a continuum of internationalization options, and the degree of risk they represent to a higher education institution. When viewed along this continuum, risks can be rolled up into three large categories: physical harm or risk to the well-being of students, staff, and faculty - physical harm; risks to institutional resources - resource risk; and risks to institutional brand prestige - brand risk. Figure 1 adapts forms of internationalization and couples these options with potential risks for a higher education institution (Wilkins, 2011; Wilkins 2010; Knight, 2006). Knight (2004) describes internationalization at home as, "the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-

based activities" (p. 20). Internationalization at home activities are low risk and may include curriculum infusion, pedagogical workshops for faculty to incorporate global learning into teaching, and extra-curricular activities imparted with international activities. Other lower risk forms of internationalization include higher education institutions offering online programs or establishing virtual universities, student and faculty exchanges, and twinning arrangements. These lower risks forms of internationalization may include a risk for the safety of students, staff, or faculty; or risks to a brand, but overall the risks are low.

Figure 1 also displays medium internationalization risks such as franchising agreements, joint or double degree programs, and affiliations and networks. These forms of internationalization are medium risks since they are higher profile and institutional brands may be at risk if an activity fails. For example, a failed joint or double degree offering could impact the accreditation of an academic program if the program is materially different than the home offering. Higher risk activities include acquiring or merging with a foreign institution or opening study centers abroad, which require an investment of financial resources and brand. The riskiest form of internationalization is the international branch campus (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007). International branch campuses are high profile from a brand perspective and require an investment of institutional resources.

Figure 1: Continuum of Risks for Internationalization Activities

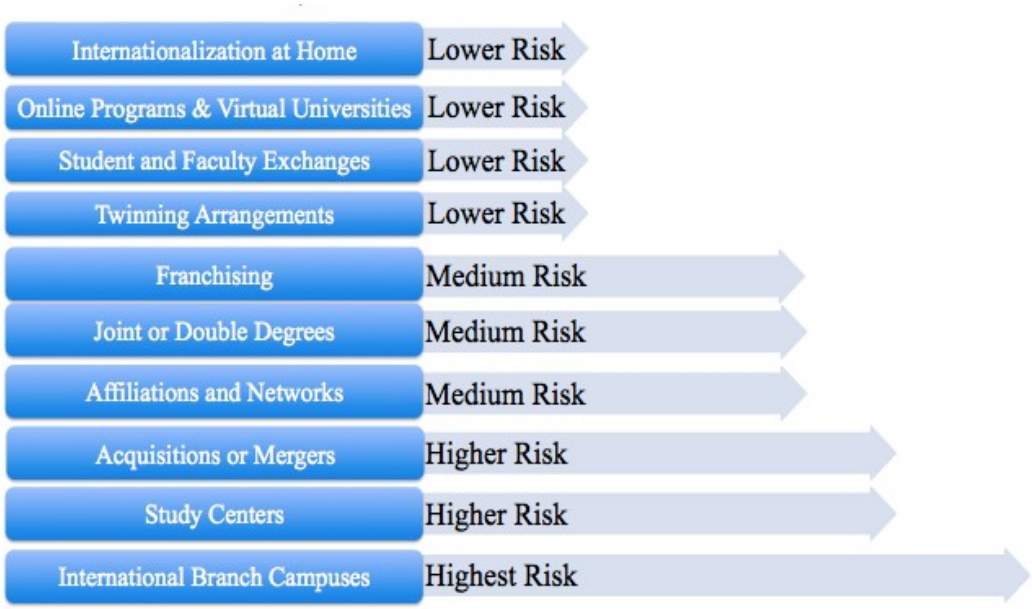


Figure 1: Continuum of Risk for Internationalization. Adapted from Wilkins (2011), Wilkins (2010), and Knight (2006)

As mentioned previously, universities are operating in a more complex political, economic, regulatory, and competitive environment today with the spread of globalization, hence, as higher education institutions utilize multiple forms of internationalization, they increase the complexities and risks of their operating environment. Table 3 provides an overview of the major risks associated with the types of internationalization available for higher education institutions. While there are risks associated with all forms of internationalization, one of the riskiest forms of internationalization is the international branch campus (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007).

Table 3

Risks Associated with Internationalization

Type of Internationalization	Risks
Online Programs and Virtual Universities	Resource and brand risk
Student and Faculty Exchanges	Physical harm
Franchising	Brand risk
Twinning Arrangements	Physical harm and brand risk
Joint or Double Degrees	Brand risk
Affiliations or Networks	Brand risk
Acquisitions or Mergers	Resource and brand risk
Study Centers	Physical harm, resource and brand risk
International Branch Campus	Physical harm, resource and brand risk

(Adapted from Wilkins, 2011; Wilkins, 2010; Knight, 2006)

Understanding the Risks of Entering New Markets

The higher education literature pertaining to international branch campuses is lacking any significant market analysis of the opportunities and risks in the host country. For this reason, it is important to look at the research from other disciplines for reference, specifically the for-profit business. While higher education institutions are not necessarily for-profit organizations, it is likely that useful research that can be adapted from the business discipline into a higher education context.

As top leaders at higher education institutions determine if an international branch campus aligns with their mission and their strategic plans, the next phase of their decision-making process should lead them to an analysis of market risks within the host country prior to making any investments (Mazzarol et al., 2003). Understanding market risks is an appropriate starting point, because it creates an umbrella category encompassing other risks that in totality provide decision makers with knowledge about the market for which they are investing their time and resources.

Mazzarol, Soutar, and Seng (2003) suggest that higher education leaders should focus on risk, return, cost, and control when deciding if they should enter a new market. While their categories are important for understanding market conditions, leaders need a more comprehensive set of measures to provide a thorough understanding of the market risks they could face. Additional market risks higher education leaders should consider include: political, economic, cultural, competitive, regulatory, institutional brand, and implementation risks. Once leaders have an understanding of these individual risk conditions, they will have a more complete picture of the market risks they could potentially encounter, and then can develop plans to mitigate or avoid these risks. Higher education leaders should also consider the opportunity costs of investing in an international branch campus, there may be other projects within their higher education institution that are placed at risk or passed over due to an investment in the branch campus.

Universities, while partnering with a host government, local university or company, should understand the potential political risks within the host country. For

example, during the Arab Spring, governments that had been stable for years were toppled or since that time are far less stable than they have been in the past. Egypt hosts foreign campuses, study centers, and exchanges, but as violence has erupted since 2010, the political unrest made it difficult for a higher education institution to invest its resources in an unstable political environment, and one that is potentially dangerous to the safety and well-being of the higher education institution's faculty, staff, and students. Regional political instability can also spill into a host country, as has been seen with the Syrian refugee crisis. Senior administrators should take a long view when analyzing political risks. What appears to be a stable environment today may not be in five to ten years. A change in government may bring about politicians who are not enamored with foreign higher education providers educating their citizens. Having plans ready to address political uncertainties will be important to protect the safety and well-being of the students, staff, and faculty at the branch (Wilkins, 2010).

Economic risks are also important to bear in mind as higher education institutions consider expansion into new markets. Understanding current economic cycles, and how governments addressed past recessions or currency crises are important to understand as recessions are likely to occur in the future (Wilkins, 2010). If a recession occurs, and the expatriate population becomes unemployed, they may need to leave the host country. If the branch campus is dependent upon a large number of expatriates to meet their enrollment goals, the branch may be left with a potential student population who are not eligible to enroll within the branch campus as they can meet the minimum academic qualifications (Wilkins, 2010). Certain countries like Qatar and Singapore (Mazzarol et

al., 2003) specifically invite higher education institutions to establish branch campuses to align with their economic aspirations. Knowing that the branch will address specific economic needs expressed and supported by the host government is likely to lower the economic risks within the host country even under poor economic conditions.

The competitive landscape is also important to understand within the host nation and within its region. Universities operate in a global environment, and they must account for other universities that may offer similar or competing programs within the host nation. Some markets are restrictive in terms of which higher education institutions are allowed to enter; essentially they must be invited into the country. Some countries like Hong Kong operate their higher education sector in a sort of survival of the fittest environment; any higher education institution can open a branch, but the market will determine the success or failure of the international branch campus (Chan & Ng, 2008). While it is critical to have a clear picture of the competitive landscape within the host country, it is also important to have insights into the competitive landscape within the region. Qatar and the United Arab Emirates are very close geographically, and Singapore, Malaysia, and Hong Kong are relatively close geographically, hence, it is important for higher education institutions to understand the strengths and weaknesses of their regional competitors within the markets they seek to enter.

The regulatory environments within the host and home countries are important to understand too. It would make little sense to enter a market where the regulatory environment creates barriers for foreign providers. Over time, regulatory environments can change, and host governments may implement policies associated with accreditation

to protect their home market. GATS as implemented through the WTO is designed to lessen protections its members place on their markets. Senior administrators should take into account the regulatory environment and accreditation processes in the host country. Additionally, the branch campus' actions can have unintended consequences for the home campus too. If the curriculum or academic preparedness of students are materially different at the branch campus, the international branch campus could place the university's accreditation status at risk (Helms, 2008).

Lastly, senior administrators must also consider what the international branch campus means for the higher education institution's mission and brand. When the branch campus functions well and there are no major issues, the branch can positively contribute to the overall mission of the university. When issues arise such as concerns about academic freedom, academic preparedness of students attending the branch campus (Wilkins, 2010), or if the branch becomes financially tenable for the home campus, it can negatively impact the university's brand.

Managing these market risk, long-distance academic operations, and complex projects across large geographic regions and time zones can be difficult. If the administrators do not have a plan to address uncertainties that will inevitably arise, small issues can quickly become large problems that have the potential to harm the higher education institution's brand and prestige. Working in close concert with the staff in the host country will enable administrators at the home campus to coordinate a response that mitigates risks for the entire higher education institution (Chalmers, 2011). Risk management strategies will help administrators plan for uncertainties that arise, but these

strategies will not account for all possible scenarios, hence a framework of risk responses are needed to ensure that administrators have guidelines to work within when incidents occur at the branch campus. “While risk can be described in statistical terms, uncertainty represents situations which are not fully understood in terms of causal forces and potential outcomes” (Kardes et al., 2013, p. 911). A risk management framework provides guidelines and a common set of procedures for administrators and senior leaders to use as risks arise.

Inferences of Forthcoming Study

International branch campuses are one of the riskiest forms of internationalization (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Zigarus, 2007) and they require the largest investment of institutional resources. Much of the higher education literature focusing on branch campuses abroad describes the how to implement a branch campus and cross-cultural considerations for addressing faculty acculturation, curriculum, and institutional mobilities (Lane & Kinser, 2011a). Little research exists that describes the decision-making processes that leaders at higher education institutions use to when making this significant investment of institutional resources.

Higher education leaders need to understand the global nature of higher education, the options available to internationalize their academic operations, and risks associated with deciding to open an international branch campus. A higher education institution’s internationalization strategy may likely include many components, such as study abroad, joint degree offerings, and potentially an international branch campus

(Knight, 2006). Higher education institutions have a lot at stake when crafting their internationalization strategies, namely the investment of institutional resources and its reputation. Higher education leaders and practitioners are navigating the third wave of international branch campuses (Reilly, 2008), characterized by host government support of an education hub. As leaders address the opportunities and challenges in the third wave, they may require new tools to help them make decisions to determine if an investment in an education hub and international branch campus strategy should proceed; they may need a decision-making framework to help them understand the significant considerations associated with pursuing this strategy.

Conceptual Framework

Determining the appropriate mix of internationalization options that is appropriate for a higher education institution requires institutional leaders to understand the choices that are available (e.g., student and faculty exchanges, offering online programs to international students, establishing joint degree programs with foreign universities, creating study centers abroad, establishing a branch campus), and how these options align with the mission, culture, and strategic plans of their university. Stakeholders in a decision-making process may have various justifications for selecting the combination of internationalization options for their higher education institution, such as providing their students with cross-cultural experiences and creating a more diverse campus environment. Additionally, from an institutional perspective, the mix of internationalization options selected may also provide a higher education institution with an opportunity to project its brand globally, enroll new cohorts of students from abroad,

and international activities can be a new source of revenue. A higher education institution may or may not have an internationalization strategy, but its leaders may determine that an international branch campus may be a worthwhile opportunity to pursue.

For these reasons, appropriate lenses to view the decision to pursue an international branch campus may be a higher education one whose foundation lies with the globalization and internationalization disciplines, and a risk management one, with a foundation in the business discipline. Joining these two lenses into the conceptual framework for this study will enable a wider analysis of the decision-making process used by higher education leaders, and provide various perspectives to view the process. Specifically, this study will use Mazzarol and Soutar's (1999) model for sustainable competitive advantage for higher education institution, which focuses on international market-entry. Additionally, to address the risky nature of an international branch campus, and to provide a framework for managing or avoiding these risks, the Kardes et al. (2013) framework for managing global megaprojects will be used.

Higher Education Lens

In the context of understanding a decision-making process for determining if a higher education institution will decide to open an international branch campus, Mazzarol and Soutar (1999) developed a model for higher education institutions to enter international markets in a way that not only provides an institution a competitive advantage, but also leads the higher education institution to develop distinctive competencies that cannot be easily replicated. They conceptualize education as a service

that is perishable and heterogeneous (Mazzarol & Soutar, 1999). Their model of sustainable competitive advantage for international education services draws heavily from the business literature to analyze: industry structure in the home country, foreign market structures, external marketing strategies, internal marketing strategies, culture of the home campus, and information technology resources to determine its competitive advantage and distinctive competencies (Mazzarol & Soutar, 1999). Mazzarol and Soutar's model provides categories in the decision-making process needed to analyze the decisions made by senior leaders pursuing an international branch campus.

Mazzarol and Soutar's (1999) model was developed during the beginning of the second wave of the proliferation of international branch campuses (Reilly, 2008). Their model likely utilized data from the first wave of branch campuses in Japan, and the expansion of Australian universities into South East Asia during the second wave. The third wave of international branch campuses, the current one, includes an important evolutionary advancement, the educational hub supported by host nation governments. Mazzarol and Soutar's model provides an important foundation to build upon and apply for the third wave of international branch campuses.

Risk Management Lens

Universities are complex organizations (Pusser, 2003), and deciding to pursue an international branch campus adds new layers of complexities to the ongoing operations of the higher education institution. During a decision-making process, stakeholders who are internal and external to the university will be involved; determining whether to pursue an international branch campus opportunity requires information and buy-in from both sets

of stakeholders. Likely internal stakeholders are faculty, deans, directors of international programs, provosts, and the president of the university. External stakeholders include governing boards, host county governments, partners in the host country, and the local communities in both the home and host countries.

The decision to pursue an international branch campus opportunity may or may not be part of a higher education institution's strategic planning process, but the decision has characteristics of strategic decision-making. Strategic decisions are a special type of decision-making that involve multiple units within an organization, and have far reaching affects across the organization (Bess & Dee, 2012). Strategic decisions should not be viewed as single events, and this category of decision-making should encompass multiple stakeholder groups (Timberlake, 2004). As the size of the investment and importance of decisions increase, executives implement rational decision-making processes, and often times organizations will have established practices and rules for decision-making processes to ensure rational decisions are produced (Sutcliffe & McNamara, 2001). Traditional decision-making models have placed too much efficacy in the ability of its executive leaders (Timberlake, 2004), the decision-making process needs to include input from stakeholders who are subject matter experts. Executive leaders need situational leadership skills so that they understand context for which they are making a strategic decision, and adapt their decision-making processes appropriately (Timberlake, 2004).

Situational leadership requires higher education leaders to first understand the context of the situation for which they are making a decision, and then bring in the right resources to better inform them of the benefits and risks of the decision. Situational

leadership could encompass aspects of strategic and operational decision-making. Senior leaders making complex decisions must understand the important factors and nuances pertaining to the conditions of the decision to ensure that they have a broader understanding of the situation before making a strategic decision. Senior leaders also need to understand the motivation of the stakeholders directly and indirectly involved in the decision-making process. Strategic decisions also involve an aspect of stakeholder buy-in, which can complicate and extend the decision-making process (Timberlake, 2004).

External political and economic factors impact higher education institutions, be it moves to performance-based funding, reduced support from the state, or demands that universities continue delivering high-quality education without significant increases in tuition and fees (Zumeta, et al., 2012). As universities are affected by political and economic decisions, the decision for which projects to pursue with scarce institutional resources can become a highly contested process; some projects will not be selected causing their advocates to become potential blockers for other decisions. Selection of new strategic projects can also jeopardize existing projects (Begicˇevic, Divjak & Hunjak, 2010), which could further harm the university and its scarce resources. Selecting strategic projects to pursue provides higher education institutions with potential benefits, opportunities, costs and risks (Begicˇevic et al., 2010). A thoughtful decision-making process is needed to provide a comprehensive and systematic assessment of projects is needed by the management of a higher education institution to select appropriate projects for use of institutional resources (Begicˇevic et al., 2010).

Due to the complexity of a higher education institution's operating environment (Pusser, 2003), making sense of a decision-making process may require analyzing the decision to pursue an international branch campus through a risk management lens. With the investment of time and resources by internal and external stakeholders in the branch campus decision-making process, and the possibility for conflict amongst stakeholders as they make sense of the opportunities for their university, it is critical that senior leaders have a risk management framework to evaluate potential risks. Each decision to open or not open an international branch campus will be unique to the mission and institutional culture of the higher education institution, as well as the social, economic, and cultural needs of the host country. However, as university leaders make sense of the decision to pursue the branch campus, there will be risks that need to be identified and plans to mitigate or avoid the risks; a business lens will help make sense of the decision-making process. Wildavsky (2010) describes universities acting like businesses in that they are "moving closer to their customers by establishing satellite campuses in Asia and the Middle East, and teaming up with overseas universities to forge strategic alliances that offer scholarly and marketing advantages to both sides" (p. 4). The combination of a higher education decision-making and risk management framework will provide a powerful lens to analyze the understanding university leaders had of the process when making the decision to pursue the branch campus.

Synthesis of the Conceptual Framework

Little current understanding exists about the decision-making processes utilized by senior leaders and practitioners within higher education institutions when deciding to

pursue an international branch campus opportunity, especially the decision-making processes that address the third wave conceptualized by education hubs with host government support and free zones. Given the significant institutional resources required for understanding the impact of an offer to establish a branch campus, it is critical for higher education leaders to understand the investment of institutional resources required, and the associated risks when deciding whether or not to open an international branch campus. Understanding what has occurred in past decision-making processes, and what these leaders experienced could help inform future decision-making processes within higher education institutions.

Mazzarol and Soutar's (1999) model along with Kardes, et al. (2013) risk management framework, provided a unique conceptual framework that marries higher education decision-making and business disciplines into a conceptual framework that could provide higher education practitioners with a model that will aid them in determining how to construct a decision-making process. This conceptual framework provided a lens for this study to determine what risks and rewards higher education leaders analyzed during their decision-making process to open an international branch campus strategy, and how they experienced the process.

Mazzarol and Soutar's (1999) model will likely play a more prominent role in the conceptual framework as it provides an understanding of the business requirements of the decision-making process, and how a higher education institution creates and sustains a competitive advantage through its internationalization strategy. Kardes, et al. (2013) will provide a way to analyze the risks associated with opening a branch campus.

Discussion of the Gap in the Literature

International branch campuses are a relatively recent option for internationalizing a higher education institution's academic operations. There are magnitudes of risks associated with branch campuses that are not as prevalent with other forms of internationalization discussed in this review of the literature. Universities are going to approach internationalization with varying strategies that align with their mission, institutional culture, and strategic plans. What is lacking in the literature is an understanding of the decision-making processes higher education leaders and practitioners have used when determining whether or not to open an international branch campus within the third wave of branch campuses (Reilly, 2008); this is the gap in the literature that was addressed in this study.

The decision-making process involves a sense-making process, and it is not well understood in the higher education literature. The history and culture within a university will significantly influence the construction of a decision-making process. As the decision-making process progresses, the individuals involved in the process will co-construct information and knowledge used to create the inputs needed to make a decision to pursue an international branch campus. Many factors influence and inform the decision-making process, how individuals make sense of factors such as globalization, alternatives to establishing branch campuses, the risks associated with the investment in a branch campus, and many other strategic level considerations need to be better understood by the higher education community.

This study may help inform policies and practices within higher education institutions who are beginning a decision-making process to pursue an international branch campus, or who are nearing a final decision. Understanding the investments and the risks for a branch campus that other colleges and universities have considered may help senior leaders and practitioners construct a sound decision-making process that may lead to making better informed decisions for their higher education institution. With the scarcity of institutional resources, and the demands on resources such as funding, time of executive staff, and risk to the higher education institution and its brand, the decision to open an international branch campus may be contested by other stakeholders who seek funding or time of their executive staff for other priorities on campus.

Conclusion

This study attempted to make sense of decision-making processes of higher education leaders who are seeking to pursue an international branch campus. The review of the literature in this chapter utilized a multi-disciplinary approach by reviewing the higher education, education policy, globalization, and business literatures. Neoliberal globalization coupled with the spread of technology is creating new threats and opportunities for higher education institutions. It is now possible for a university to project its brand across the globe through its international activities. Senior leaders need to understand the risks associated with their internationalization effort due to the investment of their institution's funding, human resources, and its brand.

Internationalization provides higher education institutions with opportunities to not only project their brand across the globe, but to attract new populations of student and

researchers to their institution. Enrolling new populations of students has the benefit of adding new tuition dollars to the higher education institution, and new research opportunities have the potential to attract new funding. Also, internationalization has the potential to expose home campus students who may not travel abroad with cross-cultural experiences as they interact with foreign students and faculty. Employers value cross-cultural experiences, hence, it is important that students have these types of interactions.

Internationalization, especially in the form of the international branch campus, is one of the riskiest strategies a higher education institution can pursue (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007). High-profile failures of branch campuses make their investment all the more risky and contested. The University of New South Wales' Singapore campus may be one of the most high profile failures of a higher education institution's international branch campus strategy (Girdzijauskaite & Radzeviciene, 2014); after one semester of operation, it closed after spending $17.5 million Australian dollars. George Mason University's branch in the United Arab Emirates may have been a victim of the 2008 global financial crisis, but after three years of investment it could not enroll enough academically qualified students to sustain its operation. Many of the expatriates who would have been ideal candidates were forced to leave the Emirates because they could not find employment. These are just two examples where economic and market conditions changed in ways that adversely impact the viability of the branch campus, and thus harm the home institution's brand and its resources. Better understanding the investment and the risks associated with international branch campuses, and how universities which have implemented these

campuses designed their decision-making process, will help senior higher education leaders and practitioners construct processes that produce the best results to align with their institutional mission, culture, and strategic plans.

This study of Ghent University's branch campus in Songdo, South Korea, has added to our understanding of decision-making processes for opening international branch campuses. It helps to fill a gap in the literature to provide the higher education community with an understanding and framework for making sense of an opportunity to open an international branch campus. As the traditional risks and rewards for opening an international branch campus evolve, from financial considerations to focusing on developing research collaborations and building a global brand, higher education stakeholders could use this study's conceptual framework to gain a deeper understanding of a potential branch campus offer, and determine whether it is worth pursing for their higher education institution. This model utilized literature from the international business, higher education, and risk analysis literatures, and further expands our understanding for how higher education leaders can make sense of these types of decision-making processes.

Chapter 3: Methodology

International branch campuses are one of the riskiest forms of internationalization a higher education institution can pursue, due to the investment of time and institutional resource required to start up operations (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007). Branch campuses can be conceptualized as a new operational unit that does not operate in the same time zone, cultural, regulatory, economic, or competitive environment as its home campus, and its operations can impact the home campus. Prior to investing institutional resources, senior leaders need a decision-making framework to enable a deep understanding of market conditions in the host country where they plan to open a branch campus, and how they should enter the market. As stated earlier, the purpose of this study is to provide higher education executives, senior leaders, and practitioners with information to make decisions about whether or not to open an international branch campus, and to demonstrate how international branch campuses are evolving to serve the needs of their host countries and the home institutions.

Chapters 1 and 2 illustrated risks and rewards that higher education institutions could consider when deciding if they will pursue an international branch campus opportunity. Mobilizing institutional resources to create a decision-making process for pursuing such an opportunity requires a significant understanding by senior leaders within a university about what a branch campus will mean for their institution. The gap in the higher education literature on this topic has left senior leaders without a decision-making framework. Wilkins and Huisman (2012) provide one of the few studies that

utilize a decision-making framework pertaining to international branch campuses. Their framework was borrowed from the business literature. Its application in a higher education context does not provide the depth of understanding that decision-makers need with their institution's reputation and potentially millions of dollars at stake.

It should be noted that Wilkins and Huisman's (2012) decision to borrow frameworks from other disciplines may be most appropriate for understanding how universities decide to enter a new international market, and understand the risks associated with their international strategy. Their study also provides justification for using literature from outside of higher education. The international business literature demonstrates how organizations could approach new markets, and is applicable to this study (Girdzijauskaite & Radzeviciene, 2014; Jiang & Carpenter, 2011; van Wyk, 2010; Mazzarol et al., 2003; Mazzarol & Soutar's 1999). It is not uncommon to find examples in the higher education literature where the business literature is used when describing internationalization (Mazzarol & Soutar's 1999). Therefore, a study to provide a deeper understanding for how senior administrators make decisions to pursue an international branch campus opportunity and invest their institutional resources is critical for expanding the higher education literature.

Qualitative research is a process that is grounded with philosophical assumptions that an interpretive framework will inform the study of a research problem, and provide a deeper understanding of the meaning individuals place on problems (Creswell, 2012). Understanding the meaning placed on a problem, process, or phenomenon is constructed by an individual, and is interpreted from their perspective as they interact with their

social world, and this social construction of meaning creates multiple interpretations of the problem, process, or phenomenon (Merriam, 2002). Merriam (2002) describes three characteristics of qualitative research: (1) the researcher strives to understand or make sense of how people ascribe meaning to their experiences, (2) the researcher is the primary instrument for data collection and analysis, and (3) the product of qualitative research is richly descriptive. Thus, a qualitative approach to understanding how senior leaders construct a decision-making process to determine if they will pursue an international branch campus is most appropriate for this study.

A qualitative methodology allowed the research to gain a deeper understanding of senior leaders' perspectives of the decision-making process they used. The use of semi-structured interviews, and content analysis of documents, and artifacts allowed the researcher to gain enhanced comprehension of the decision-making process. The use of semi-structured interviews and content analysis also allowed the researcher to corroborate the data collected to heighten the trustworthiness of this study. This study used the Mazzarol and Soutar's (1999) model for sustainable competitive advantage for educational institutions, and Kardes' et al. (2013) risk management framework for managing global megaprojects as the conceptual framework. This chapter describes how the constructivist paradigm informed this study, along with details about the research design, restating of the research questions, logic for site and sampling selection, sampling strategies, interview design, data collection and analysis, data presentation, the researcher's subjectivity, trustworthiness, and ethical considerations.

Paradigm of Inquiry

The epistemological perspectives that best inform the paradigm of inquiry for this study on internationalization as implemented through international branch campuses is the constructivist paradigm. Creswell (2012) describes constructivism as ways for individuals to develop subject meaning of their experiences, and assign meaning to objects; these meanings are varied and multiple, and it is the responsibility of the researcher to seek out meaning in the complexity of the varied perspectives that will lead to actions which improves society. Maxwell (2012) describes constructivism as how individuals understand their world, the construction cannot claim an absolute truth, and individual's perception is shaped by their assumptions and prior experiences.

Guba and Lincoln (1994) describe the aims of constructivism as reconstructing previously held constructions, and understanding the constructions that people hold with the aim of coming to consensus, but remaining open to new interpretations as new data and information are understood. Based on the goals of this study, to understand meaning individuals experienced as part of a decision-making process, a qualitative research methodology was the most appropriate; a quantitative methodological approach would not provide the thick descriptions needed to understand how individuals experienced a decision-making process.

The constructivist paradigm is appropriate for this study because the decision-makers determining if they should make an investment of institutional resources in a branch campus strategy would likely weigh the benefits against the risks, and they will construct and interpret the data to make decisions through their individual lenses as they

interact socially within their world. When these decision-makers meet as a group to come to a consensus on pursuing an international branch campus opportunity or not, they may be influenced by the other decision-makers' interpretation of the data. Constructivists suggest that there is no true or valid interpretation of reality (Crotty, 1998), and the decision-makers will construct a reality as they interact with each other through the decision-making process.

Guba and Lincoln (1994) also describe constructivism as how individuals interpret social, political, cultural, economic, ethnic, and gender factors to create multiple competent and coexisting "knowledges"; the constructed knowledges may change when differing constructs are compared. These constructs that Guba and Lincoln describe are ripe for continuous revision and reconceptualization based upon the context for where they are used. Guba and Lincoln's description of constructivism is particularly salient to this study given that social, political, cultural, and economic factors will influence the decision-making processes higher education practitioners utilize when determining if they will pursue an international branch campus.

Research Design

Qualitative methodology obliges that the researcher is the primary instrument for the data collection and analysis throughout the research process (Merriam, 2002). The design of the research is critical for the success of this study. As mentioned earlier, quantitative methodology is not appropriate for this study because it does not align with the epistemological perspective chosen for this study, constructivist; quantitative research better aligns with the post-positivist epistemology (Creswell, 2012). Quantitative

research utilizes measures, variables, and statistical analysis to examine data collected, and generalize the finding (Creswell, 2012). The study sought thick descriptions of individuals' experiences as they participated in decision-making process, hence, with the desire to have detailed accounts of their experiences; a qualitative methodological approach is most appropriate for this study.

Qualitative research expects that the processes of data collection and data analysis occurs simultaneously, and that this process allows the researcher to make adjustments to the data collection process to test emerging concepts found in their analysis work (Merriam, 2002). Within qualitative research there are multiple approaches that could be used for this study, including phenomenology, case study, ethnography, grounded theory, and basic interpretive design. Phenomenology focuses on the essence of a structure or experience; case study provides an intensive description and analysis of a bounded system or integrated system; an ethnographic study presents a sociocultural interpretation of the data, and is defined by the lens used to interpret the data; and grounded theory's goal is to derive inductively from data a theory grounded in the data, allowing the researcher to build a substantive theory (Merriam, 2002). While qualitative approaches such as case study could be used for this study, this study will utilize a basic interpretive design.

Basic interpretive design encompasses the characteristics of qualitative research. With a basic interpretive research study, "the researcher is interested in understanding how participants make meaning of a situation or phenomenon, this meaning is mediated through the researcher as instrument, the strategy is inductive, and the outcome is

descriptive" (Merriam, 2002, pp. 6-7). Basic interpretive design best aligned with the goals of this study in that it sought to understand a process, and the views of those involved in the process (Merriam, 2002). The study used semi-structured interviews and content analysis of documents to collect data. The researcher analyzed the data inductively to identify emerging themes; these data collection and analysis methods align with a basic interpretive design (Merriam, 2002).

Recapitulation of Research Questions

This study has five research questions addressing how senior leaders at a public higher education institution decided to open an international branch campus. The research questions for this study were:

1. How do senior leaders understand and describe the decision-making process to open an international branch campus?
2. What factors (e.g., location of the branch campus, alignment with institutional mission, ownership structures, regulations, risks, etc.) were reported by senior leaders at a public higher education institution that emerged as important in the decision to open an international branch campus?
3. How do senior leaders assess the risks and rewards when pursuing an international branch campus?
4. How do the senior leaders explain the rationale for opening an international branch campus?
5. How do senior leaders resolve differences amongst themselves, if any existed, in the decision-making process to open an international branch campus?

Methodology

Site of Research

The Cross-Border Education Research Team (C-BERT) at the State University of New York at Albany tracks the proliferation of international branch campuses globally. This research team created a web site that "serves as a clearinghouse of relevant news, current events, information, and research" (C-BERT, 2016), and tracks the status of branch campuses globally as new campuses open, and existing campuses close. This research team publishes its research to the C-BERT web site, and tracks each campus by detailing the host country in which it is located, its home campus, and a link to the branch's web site; it is also possible download the table in a spreadsheet format for further analysis. For some branch campuses, C-BERT provides a one-page document called "Campus Facts" that lists the host country, home country, name of the sending higher education institution, name of the higher education institution in the host country, the branch campus' web address, when it was founded, the number of students it enrolls, programs provided at the branch, research interests, and language of instruction (C-BERT, 2016). C-BERT also tracks global education hubs.

C-BERT (2016) currently tracks 232 branch campuses in operation. C-BERT also tracks 52 higher education institutions from the United States that have international branch campuses with 83 campuses. This study attempted to sample four-year public higher education institutions from Europe and the United States which have opened campuses in an education hub. Ultimately, Ghent University's international branch campus in Songdo, South Korea's Incheon Global Campus was selected for this study.

Research for this study was conducted at two sites, in Ghent, Belgium, at the home campus, and at the Ghent University Global Campus in Songdo, South Korea, where the Incheon Global Campus is hosted.

The Incheon Global Campus is an interesting research site given that foreign providers have support from the Korean government to establish and operate their campuses. The Korean government aspires to make Incheon a global education hub. It is located near the Incheon International Airport, in a major industrial area, and about an hour and a half outside of Seoul. With Incheon International Airport nearby, it is ideally located as an entry point into other Northeast and Southeast Asian countries, or from researchers in North East and South East Asia to visit the Global Campus. The project is described as (Incheon Global Campus, 2015):

> Incheon Global Campus is a national project established by the Korean government and Incheon Metropolitan City, to innovate the education system of Korea and to nurture next generation of global leaders in the fields of education, economics, industry, culture and arts. With an investment of USD 1 billion, the global campus will host ten of the world's prestigious universities.

Its vision is to "build the best educational hub in Northeast Asia for universities and research institutions to produce next generation world leaders and contribute to the advancement of academia and society worldwide" (Incheon Global Campus, 2015). Students enrolling in the higher education institutions who comprise the Incheon Global Campus will be students of the home campus and assessed by the home institution;

however, what makes the branch campuses in Incheon different is that students will are required to attend the home campus for part of an academic year (Incheon Global Campus, 2015). This requirement adds to the global nature of the Campus where the students must also have a home campus experience. This study developed an understanding for how public universities decided to pursue an international branch campus at the Incheon Global Campus. This study may provide higher education practitioners with insights for how to construct a decision-making process to pursue an international branch campus.

Sample

The sites for this research are Ghent University's home campus in Ghent, Belgium, and its branch campus located in Songdo, South Korea. The study focused on identifying senior leaders within these institutions who were involved in the decision-making process when establishing their branch campus. Purposeful sampling was utilized based on criteria established by the researcher (Merriam, 2002). To further focus the purposeful sampling strategy, the researcher used unique sampling (Merriam, 2009) with a focus on individuals in specific roles within a university.

The researcher interviewed individuals who participated in the decision-making process, as either primary contributors to the process or individuals who provided inputs and information in to the process. The researcher received written permission from the rector of Ghent University to conduct this research study. The researcher interviewed faculty, senior administrators from the university's administrative directorates, and executives. A primary consideration for inclusion in this study is that the person in the

roles listed above did participate in the decision to pursue the international branch campus or informed the decision-making process. Essentially, the researcher sought to gain an understanding of how these leaders made sense of the decision-making process for pursuing their branch campus. The rationale for selecting these roles within Ghent University is that they would likely be involved in deciding if the university should pursue the branch campus, and they would also help shape how the decision-making process was constructed. Individuals in these roles would likely have an understanding of the various strategic initiatives ongoing within their institution, and would understand how a branch campus would impact these initiatives.

In addition to purposeful sampling, researcher used snowball sampling, a form of purposeful sampling. Snowball sampling requires that the researcher locate key participants who meet the criteria established for participation in this study, and then ask these individuals to refer them to other potential participants who meet the criteria for the study (Merriam, 2009). This purposeful sampling strategy provided the researcher with further contacts within a higher education institution who may have been part of the decision-making process; it is often difficult to gain access to senior leaders without an insider making an introduction. With permission from the rector, two senior contacts guided the researcher to individuals who were involved in the decision-making process. This study aimed to interview between 15 to 30 individuals who meet the participant criteria, and the researcher interviewed participants until saturation was met. In total the researcher interviewed 12 individuals; nine of the 12 individuals were interviewed with a second round interview protocol.

Content analysis was also used in this study to gain a deeper understanding of the decision-making process. By using both interviews and content analysis, the validity for the findings of this study will be enhanced (Merriam, 2002). The researcher was provided with meeting minutes from university board meetings at critical stages in the decision-making process, an email from a senior administrator to an executive detailing the offer for the branch campus, and a feasibility study conducted by a management consulting firm.

Data Collection

Interviews. This study utilized interviews as a primary source of data collection. Interview methods align with the canons of qualitative research. Interviews allow the researcher to acquire a special kind of information, and find out what is in the participant's mind (Merriam, 2009). Various types of interviews are available in qualitative research from highly structured or standardized, semi-structured, or unstructured or informal (Merriam, 2002; Merriam, 2009). The interview method used for this study was in-depth and semi-structured, enabling the researcher flexibility to ask follow-up questions, and to ask the questions in any order that is appropriate for the context of the interview (Merriam, 2009).

The researcher preferred to conduct face-to-face interviews, as it allowed the researcher to focus on non-verbal cues that may require further probing with follow up questions (Seidman, 1998). Additionally, face-to-face interviews were preferred because all participants were non-native English speakers. The researcher informed the participants that the interview would take between 60 and 90 minutes, but interviews

could be longer than 90 minutes or shorter than 60 minutes. The researcher conducted most interviews in the participant's office; the interviews were conducted in a private office or in a private conference room. All participants were informed of their rights prior to the beginning of the interview. The participants were asked if the interviews could be recorded, all but one participant agreed to have the interview recorded; the sessions were recorded using a computer, tablet, or mobile phone. During the interviews, the participants were able to decline to answer any questions asked. Twelve participants were interviewed for this study. Nine of the participants were interviewed using two rounds of interview questions; there were participants who were not available to meet for two rounds of interviews. A total of 21 interviews were conducted for this study, 20 were conducted face-to-face in either Ghent or Songdo, and one interview was conducted via Skype with an individual who was first interviewed in Ghent.

There are limitations with interviews that the researcher believes may impact the data collected. First, Ghent University opened its branch campus in 2014, but the decision-making process began in 2009. Some of the individuals who participated in the decision-making process may not be at the university, some participants may be in a different role within the university from when they participated in making the decision, participants may not remember the details of the decision-making process, or their memory of the decision-making process may be shaped by events that have occurred since the decision was made. Content analysis provided another perspective for the researcher to understand how the decision was approached and discussed by the senior leaders in the higher education institution.

Second, it was difficult to gain access to some senior leaders. Senior leaders within higher education institutions are busy individuals, and they may not want to make time for this research project. Additionally, these leaders may not want to discuss the details of the decision to pursue the branch campus. Having permission from the rector to conduct research at Ghent University made access to senior leaders possible, and they were more willing to share the details of the decision-making process.

Artifacts for content analysis. Content such as documents and videos can provide a rich collection of information in a qualitative study. Content can be written (e.g., personal or public documents), oral (e.g., audio recordings of public meetings or podcasts), visual (e.g., videos), or cultural artifacts (Merriam, 2002). Documents can be beneficial because they exist, and the researcher does not interrupt the setting they are studying (Merriam, 2002). The researcher utilized public web sites to search for documents, and conduct searches using web services like Google. Since this study focused on public four-year higher education institutions, documents may be available under the freedom of information acts within the localities of these public higher education institutions. Also, during the interviews, the researcher solicited interviewees for documents that may help their understanding of the decision-making process. The challenge and limitation with content analysis is that documents of interest may not be publicly available, or higher education institutions may not want to provide these documents to individuals from outside their institution.

Data Management

Data management is critical to the success of this study, and involves "assigning some sort of shorthand designation to various aspects of your data so that you can easily retrieve specific pieces of the data" (Merriam, 2009, p. 173). The researcher used the shorthand designations to protect the participants' identity, as well as a tool to easily find specific data. The researcher also created an inventory of data collected (Merriam, 2009), and stored this data on password-protected computers and password protected cloud storage services like Dropbox to back up the data collected.

Another set of tools for data management used for this study were analytic memos. Writing analytic memos helped the researcher track his thinking over time, and annotate important steps in the research process. Additionally, memos aided the researcher in the coding process to remember ideas for coding and track emerging themes (Maxwell, 2012). As the researcher coded the interviews and memos, a codebook was developed to ensure consistency of codes. The researcher analyzed the data using Atlas TI. The data from interviews and memos were loaded into Atlas TI on a password-protected computer for analysis.

Data Analysis

Interviews. The outcome of data analysis is for the researcher to make sense of the data by consolidating, reducing, and interpreting the data (Merriam, 2009). During data collection, the researcher began analyzing the data to search for emerging themes. The audio recordings captured during the interviews were transcribed into a word processing document for further analysis; the transcriptions were completed by a third

party transcription service. Both the audio recording and the transcription were stored on password-protected computers and password protected cloud storage.

When coding the data collected, the researcher used thematic coding. Glesne (2011) recommends that researchers categorize, synthesize, search for patterns, and interpret data that has been collected. Maxwell (2012) describes coding a typical categorizing strategy for qualitative researchers. The categorization strategy focused on the major themes including internationalization strategies, international branch campuses, decision-making processes, due diligence processes, market-entry strategies, and risks. Coding is a process of fracturing the raw data, to rearrange the data into categories that enable comparison of data in categories, and build themes across categories (Maxwell, 2012).

During the coding process, the researcher employed an open coding strategy, as a first pass through the data using Atlas TI, and then after the initial round of coding, utilized axial coding strategies. The first round of coding allowed the researcher to identify themes within the interview data, and identify keywords and phrases using *in vivo* coding. Axial coding allowed the researcher to create categories around the core phenomenon identified in the open coding process (Creswell, 2012). Glesne (2011) describes coding as a progressive process that includes sorting and defining scraps of data collected through interview transcripts, observations, artifacts, and data collected from the review of the literature. Maxwell (2012) emphasizes the need to move beyond organizational categories for coding to higher-level theoretical categories that connect

large concepts together. The researcher continued coding the data until these larger categories become apparent within the data.

As previously mentioned, the rector of Ghent University granted permission to the researcher to conduct research at the university. There were stipulations for receiving permission from the rector to conduct the study. The two most important conditions were that no financial details for the agreement between Ghent University and the Incheon Global Campus would be presented in this study. Secondly, prior to sharing the interpretation and analysis of the data and the findings with any individual, the researcher would share the interpretation and analysis of the data and the findings with two senior leaders at Ghent University to ensure that interests of Ghent University were protected. The researcher shared drafts with the senior leaders and they provided feedback in the form of member checking which was extremely valuable to ensure the details of the study were accurate. The senior leaders did not censor any part of the data interpretation, analysis, or findings, but helped ensure the trustworthiness of the findings.

Artifacts for content analysis. The analysis of documents aided in seeking out similar themes and categories found in the data collected in the interview. Content analysis focused on the communication (Merriam, 2009) and messages delivered through documents. Content analysis, from a historical perspective enabled the researcher to corroborate events shared during interviews. Beyond its use for corroborating data collected during interviews, it also provided insights into how individuals communicated and the frequency of communication prior to deciding to pursue the branch campus.

Data Presentation

As themes emerge from the data analysis phase of the study, the researcher synthesized the data and presented the thick descriptions that arose from the data. Using thematic coding analysis allowed the researcher to find emergent trends in the data, and provided detailed explanations for how the research participants understood and made sense of the decision-making processes they were a part of when determining to pursue an international branch campus. The researcher used quotations and other examples grouped together as themes to share the decision-makers' experiences.

Researcher Subjectivity

It is crucial that the reader understands the researcher's subjectivity. While I believe in the internationalization of higher education, I have concerns that shape my research and my subjectivity. Peshkin (1988) describes using subjectivity as "a warning to myself so that I may avoid the trap of perceiving just that which my own untamed sentiments have sought out and served up as data" (p. 20). Peshkin's warning is particularly salient for me as I have had more than fifteen years of practice of working with higher education institutions, and understanding their goals and initiatives for international expansion, but I am just beginning a path where I am study why higher education institutions pursue these activities. Throughout my research, I needed to be cognizant that my past experiences do not enter my research as data. What follows is a more detailed understanding of my subjectivity.

Since 1998, I have been working with postsecondary institutions across six continents while working for various companies who sell academic technologies to

higher education institutions, K-12 schools, non-profit organizations, governments, and for-profits. I believe that internationalization will continue to be an area higher education institutions wish to explore because they are seeking new revenues to sustain their operations, cross-cultural experiences for their students, and to build a global brand. Local, regional and national borders no longer define a higher education institution's market; the world is now becoming their market. I also believe that globalization will weigh heavily on how universities operate, but it is such a strong force that higher education institutions do not have a good understanding for how to address the changes globalization brings.

I believe that globalization has a significant effect upon universities, and is one of main reasons higher education institutions pursue international activities. An aspect of my subjectivity that must be known is that I am truly conflicted about many of the underlying concepts of globalization. Aspects of globalization can be hugely beneficial for the world. Its results offer benefits, opportunities, and conveniences to individuals. However, globalization has a dark side, especially in the neoliberal conception of globalization, where the needs of the markets take precedent over national and local interests. As universities engage in international activities in response to the pressures of globalization, I hope that their business practices remain true to the culture and mission of their home campus, while respecting the local culture where they are physically located.

International activities by higher education institutions have been critiqued as a form or neocolonialism. As universities begin offering programs abroad and opening

branch campuses, I believe that higher education institutions must be aware that they are potentially transferring Western disciplines, pedagogies, and ideologies, and they need to respect local cultures and knowledge. Often disciplines that go abroad are business and STEM-focused programs. Western higher education institutions cannot assume that their way of operating is superior to the way higher education institutions in their host country operate. Given that I have attended and worked for western higher education institutions, my subjectivity may influence this study. I will take great care in controlling my subjectivity throughout this research study. I will review and update my subjectivity statement on a regular basis, to ensure that I am cognizant of my biases, and how they can influence the data collection and analysis processes.

Trustworthiness

Trustworthiness ensures that, based on various research methods, that the study is constructed in a way that scientifically sound, and meets the standards of qualitative research. The researcher used multiple strategies to ensure the trustworthiness of the study. First, the researcher interviewed participants until data saturation was met. Second, triangulation strategies were used with multiple forms of data collection and corroboration, namely using interviews and content analysis (Creswell, 2012). Third, member checking was used to ensure the researcher had captured the essence of the participant's experience in the decision-making process. Contacts at Ghent University who were involved in the decision-making process reviewed the timeline of events to ensure the accuracy of the description of the events and their timing. Forth, to ensure consistency of coding, the researcher utilized a codebook. The intended audiences for

this study will be presidents, provosts, deans, lawyers in General Counsel's office, and members of offices of international programs. The trustworthiness of my conclusions must resonate and be compelling for the intended audiences (Creswell, 2012).

Ethical Considerations

The researcher took great precautions to protect the well-being of the participants in this study. Participation in the study is voluntary, and its potential risks to the participants are minimal. If at any time during a participant's interview, they were informed that they could skip any questions they did not feel comfortable answering. The researcher is required to have Institutional Review Board approval before proceeding with this study, and throughout the study ensured that the Board's standards were met when working with human subjects and the data they provide. Prior to every interview, the research provided information about the study and asked the participant to review an informed consent form.

Summary

Higher education institutions make significant investments of institutional resources when determining if they will pursue an international branch campus; a lot is at stake for a higher education institution when pursing this strategy. If the branch is successful, it will help build up its global brand. If it fails, the senior leaders who decided to pursue this strategy could place their institution's resources at risk, and potentially their jobs. Since little is known about how decisions to pursue an international branch

campus were made, this qualitative study provides rich descriptions of how senior leaders made this decision, and what was considered in their decision-making process.

Chapter 4: Findings

This chapter is organized into two parts. The first part of the chapter provides an overview of Ghent University and the chronology of decision-making events that led to the opening of the Ghent University Global Campus in Songdo, South Korea. The chronology begins in 2009 when officials from the University of Incheon approached Ghent University about opening an international branch campus, and concludes in 2014 with the opening of its first academic year. The second part of this chapter presents the findings collected from onsite interviews conducted with senior leaders at Ghent University in Ghent, Belgium and Songdo, South Korea. Documents collected were also used in the presentation of findings.

Part One: Chronology of Events

Given the many decisions that higher education leaders need to consider when deciding to open an international branch campus, they will need to understand the potential short and long-term implications for their institution if they decide to open the campus. Various paths exist to making major decisions within a higher education institution, and with the unique organizational structures and cultures of universities, no two decision-making process are likely to be structured in similar fashions. Some decisions in higher education institutions are routine and organizations have processes in place to efficiently and effectively allow participants to the make decisions in a formulaic way (Bess & Dee, 2012). Some decisions are quite complex because many institutional stakeholders are involved. Decision-makers may not have all of the data they need due to the ambiguous nature of the decision, and decisions are value-laden, which can

complicate processes when they do not align with institutional mission or culture (Bess & Dee, 2012).

Bess and Dee (2012) describe common characteristics of decision-making processes, these characteristics include: intelligence gathering to identify or clarify the issue or question; analysis and identification of alternative solutions; establish criteria to develop an effective solution; develop alternative plans; evaluate risk and rewards for each alternative; select a plan; and begin taking action. Decision-making processes can span a range of practices, from a thorough due diligence process where committees with experts are established to study key data points, and make recommendations that are forwarded onto a final committee or board of trustees to analyze all of the data collected and make a decision, to processes where one key stakeholder makes a decision that has implications institution-wide (Bess & Dee, 2012).

Higher education institutions, like most organizations, have limited resources, and how a university's funding is utilized and the time of its senior leaders is used needs to align with the mission of their institution. Effectively utilizing these scarce resources is especially important in publicly funded higher education institutions, as these institutions have oversight from external stakeholders such as politicians, bureaucrats, and the public. Making a complex and informed decision, such as should a university open an international branch campus, requires a considerable amount of senior administrators' time to understand if the campus is worth investing the university's resources.

International branch campuses are like start-up organizations within an established higher education institution (Chalmers, 2011). Many of the decision points in

a decision-making process require thorough analysis to try to mitigate potential long-term problems (e.g., location of the branch, student recruitment, academic programs offered, accreditation requirements, tuition rates), and require experts to participate in the process at various stages. This form of group decision-making is important because no one person has all of the expertise and information to make an informed decision (Bess & Dee, 2012). Deciding to open a branch campus is a complex process because there may be a high level of ambiguity in the information collected that senior leaders need to make sense of so that they can make their decision, and the outcome of the decision-making process will have meaningful consequences for the home campus.

Bess and Dee (2012) describe four organizational models for higher education institutions: bureaucratic, collegial, political, and anarchic; each of these models utilizes different decision-making processes. This chapter will focus on a European higher education institution, Ghent University, that utilized a collegial decision-making model to decide if it will open the Ghent University Global Campus, a branch campus at the Incheon Global Campus, a higher education hub, located in Songdo, South Korea. In collegial organizational models, stakeholders have equal participation in the decision-making process until consensus is reached (Bess & Dee, 2012; Birnbaum, 1998).

Overview of Ghent University

Ghent University is a leading European and Flemish research university located in Ghent, Belgium, with 11 faculties and 117 academic departments. Ghent University has a multipoint mission statement, it is a university that is: socially committed and pluralistic; has a broad international perspective, but maintains its Flemish language and

culture; offering high quality research-based educational programs; a promoter of fundamental independent research; an enterprising university; and it is a dynamic and decentralized university (Ghent University Mission Statement, 2016). For the context of this research study, being a pluralistic university with an international perspective offering research-based educational programs, and focused on fostering fundamental independent research, are most the most relevant components of the University's mission statement. Many prominent researchers have studied and conducted research at Ghent University including Nobel Prize winners Corneille Heymans (Medicine, 1938) and Maurice Maeterlinck (Literature, 1911) (About Ghent University, 2016).

Ghent University ranks 97th in *US News and World Report's* Best Global Universities (Best Global Universities Rankings, 2016), 118th in the *Times Higher Education* rankings (World University Rankings 2015-2016, 2016), and 71st in the *Shanghai Academic Rankings of World Universities* (Academic Ranking of World Universities 2015, 2016). Ghent University also ranks 43rd for Life Sciences in the Shanghai rankings (Ghent University, 2016). These rankings help set the context for why Ghent University was sought after to establish a branch at the Incheon Global Campus.

Ghent University is a city campus that has administrative offices and faculties located throughout the city of Ghent. Ghent University also has an Industrial Sciences campus focusing on industrial engineering known as Campus Kortrijk, which is located 50 km from Ghent (About Campus Kortrijk, 2016). The university has 41,000 students and 9,000 staff (About Ghent University, 2016). It has a keen focus on research, and in

2014 the university “was home to 4.109 doctoral candidates and awarded 596 PhD degrees” (Research in Numbers, 2016).

Administrative and academic organizational structure.

The Flemish government has legally defined the organizational structure of public universities in Flanders. In 2009, when the decision-making process for the branch campus began at Ghent University, the university was operating under a Flemish government decree that public universities will have management bodies including a rector, vice-rector, the Executive Board, Governing Board, and faculty boards (De Wit, 2006). The rector and vice-rector are responsible for managing the university and represent the entire higher education institution; the vice-rector assists the rector in their responsibilities and to fulfill the duties of the rector when the rector is not on the campus (De Wit, 2006). The Governing Board determines the organization of their university, sets the budget, appoints and promotes professors; and the Board is comprised of the rector, vice-rector, tenured and junior academic staff, technical and administrative staff, student representatives, and representatives from public bodies including socio-economic, cultural, and political sectors (De Wit, 2006); the Chief Academic Administrator, whose role is similar to a provost, and the Chief Logistical Administrator are non-voting members of the Board. During the decision-making process for the Ghent University Global Campus, which began in 2009, the university’s structure included an Executive Board.

The structure of the Executive Board has changed since the decision to open the Ghent University Global Campus was made; at that time, select members from the

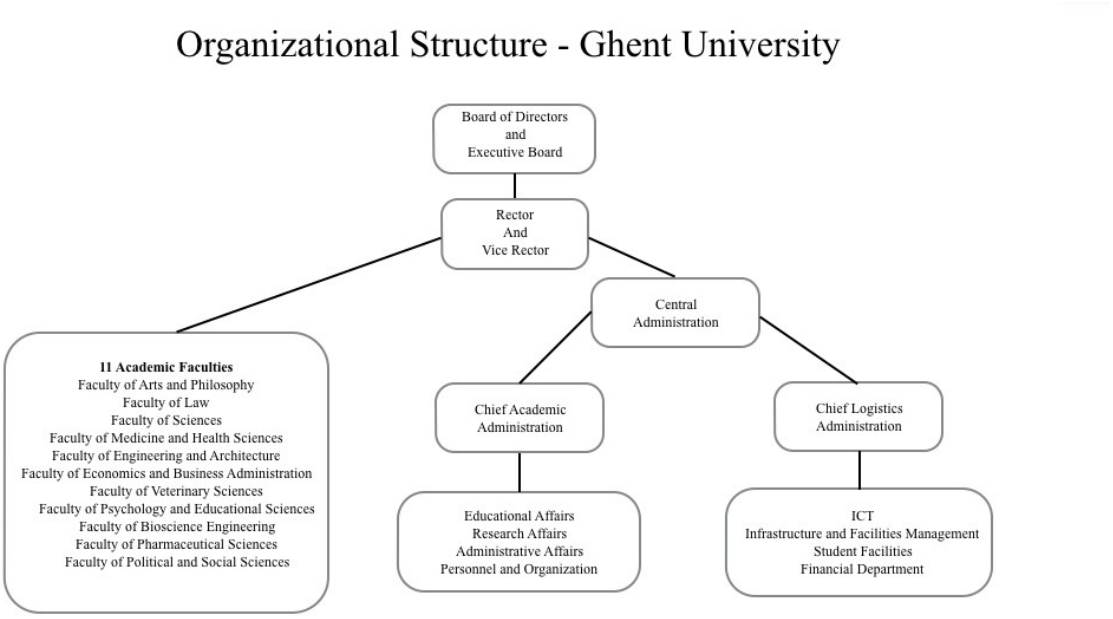
Governing Board were also members of the Executive Board. The Executive Board operates independently of the Governing Board. The Executive Board determines the day-to-day operations of the university, and is comprised of the rector, vice-rector, tenured academics, administrative staff, and select members of the Governing Board (De Wit, 2006). During the decision-making process, the Executive Board consisted of the rector, vice-rector, a government commissioner, and representatives of the tenured and non-tenured academics, administrative staff, and students. Additionally, the Executive Board had two non-voting members, the chief academic administrator and the chief logistical administrator; all members of the Executive Board were also members of the university's Governing Board. The Executive Board was involved in the major decisions, and its recommendations on major decisions were carried forward to the Governing Board for final approval. The Executive Board played an important role in the decision-making process for opening the Ghent University Global Campus. Lastly, each faculty has a faculty board led by their dean, and includes representation by academic and administrative staff, and students of the faculty (De Wit, 2006).

Ghent University is organized according to Flemish law with 11 academic faculties, a central administration that houses the leadership and operational directorates, a Governing Board, and an Executive Board. The Governing Board at Ghent University is comprised of 36 members. The university is led and managed by its rector and vice-rector, and as described below, the university experienced a management change during the decision-making process as the term of the previous rector and vice-rector ended, and a new rector and vice-rector were elected. Working closely with the rector and vice-

rector are the chief academic administrator and the chief logistics administrator, who report directly to the rector (http://www.ugent.be/en/ghentuniv/administration). The Governing Board and the Executive Board take on a significant role in determining how the university will proceed with major decisions and initiatives.

These two chiefs have eight directors that report to them. The chief academic administrator has four directorates: Educational Affairs, Research Affairs, Administrative Affairs, and Personnel and Organization (Chief Academic Administrator, 2016). The chief logistics administrator has four directorates: Information and Communication Technology, Infrastructure and Facilities Management, Student Facilities, and the Financial Department (Chief Logistics Administrator, 2016). The 11 faculties include: Arts and Philosophy, Law, Sciences, Medicine and Health Sciences, Engineering and Architecture, Economics and Business Administration, Veterinary Medicine, Psychology and Educational Sciences, Bioscience Engineering, Pharmaceutical Sciences, and Political and Social Sciences (Faculties, 2016). Figure 2 provides an organizational overview of Ghent University's governance structure, its faculties, and central administration.

Figure 2 – Ghent University Organization Structure



Internationalization at Ghent University.

Ghent University's mission statement includes a commitment to internationalization, and this commitment manifests itself into various projects, collaborations, and partnerships. Ghent University has also established international platforms for international cooperation and bilateral agreements. It participates in U4, which is a partnership between four comprehensive European universities including the University of Göttingen, the University of Groningen, Uppsala University, and Ghent University. U4 provides mechanisms for these universities to collaborate on international projects focused on education, research, and institutional management (About U4, 2016).

Ghent University has also established platforms for cooperation with India, China, and Africa. These platforms were established to create a vision for collaboration between higher education institutions in these regions and Ghent University, which provided research opportunities to study cultural differences, created collaborations with non-

academic partners (e.g., business, political, media), and developed international courses focused on greater regional understanding (Policy and Vision, 2016). Ghent University also participates in Erasmus +, Erasmus Mundus (International Education Programmes, 2016). In 2009, through a relationship a senior professor had with the University of Incheon, Ghent University was asked about establishing an international branch campus in Songdo, South Korea.

Overview of the Decision-Making Process

The decision to open the Ghent University Global Campus was a long decision-making process that started in 2009 and ended in 2014. The branch campus was a global project and required thorough due diligence and planning processes, which was managed by a small team from the Department of Education Policy. The rector and vice-rector were supportive of this project, and with their support they were able to gather support from the University's central administration, academic faculties, and the Board. The structure used for this decision-making process with a small core team utilizing additional institutional resources as needed, is in contrast to how some universities in the United States structured similar processes where multiple committees participated in the process.

To ensure consistency within the decision-making process this small team from the Department of Education Policy led the creation of the strategic business plan, the tendering process, and negotiations with their South Korean counterparts. This team marshaled resources from across Ghent University when needed, and was in regular communication with the rector and vice-rector. The Faculty of Sciences and Faculty of Bioscience Engineering were the academic units responsible for creating the curriculum

and delivering the courses for the Ghent University Global Campus. Throughout the five year decision-making process, the rector, vice-rector, and the head of the Department of Education Policy informed the University's Board and Executive Board of their progress and each time the Board voted to approve a phase the project, they approved the project with a unanimous support. Individuals or departments who could directly contribute to moving the project forward, or who had official responsibilities within the University that pertained to this decision-making process were active within the process.

For the purposes of this study, and to protect the identity of the individuals interviewed, roles will be grouped together to provide greater anonymity. Four groups were deeply involved in the decision-making process to open the Ghent University Global Campus: the Governing and Executive Boards, the executive team including the rector, vice-rector, chief academic administrator, the chief logistics administrator, the senior leaders who were heads or members of the directorates and deans, and academics. Throughout the next sections, these four groups will be referred to as the Board, executive team, senior leaders, or academics.

In the following sections, a chronology of events pertaining to the decision-making process to open the Ghent University Global Campus is recounted. These events are retold from an objective perspective and based on first-hand accounts of events that transpired as described by participants in the process, and from Board minutes. As noted in chapter three, the participants recalled events that occurred up to five years before the interviews for this study were conducted. Hence, one may speculate that a certain type of clarity or hindsight may affect some details of the events the participants recalled. The

chronology begins in 2009 with the initial offer to open the campus and ends in 2014 when the Ghent University Global Campus officially opened for its first academic year. Table 4, provides an overview of the significant events that occurred throughout the decision-making process.

Table 4

Overview of Noteworthy Events

Year	Significant Events
2009	• Discussions began between University of Incheon and Ghent University about opening a branch campus in Songdo. • Ghent University's Education Affairs Directorate leads the due diligence process.
2010	• University of Incheon and Ghent University sign an MOU. • Ghent University's Board directed the Education Affairs Directorate to construct a business plan to open the branch campus.
2011	• The Incheon Free Economic Zone proposed that Ghent University open its branch campus at the Incheon Global Campus rather than at the University of Incheon.
2012	• Ghent University received a start-up grant from the South Korean government to explore opening a branch campus. • Ghent University's Board approved commissioning a feasibility study.
2013	• Ghent University's Board approved the establishment of the Ghent University Global Campus. • Ghent University established a nonprofit organization as the legal entity for the branch campus to protect the university from legal and financial liabilities. • A delegation of scientists, academics, and administrators from Ghent University attended a pre-opening ceremony in Songdo. • New rector and vice-rector are elected at Ghent University. • Ghent University received Flemish and South Korean accreditation for its academic programs in Songdo.
2014	• The Ghent University Global Campus opened for its first academic year.

2009, a Partnership and an Offer

The University of Incheon is located in the city of Songdo within the Incheon Free Economic Zone (IFEZ), and the Incheon government uses the free economic zone to promote economic development. Located 20 km from Incheon International Airport, the University of Incheon is situated in a global hub, and it is also located in an aspiring biotechnology hub. For a university to start up a high-quality biotechnology program that could serve the economic needs of the region and national industrial giants like the Samsung Group's Biotechnology division (Cheng & Lee, 2015) could take years to develop. Inviting a foreign university with a top rated biotechnology program could provide the region with the know how it needed to serve national and regional aspirations.

In 2009, a delegation of dignitaries from the University of Incheon visited with the executive team and senior leaders of Ghent University to discuss the possibility of opening a branch campus at the University of Incheon. The branch campus would operate on the grounds of the University of Incheon campus in separate facilities designated for Ghent University. The initial discussions centered on Ghent University offering specific academic programs at the proposed branch campus, and to award students joint or double degrees. Also discussed during the initial meeting were the possible financial incentives from the South Korean Government for opening a branch campus in Songdo. Senior leader 2 stated that the University of Incheon, at this time, had more students applying to these programs than it could accept, the Korean government offered grants for Korean universities to establish partnerships and branch campuses with

foreign universities, and a partnership with Ghent University could possibly raise the prestige and rankings of the University of Incheon.

When the University of Incheon approached Ghent University it did not have the prominence that it has today as a Korean national university. In 2013 it became Incheon National University (History, 2016), and as a national university it receives special funding from the government for such partnerships. In 2009, senior leaders at Ghent thought that one of the reasons they were approached by officials from the University of Incheon was that attracting a top European university like Ghent would help the University of Incheon become a national university. One of the senior leaders at Ghent University praised the officials from the University of Incheon for conducting a thorough due diligence process to determine the appropriate academic programs to partner with Ghent University that would meet an unfulfilled need within the Korean higher education sector. Throughout the course of the initial discussions about opening the branch campus at the University of Incheon, the discussions centered on possibly launching the academic programs of biotechnology, nanotechnology, architecture, and information technology at the branch campus.

Information technology programs are less complex to take abroad given that there is less localization needed for the curriculum, and these programs can cross cultures more easily than other academic programs. Information technology programs require classroom spaces and computer labs to operate this type of academic program. Since program mobility is less complex with information technology, it is a more commonly offered abroad or online. Program mobility for biotechnology and bioengineering

programs are far more complex academic program to make mobile and take abroad due the infrastructure needed to support these programs. Biotechnology is a highly ranked academic program offered by Ghent University, and this program was sought after by the University of Incheon officials to offer in Songdo. Establishing a biotechnology or bioengineering program required an investment of time by experts in these fields to construct the curriculum and the facilities needed to support the academic programs. Creating sophisticated laboratory spaces in South Korea provisioned with modern laboratory equipment required a financial commitment to meet the academic quality standards that Ghent University developed throughout its history. The University of Incheon was ready to partner with Ghent University to provide the laboratory spaces it needed to support the biotechnology program.

For the senior leaders within Ghent University, it seemed like an unusual offer that another university would invite them to start up a branch campus within their university; having the branch of another university on the University of Incheon's campus seemed unconventional since the two universities could be competing for student enrollments. Members of the executive team had experience working in North East Asia and they were quite interested in the proposal. They thought that the idea was worthy of further exploration, hence a decision-making process was established to explore the feasibility of the project. Ghent University had vast experience with internationalization, but not to the extent of establishing brick and mortar academic and research operations in another country and cultural context 8,715 km from Ghent. Beyond the contact of the senior professor with the University of Incheon, another faculty member reported that

academics within Ghent University had relationships with academics at the University of Incheon, hence there were established relationships within the two organizations.

After the initial proposal to open the campus was delivered to Ghent University, the Education Affairs directorate became primarily responsible for investigative the proposal from the University of Incheon. The Education Affairs directorate is responsible for international actives, hence, it was the appropriate administrative directorate to research the offer and conduct the due diligence process for the University. Organizationally, this project aligned with the chief academic administrator. A small team within this directorate was assigned to explore the offer from the University of Incheon along with their other responsibilities within this directorate.

As part of an early due diligence process, members of Ghent University took trips to Songdo, South Korea to visit with the executive team and the office responsible for internationalization at the University of Incheon. These discussions focused upon the viability of offering biotechnology, nanotechnology, architecture, and information technology academic programs in Songdo, and how to structure the possible partnership. The University of Incheon presented Ghent University with a basic feasibility study to help the decision-makers understand the opportunity in Songdo. The outcome of this early feasibility study commissioned by the University of Incheon led to Ghent University officials creating a business plan for determining if they should pursue the offer to open a branch campus in South Korea.

2010, the Decision-Making Process Begins

As discussions to open a branch campus became more serious, senior leaders at Ghent University traveled to Songdo for campus visits and to continue discussions with the University of Incheon officials. These visits focused on exploring the possibilities for further collaboration, to see the campus facilities, learn more about the culture of South Korea, and learn more about their higher education system. During this visit to Songdo, a Memorandum of Understanding was signed, and the two higher education institutions began a student exchange programs. Also during this visit, the team from Ghent University met with the Board of Directors of IFEZ. As part of an early due diligence process, senior leaders, academic leaders, and academics from the Faculty of Bioscience Engineering conducted site visits to learn more about the offer from the University of Incheon since their academic programs were sought after. The bioscience engineering programs require sophisticated laboratory and practical spaces, part of this visit focused on gaining deeper insights into the facilities and laboratory spaces, and if they would meet the academic, research, and safety standards of Ghent University. The information collected during this site visit would help provide the basis of a business plan for the branch campus; Ghent University's Board would soon vote to commission the construction of a strategic business plan written by the senior leaders, which would help inform the next step in the decision-making process.

In September 2010, the executive team and senior leaders first presented the idea of opening an international branch campus at the University of Incheon to Ghent University's Board. With the initial visits to Songdo completed, and an understanding of

the requirements that the University of Incheon and the South Korean government had for the establishment of a branch campus, the executive team and senior leaders asked the Board to proceed with constructing a business plan, which would enable the Ghent University community to have a deeper understanding of the risks and benefits for pursing this project in North East Asia.

During the September 2010 Board meeting, the executive team and senior leaders discussed with the Board why the South Korean government sought to attract foreign universities, the information that they knew at this time pertaining to the offer from the South Korean government and the University of Incheon, the South Korean education model, the academic programs of interest, staffing needs, the facilities, and the financial terms of the offer. One of the major reasons this proposal was offered to Ghent University was that the South Korean higher education system experienced consolidation, but students' desire to attain a high-quality postsecondary education remained strong, there was not enough capacity to meet demand by students, and the South Korean government sought to have tighter collaborations between higher education institutions and its national industries. Additionally, a perceived over-capacity of students in the higher education system needed alternative options to keep students in South Korea, rather than studying abroad in the United States or China; hence, the government was attempting to slow the effects of the brain drain, where South Korean students do not return home after completing a postsecondary degree. Also during the Board meeting, a suggested tuition rate was discussed for students attending the branch campus, but a

strategic business plan had not been created to confirm the market demand at the suggested rates.

During this Board meeting, the proposed academic programs were discussed, and the structure and cultural expectations of the South Korean higher education system were presented to the Board; South Korean students are accustomed to four-year undergraduate programs versus the three-year programs offered in Ghent. At this time, the senior leaders gauged interest from the faculties about having their academic programs participate in the branch campus; the academic programs approached included architecture, computer science, biotechnology, food technology, and environmental technology. One of the factors considered in the selection of the academic programs was to ensure that there was adequate staffing of academics in Ghent and Songdo as these programs expanded to the University of Incheon; both the architecture and computer science programs did not have the capacity to support both campuses at this time. A decision was made to offer the biotechnology, food technology, and environmental technology programs in Songdo.

The benefits discussed for opening the campus at the University of Incheon were the strategic location of having a campus in North East Asia. Songdo, being located in the Incheon region near Seoul and an international airport was considered a major benefit for the location of the campus. Incheon is also a short flight to major cities in Asia including Shanghai, Beijing, and Tokyo. Another benefit for accepting the offer from the University of Incheon was there would be another location for PhD students to study in new laboratory spaces. Ghent University has a large number of PhD graduates in the

sciences and bioengineering, and the branch campus in Songdo would offer new teaching and research positions for these graduates to stay within the Ghent University community. The University of Incheon offer would also provide new opportunities for these students to gain research experience in laboratories that would have greater capacity for their projects than they would have in Ghent since laboratory space is quite limited for recent graduates. With research at the heart of Ghent University, it was also discussed that research opportunities in Songdo could help improve its funding from the Flemish government since research output is a consideration for funding public universities.

Risks were also discussed during this board meeting. The income to sustain the branch campus would come from South Korean government subsidies, and student tuition fees. Student demand was not necessarily sought as a risk at this time since the executive team and the senior leaders were led to believe by their South Korean counterparts that there would be strong demand from South Korean students to attend a highly ranked European university. After 2018, the government subsidies would end; these subsidies would be used to help Ghent University through its start-up years. There were also discussions about the need for tuition fees to cover expenses for marketing, paying staff, and the rent for the building after the subsidies end; the subsidies the building end in 2019.

In foreshadowing the events to come, the executive team and the senior leaders also discussed with the South Korean government officials two national initiatives for attracting foreign universities to establish branch campuses to slow Korean students

studying abroad and not returning to South Korea. First, the South Korean government was seeking partnerships between South Korean universities and foreign providers to establish branch campuses; hence, the offer from the University of Incheon for Ghent University to open a branch campus. There was also another initiative focused on creating an education hub called the Incheon Global Campus that is a consortium of universities. At this time, IFEZ had discussed having the State University of New York (SUNY) at Stony Brook, George Mason University, the University of Utah, Plymouth University, St. Petersburg State University, and possibly a Japanese university and additional universities from the United States located at this hub; Ghent University was not asked to become a member of the Incheon Global Campus at this time. The Board voted in favor of allowing the executive team and senior leaders to create a strategic business plan, which would later be submitted to the South Korean government in hopes of receiving a startup grant for the branch campus located at the University of Incheon.

2011, an Unexpected Offer

During previous visits to Songdo, the Ghent University delegations met with officials from IFEZ. Meeting with IFEZ officials may not have seemed unusual since this organization worked with universities and business in Incheon. IFEZ was responsible for constructing the facilities for the Incheon Global Campus, and they were also recruiting international universities to open branch campuses at this education hub. IFEZ was also focused on building tighter collaborations between higher education institutions and businesses for economic development. Attracting foreign universities to Songdo would help develop expertise needed for national industries to compete globally.

In 2011, Ghent University was preparing its business plan to submit to IFEZ to open a branch campus located on the campus of the University of Incheon. The strategic business plan would be submitted to IFEZ for approval, which if approved would provide Ghent University access to the start-up grant provided by the South Korean government. During one of its visits to Songdo, the Ghent University senior leaders and academics sensed that their plans may be changing with regards to opening a branch at the University of Incheon, but at that time they proceeded with their current plans.

The Incheon Global Campus is a large investment funded by IFEZ, and the embodiment of government, academic, and industrial collaboration to support economic development. During this time period, one of the universities from the United States that planned to establish a branch campus at the Incheon Global Campus decided not to pursue the campus, and there was an opening at this education hub for another university. What began as an agreement to open a branch campus at the University of Incheon evolved into an offer for opening a campus at the Incheon Global Campus. Initially, the team from Ghent University was not sure why the South Korean government officials wanted this change, but high ranking officials from IFEZ and the University of Incheon contended that locating the branch at the Incheon Global Campus would be more beneficial for Ghent University given that they would have input into the construction of the building that would house their branch campus, being part of the this global campus would be more prestigious, and the financial terms were more advantageous.

This was an important event in the decision-making process, the location of the branch campus was changing only a few kilometers, but how it would operate changed

significantly. Ghent University made a provisional commitment to the University of Incheon, and the trust developed between these two higher education institutions was an important component to this relationship; it was difficult for Ghent University officials to consider this new proposal. At this time, SUNY Stony Brook, George Mason University and the University of Utah either had agreements in place with IFEZ and the South Korean accreditors, or they were planning to begin this process; Stony Brook opened its campus in 2012 (SUNY Korea, 2016). Ghent University official continued with its due diligence process to better understand the conditions at the Incheon Global Campus, the new proposal, and how they would operate within this education hub. Senior leaders from Ghent University traveled to the United States to visit with officials from the other universities located at the hub to learn more about their experiences in South Korea. They also sought to build relationships with the member institutions with the Incheon Global Campus to develop deeper cooperation among the higher education institutions.

2012, the Outside Experts Evaluate the Proposal

In early 2012, the South Korean government officials had approved Ghent University's strategic business plan to establish a branch campus in Songdo. In January, the executive team and the senior leaders went back to Ghent University's Executive Council of the Board with a request to use part of the IFEZ start-up grant to open a tendering process for a feasibility study for the branch campus. At this decision point, the strategic business plan had been approved by Ghent University's Board in 2010, the University had received the first installment of the start-up grant, and they were now ready to have an objective 3rd party provide guidance that would help inform the next

step in the decision-making process. The executive team and senior leaders asked the Executive Council for permission to begin a procurement process to commission a feasibility study. The executive team and senior leaders were planning to open the campus in 2014, but many decision points would lie ahead. To meet a 2014 opening, the team would need to use 2012 and 2013 for planning and implementation activities; in 2014, the branch would officially open and operate with the South Korean government subsidy through 2018; and from 2020, the campus was projected to be self-sustaining with its operating income coming from student fees and research grants. The Executive Council of the Board granted the executive team and the senior leaders permission to begin the procurement process.

The requirements for winning the procurement process included writing a comprehensive feasibility study covering the following topics: an environmental analysis of the higher education sector, competition, target market, location considerations, trends in the South Korean education sector, legal structures, tuition fees, staffing the campus, and expenses. The winner of the procurement process would also provide on-demand guidance and advice for one year, and Ghent University had the option to extend the contract an additional year. The tender also asked the winner of the process to provide ad hoc advice on education legislation, accreditation, setting up legal entities in South Korea, and expatriate policies. The tendering process would follow European Public Procurement policies and procedures.

The tender was released for bid in February. Four global management consulting firms provided bids, they included KPMG Advisory, Ernst & Young Special Business

Services, Samil PricewaterhouseCoopers, and A.T. Kearney. In May, KPMG Advisory was selected to write the feasibility study. In November, KPMG Advisory delivered the feasibility report to Ghent University. The feasibility study sought to answer six overarching questions:

1. What should be the appropriate tuition feel level applied to the different programs which are offered at the Korean campus
2. Which potential competitive advantages can be achieved by UGent in Korea and how should UGent differentiate itself in the Korean university sector.
3. What should be the organizational structure in which the campus will operate, given the fact that there shouldering be a financial and liability "firewall" between the Belgian and Korean campuses and that UGent should be able to maintain control over the Korean campus?
4. What remuneration should be offered by UGent to its employees in the Korean campus, taking into consideration the Belgian and Korean fiscal regimes?
5. What is the recommended program length (i.e. three or four years) of the offered bachelor programs in Korea?
6. Is the project financially feasible, and what are the projected cash flows during the period 2012 - 2019 for different scenarios? (KPMG Advisory, 2012)

2013, a Year of Significant Events

In January, the executive team and senior had their most critical Board meeting to date. The University community, with its representatives on the Board, was about to make its most important decision, to establish the University's branch campus in South

Korea or not. At this stage of the decision-making process, four years of work led up to this Board vote. The University used a portion of the start-up grant from IFEZ to do its due diligence by commissioning a feasibility study; this start-up grant provided Ghent University officials with information it needed to understand if the Incheon Global Campus was a prudent decision for the University and its internationalization plans. The executive team and the senior leaders conducted multiple visits to South Korea to meet with the University of Incheon and IFEZ officials, a strategic business plan was drafted, they visited the United States to meet with the American universities who were members of the education hub, and commissioned the KPMG Advisory feasibility study.

January Board Meeting

During this board meeting, the executive team and the senior leaders confirmed the academic programs they would offer at the Incheon Global Campus, Food Technology, Environmental Technology, and Molecular Biotechnology. They also discussed the financial terms of the proposal from IFEZ including the subsidy offered for the first four-years and the grace period of five-years for the building, the estimated number of students the University planned to attract through 2019, and the tuition fees they projected to charge based on the findings in the feasibility study to reach a breakeven point. The IFEZ offer also included the construction of a new ten story building for Ghent University's branch campus, which would open in 2016; initially, during the building's construction, the branch campus would share classroom, laboratory, and office spaces with the other universities located at the hub. The presentation to the Board also estimated the costs for maintaining the campus after the subsidy periods

ended in 2019, thus giving the Board a deeper understanding of the financial aspects of this decision. The IFEZ offer also included interest-free loans if needed, but likely these loans would not be used during the subsidy period. During this meeting, the senior leaders declared that based on the findings in the feasibility study the project was financially viable, which was one of the most important topics discussed during this Board meeting.

The KPMG Advisory feasibility study also provided options for how the University should structure the legal entity of the branch campus. The executive team and the senior leaders decided that the most appropriate option to offer the Board was a non-profit organization established under Belgian law. The KPMG feasibility study also provided information about establishing the non-profit under Korean law or establishing the non-profit in a third country. The establishment of the non-profit under Belgian law was critical to protect the University from financial and legal liabilities related to the branch campus. The KPMG report and the team at Ghent University consider this non-profit organization a legal and financial firewall; this firewall would protect Ghent University from any liabilities related to the branch campus in South Korea. The non-profit organization protected the university from financial and legal risks, though the academic and education authority for the branch remained with Ghent University because the branch was awarding its degrees.

Also discussed during this Board meeting was an important point that came out of the feasibility study - the location of the branch campus in Songdo was not highly desirable for attracting students. First, the campus was not in Seoul, the largest city in

South Korea; the campus is located about forty miles from Seoul (DiNardo, 2013), but only twenty kilometers from Incheon International Airport. Songdo is considered a model city for the future, it is built on reclaimed land, and the provincial government seeks to attract residents who want to live in a new part of South Korea. When the team from Ghent University first visited Songdo in 2009, it was a spartan place, but by 2013 the city experienced significant growth with a central park, new shops and restaurants, and apartments. Located in the city is the University of Incheon, a Yonsei University campus, the United Nation's Green Climate Fund, and IFEZ planned to create a bioengineering hub in Songdo. While the branch campus was not in Seoul, it was easily accessible to the international airport and it located close enough to Seoul that the commute would take about one hour; hence, the location of the campus in South Korea was not an obstacle for the Board's decision-makers. As discussions continued about the branch campus the location of the branch campus in Songdo became less of a concern as the senior leaders saw the city and its services grow subsequent visits.

During the Board meeting, academics on the Board representing their faculties asked questions about how academics would manage teaching loads and how they will be compensated for their work in South Korea. Additionally, academics asked about how students will be selected for the academic programs. The senior leaders responded that student selection will be based on academic achievement, letters of recommendation from their teachers, proficiency with English, and an entrance exam. One professor also inquired about how the University planned to market itself in South Korea, and suggested the UGhent website needed promote the campus.

When it came time to vote on the proposal, the Board unanimously agreed to the establishment of the branch campus in South Korea. The Board also voted unanimously to establish the Belgian non-profit to act as a separate legal entity from Ghent University. It also authorized the rector to communicate their decision to the Board of Directors of IFEZ, the Korean Ministry of Education, Science, and Technology, and Ministry of Knowledge Economy. The communication of this decision allowed Ghent University officials to begin negotiating further important decisions with the South Korean officials. While the Board voted to approve the establishment of Ghent University's campus in Songdo during this meeting, many critical events lie ahead in the decision-making process.

Pre-Opening Event in Songdo

Now that the Board had approved the establishment of the branch campus, and the rector had permission to communicate the decision to the South Korean government officials, it was time for the executive team, the senior leaders, and academics to begin implementing the preparatory phase of their strategic plans. They planned to open in 2014, and they needed to recruit academics, staff, and students. Additionally, they had to create a four-year undergraduate curriculum; in Ghent, the bachelors program is only three years. Also at this time, a small group within Ghent University were involved in this project. While the Board decided to establish the branch campus, there were still decisions that Ghent University officials needed to address that could have slowed or stopped the opening of the branch campus in 2014.

For the university community, the discussions to take their programs to Songdo had started in 2009, but they had not seen the campus. The Incheon Global Campus was a concept, but not tangible or a reality. The executive team decided that they needed an event to show the university community that opening a campus in South Korea was important for the university, it was real, and it was going to occur in the near term. The executives decided to take a delegation of academics, staff, and dignitaries to Songdo for a pre-opening ceremony. It was thought that such a ceremony would keep momentum going for the project.

The executive team and the senior leaders created an agenda for a two-day opening ceremony in April; the pre-opening event had multiple purposes. While it was not the start of academic operations for the branch campus, it was a ceremony to celebrate the establishment of the campus. It was also an event to build excitement about the branch campus within Ghent University, intended to recruit academics to teach at the branch campus. This visit would provide Ghent University academics with an opportunity to see the classroom and laboratory spaces, and the faculty housing. It was also a marketing event for teachers, parents, and students in South Korea; this branch campus provided options for students to attend a highly ranked Western university without leaving the country. It was meant to be an event for Ghent academics to share their research interests and collaborate with academics in South Korea. With Ghent University's strength in bioscience engineering, it was also an event to build collaborations with South Korean industry. It was also a press event, as South Korean

press and public relations representatives from Ghent University attended the event to document the opening of the university.

In attendance at the event were rector and vice-rector of Ghent University. For the pre-opening ceremony, they wore their ceremonial University robes to reinforce that this was an important academic ceremony. Also in attendance at the event was the dean of the faculty of bioscience engineering and academics from the faculties whose programs would be offered at the branch campus, academics from the Free University of Brussels, academics from South Korean universities, officials from the other universities located at the Incheon Global Campus, members of Ghent University's Board, the senior leaders who were involved in the planning to date, members from the directorates within Ghent University, the mayor of Ghent, South Korean government officials, IFEZ officials, and the Bishop of Ghent who had longstanding connections in South Korea. Individuals who attend this event suggest that between 40 to 60 people were part of the Ghent delegation that visited Songdo in April.

Ghent University has a deep commitment to research, and adding a day for academics to share their research interests with universities and industries in South Korea provided an opportunity to network and possibly collaborate with local researchers. The pre-opening event also allowed the university to share information about its academic programs with parents and students; these programs, Food Technology, Environmental Technology, and Molecular Biotechnology were highly ranked programs and were highly sought after within the South Korean higher education sector because of Ghent University's reputation for its high-quality academic programs. For members of the

directorates who attended the event and who would eventually support the campus' administrative needs, they found the trip to Songdo beneficial for understanding the needs of the branch campus. One of the most significant reasons for this event was to recruit academics to teach and conduct research at the campus. Academics and postdoctoral students interested in relocating to Songdo could attend this event to see Songdo, understand the living conditions, and experience South Korean culture.

The senior leaders who organized this event believe that it had long-term benefits for the branch campus. It kept momentum going for the project to proceed through to its opening, they received support from the directorates to help with information technology systems, legal issues, and commitments from the university's architects to help outfit the new building with classrooms, practical spaces, offices, and laboratories. This event also helped the academics who were constructing the four-year curriculum; they decided that first two years of course work would be taught by academics who had permanent appointments in Songdo, and the second two years of specialization would be taught by "flying faculty", faculty whose appointments were in Ghent, but would fly into Songdo to teach in four to six week blocks. While one of the proposed outcomes of this event was to recruit permanent faculty, it also helped recruit the "flying faculty."

Executive Team Transition and a Presidential Visit

In October, the second four-year term of the rector and vice-rector ended. These executive leaders had the vision to proceed with the offer to open the Ghent University Global Campus in Songdo. With the appointment of a new rector and vice-rector, there was a risk that the Incheon Global Campus project may not have the same priority on

their agenda as it did with the previous administration. At this time, the senior leaders were well into an implementation phase of the project and planning to open its academic year in September 2014, but there were some important decisions that were yet to be made and could delay or derail the opening of the branch campus. In October, the South Korean government had not yet accredited the academic programs. Additionally, some concerns were raised about the new building and the temporary laboratory spaces that would be used prior to the opening of the new building.

On November 7, South Korean President Park Geun-hye visited the Prime Minister of Belgium (Presidential Visit to France, UK, Belgium, 2016). This visit provided the senior leaders with an opportunity to complete one of the last, but most important tasks needed to open the campus. Prior to this presidential visit, Ghent University had the Flemish accreditation needed for its academic programs, but not the South Korean accreditation. Senior leaders from Ghent University persuaded South Korean government officials that it would be beneficial for the branch campus to receive the accreditation as part of President Park's State visit. In November, Ghent University had both the Flemish and South Korean accreditation it needed to operate.

As an eventful 2013 wound down, concerns about the prospective campus president were raised to the executive team and senior leaders in Ghent at the end of 2013 and into the beginning of 2014. The prospective campus president did not come from Ghent, but was a highly regarded individual who knew the South Korean higher education sector well. His main responsibilities were managing the campus and

recruiting students. It was understood that he had connections into high schools that would yield the possibility of recruiting high-achieving students.

2014, the opening of the Ghent University Global Campus in Songdo

Significant events still lie ahead in 2014. While the Ghent University team was busy with its operational activities to open the branch campus for the September 2014 opening of its academic year, the senior leaders were addressing important negotiations and decisions. During 2014, the executive team made three important management decisions. First, negotiations with the prospective first campus president broke down over contractual stipulations, and Ghent University decided to proceed without his services. Second, one of the senior leaders from Ghent moved over to Songdo to become the campus director, and to manage the campus' day-to-day operations; later his role evolved into the campus Vice-President. This individual had been central to the project from its inception, he knew the history of the project, and key stakeholders involved in the project. Essentially, Ghent University was in-sourcing Ghent expertise to manage the operations of the campus. Third, a senior professor from Ghent University, who was close to retirement and who had extensive international experience, was asked to become the campus president; he was installed as the president in February 2015.

These organizational changes allowed the executive team to have greater oversight and governance into the campus' operations since they had established relationships with these individuals, and these individuals knew the culture and operating structures within Ghent University. While this summary of the management transitions appears to be connected processes, they were in fact, independent actions within the

history of the Ghent University Global Campus. For a campus that just opened, making these leadership changes could have had a negative impact on its sustainability, but it appears to have been a successful transition.

As the September 2014 opening approached, the executive team became concerned that the facilities they required would not be available. Senior leaders were asked by the executive team to go to Songdo to confirm that facilities would be available for 2014 academic year, and that the new building would be outfitted with equipment needed for its classrooms, offices, practical spaces, and laboratories. This meeting occurred in June 2014, just a few months prior to the planned opening of the academic year, and this was a rather important meeting, since the university needed assurances that the new building would be set up according to its requirements. The outcome of this meeting with the IFEZ officials secured commitments for the temporary laboratory spaces, which would allow the university to begin teaching its curriculum. Additionally, the result of the meeting confirmed that the new building would be outfitted to meet Ghent University's specifications. This was a critical meeting in the decision-making process because the new executive team needed assurances that its partner, IFEZ, would meet its needs to operate high-quality academic programs. There was a risk that if those commitments were not met, that the project could be suspended.

In September, the campus officially opened for its academic year with its first cohort of students. The rector officially opened the campus and the 2014 academic year. The first cohort was comprised of about 50 students. The opening was a shared event across two continents as students from Ghent welcomed the South Korean students to the

university community via a video; the Flemish students even spoke a few sentences in Korean as part of the welcome video.

Conclusion of Part One

Opening an international branch campus is a complex endeavor given the start-up like nature of the campus and its operations (Chalmers, 2011), and that the campus operates in a new cultural and higher education context that may not be familiar to the home campus. A university that seeks to open an international branch campus is likely to develop a decision-making process that aligns with the decision-making culture of the higher education institution. Ghent University worked within its governance structures and its Board to gain approval of key decision-making points in the process. It had a small, but dedicated team driving the process; this team was entrepreneurial in its approach to formal events to make sure that they received maximum benefits from campus visits and presidential visits.

The individuals who participated in this process knew that it is difficult to open a branch campus and that there are few resources to help them plan out a decision-making process to help them make the best decision for their institution. One of the senior leaders discussed how there was not a script for opening a branch campus, however, the senior leaders from Ghent University used the formal decision-making procedures within the University to guide their process. There are risks and rewards for pursing such an endeavor, and while the risks may be immediate, the rewards may take years to realize. The executive team, senior leaders, and academics expressed that having a branch campus in North East Asia will benefit their research endeavors, help young postdoctoral

students find new opportunities, and it will benefit the South Korean economy and society. The University understands that these benefits may not be realized for five to ten years, but these are important rewards for their vision and hard work.

Part Two: Findings

This section describes the findings discovered from the study participants at Ghent University and official documents. Using thematic analysis, this section aligns the emerging themes with the five research questions for this study. Twelve participants who were involved in the decision-making process to open the Ghent University Global Campus in Songdo, South Korea were interviewed for this study. The roles of the participants included the current vice-rector, former rector, former vice-rector, academic leadership, academics, and senior leaders within the administrative directorates at Ghent University. Each of the study participants was interviewed at least once with a first round interview protocol; the interview protocol is found in the appendix. The first round interviews were one hour to three hours in length. Nine of these twelve individuals were interviewed with a second round of interviews; these interviews were between 30 minutes and three hours in length. Three participants were not available for second round interviews because their schedules did not allow for the additional session. To protect the identity of the study participants, findings are reported in the format of: Executive 1 stated, Senior Leader 1 reported, or Academic 1 said, as examples.

While the focus of this chapter is to analyze the collected data, some interpretation of the data may be made since interpretation is intrinsic to qualitative research (Merriam, 2009). The chapter will focus on descriptive analysis of the data

collected through interviews and documents, and the following chapter will focus primarily on interpretation. The remainder of this chapter will first restate the research question, then describe the emerging themes that align with the question, and data for each theme will be presented to support the finding. The last section of the chapter answers to the research questions based on the themes that emerged from the data.

Research question 1: How do senior leaders understand and describe the decision-making process to open an international branch campus?

The first research question sought to understand how leaders who participated within the decision-making process understood the process, how they perceived their role in the process, and how they understood others' roles within the process to open the Ghent University Global Campus. Certain participants had a direct role in the decision-making process, these individuals may have presented the business case to the University's Board, participated in the due diligence process by meeting South Korean government officials and University of Incheon officials, or coordinate significant events such as receiving the accreditation to operate their programs in South Korea. These participants were deeply involved in the decision-making process. Some participants were not directly involved in the decision-making process, but provided information, consultation, or guidance that enabled the decision-makers to move the process along. Members of these groups described their experience within the decision-making process, and the themes that emerged for research question 1 are listed in Table 5.

Table 5

Research Question 1 Themes

Theme 1.1: Decision-making process was complex, and at certain stages precarious.

Theme 1.2: Important decisions relied on the prowess of internal experts, and outside experts provided objective justifications for the formal aspects of the process.

Theme 1.3: Senior leaders navigated cultural sensitivities at both the home campus and in the host country.

The three themes identified for Research Question 1 were consequential because they provided insights into how the participants constructed meaning from a decision-making process where the information they analyzed was at time ambiguous, and this type of decision had not been made at Ghent University. The first theme of "Decision-making process was complex, and at certain stages precarious", addressed the complexity the participants described in working on a global project, across cultures and languages to establish a branch campus that attended to the aspirations of the South Korean government and the needs of Ghent University. The second theme explored the use of experts in this process, and the theme of "Important decisions relied on the prowess of internal experts, and outside experts provided objective justifications for the formal aspects of the process" highlighted the roles of internal and external stakeholders to provide inputs into the decision-making process. Third, senior leaders who participated in the decision-making process needed to account for culture across two continents; the theme of "Senior leaders navigated cultural sensitivities at the home campus and in the host country" demonstrated the importance of cultural understandings within Ghent University, the Belgium and Flemish higher education system, and within the South Korea and their higher education sector. These themes are explored further in the next sections.

Theme 1.1: Decision-making process was complex, and at certain stages precarious.

The decision-making process, which eventually led to the opening of this international branch campus was long, complex, and it included both formal and informal attributes. The process included three formal presentations to the University's Board to decide if the project should proceed. Informal attributes of the process also played an important role in the decision-making process. These included information collected from administrative directorates and academics that the core team from the Education Policy directorate would make sense of and disseminate to the executive team or the Board. The core team was the nexus between the formal and informal attributes of the decision-making process.

The senior leaders at Ghent University did not have a precedent to refer to for making a decision of the scale of opening an international branch campus. Senior Leader 1 described the complexity and ambiguity in making this decision and stated that they were in,

> Completely uncharted territory, we had never done anything like this before. We had never done anything vaguely resembling anything like this before. Nobody else in Belgium had really tried this on this scale.

While there were no previous policies to reference for this decision-making process, the executive team was supportive of opening the campus in South Korea. Executives believed that they provided the core team with the resources they needed understand the offer and whether to pursue it to ensure that the Board made an informed decision for the University. Executives 1 and 2 recounted that

their support and passion had been critical for building momentum for this project across the University.

The decision-making process occurred in multiple stages from 2009 through 2014, with early activities focused on determining whether or not the branch campus was feasible, and this important question started a formal due diligence process. However, there was a perception by some participants that the decision was made once the executive team supported the idea, as opposed to there being a formal due diligence process first, and then making a decision based on the finding of the process, which in reality is what occurred. This understanding led some participants to believe that the process was informally carried out; Senior Leader 1 described the process as:

> It was more an intuitive leap instead of sitting around a table having specialists and experts from outside university going through the whole idea and then making a rationalized and making a decision based on a study. This was not the case. It was clear that we had to do this, and the rector wanted us to do that, because he said this is something important.

Senior Leader 2 stated the following about the process,

> I do believe that Ghent University came here for good reasons, but I don't think those good reasons were already known in 2010, so that does say something about the decision process.

A senior leader in the process described the executive team as having knowledge of South Korea and North East Asia, and they were keen on the idea of opening a branch campus in Songdo.

The executives were influential advocates for opening the branch campus. In 2012, the executive team was given permission by the Board to accept the start-up grant from the Incheon Free Economic Zone (IFEZ) to conduct a feasibility study. In 2013, the Board voted unanimously to establish the Ghent University Global Campus; hence, the stakeholders followed a formal process. Senior Leader 1 also stated:

> We had a detailed business plan that we had verified by KPMG. We ran simulations and we had certain targets and we decided how many professors we would need and how much they would cost, how many academic staff and systems to support them, and how much logistical staff we would need and what our income would be in terms of tuition.

Academic 3 who was involved in the decision-making process described the research conducted by the executive team and senior leaders to determine the feasibility of the branch campus as,

> There have been studies to look at the situation in Korea. There have, of course, been studies to look at a budget, how it could be done, what was needed, how much money was available, how much money was needed, what would be asked from the students as a fee.

The executive team allocated their time to determine if it was feasible to support a campus in Songdo, what would be needed to support this campus from a staffing and student enrollment perspective, and what this branch campus would mean for the University's brand and reputation, its internationalization efforts, and its focus on research.

In these ways, the decision-making process was quite formal, and it followed University procedures for large decisions of this type, despite perceptions of informality. Deciding to open this international branch campus required insights and inputs from the executive team, the Board, directors of the administrative departments and their staff, deans, academics, and outside experts. Senior Leader 3 described the process as formal and inclusive,

> This process was really discussed a number of times at the highest level, meaning at the Board of Directors. I remember three or four times. Let's say the first time the idea was put on the table. And after the due diligence and so on, in total it was discussed probably three, four, maybe five times each time with the opportunity to stop the process. So from my point of view, the university was heavily involved. The management [team] was heavily involved and there were a lot of opportunities to discuss it then.

In these various ways, the formality of the decision-making process was evidenced by the fact that the executive team and senior leaders made their case for the branch campus to the Board in 2010, 2012, and 2013, each time receiving unanimous support from the Board.

A Small Core Team of Administrators Managed the Process.

Ultimately, the decision-making process was guided by a small core group of executive leaders and senior administrative leaders who worked closely with the university's Board and brought in experts as needed to provide information to help make critical decisions. Staff from the Education Policy directorate comprised this core team

that guided the process to accomplish milestones the Board needed to approve the establishment of the branch campus. This directorate curated information from the other directorates, deans, academics, and outside experts to help the Board decide to proceed with the project. Senior Leader 1 stated,

> We chose to run a tight ship and we didn't want 35 different committees dealing with this matter.

Keeping a tight control over the process sped the information collection and dissemination processes for when this core team met with the Board and South Korean Government officials.

Coordinating all of the stakeholders through the decision-making process within a higher education institution is a complex endeavor, but the complexities are amplified when working across higher education systems, governance structures, government entities, cultures and legal structures. Senior Leader 1 stated,

> We did involve all sorts of people, from basically the legal department and the financial department and the personnel office and the buildings and grounds. They all pitched in, but at a somewhat later stage.

A member of this core team at Ghent University included an individual who was not in a formal decision-making role, but who had significant influence on the process as an advisor. There was a need to coordinate the stakeholders who were helping inform the process, and this individual played a pivotal role to ensure that the decision-makers had the information they needed to make their case to the Board. The complex nature of the decision-making process also required this individual to perform project management and

advisory roles to keep the process progressing. Senior Leader 2 described their role at the time as,

> An advisor, who came to a discussion prepared with all of the details so that the stakeholders could determine which path to take.

This individual provided continuity for the stakeholders in the process; when information was needed or if a stakeholder provided data during the process, this individual transformed it into knowledge for others to make decisions. It was important to have this core team manage the decision-making process with so many stakeholders involved. This core team allowed one group to have a deep understanding of the offer from the South Korean government. It would have been difficult to keep the project moving forward and the stakeholders informed with current and accurate information if it was not for this core team.

Complexity.

Complexity was a theme expressed by many stakeholders involved in the decision-making process because a decision to open a branch campus abroad had never been considered before, and there were no policies or procedures in place to help guide this process. Senior Leader 1 who was involved early in the decision-making process described the complexity as:

> You get into this not realizing how complicated things are going to be and how much is involved. We knew this was a big thing, but then when it actually came down to organizing the whole thing it was pretty obvious that the whole university community was involved, because it first needs

> all of the professors to get involved from the academic side of things to set up a program, to build a program. We decided not simply to copy something that we were doing here.

Information and expertise were needed from a variety of stakeholders to help inform organizational, legal, fiscal, cultural, administrative, and academic decisions. As mentioned before, Ghent University had not opened an international branch campus, and as one of the senior administrators who was part of the core team said, “We had no script” for a process at this magnitude.

One significant complexity in the decision-making process pertained to the academic programs that were offered at the branch campus. Few branch campuses outside of Ghent University offer academic programs in the life sciences and engineering; Ghent offers Food Technology, Environmental Technology, Molecular Biotechnology in Songdo. Collaboration between their Faculty of Sciences and Faculty of Bioscience Engineering was required to construct these academic programs; within Ghent University these faculties operate independently. Offering these types of academic programs involves a greater level of planning since physical laboratories are needed. Senior Leader 1 who was a member of the core team stated,

> You see we didn’t make it easy for ourselves by having the hard sciences there, because that’s a very heavy investment and you need labs. If you have a program in law or business or something, basically all you need is a blackboard and some chalk and a few books.

Throughout the decision-making process, Ghent University architects and academics in these academic programs, developed the requirements needed for the new building to meet Belgium environmental and safety standards, and then sent their requirements to Incheon Global Campus officials. Ghent University was simultaneously constructing a new undergraduate curriculum in English to support these academic programs, and developing the requirements for the building to support their teaching, research, and administrative needs; hence, they created complexities for themselves by taking life sciences programs abroad.

While negotiating the requirements for the laboratories, cultural differences arose in how the Ghent and the Incheon Global Campus teams interpreted the requirements. Ghent University could not open its academic year without the temporary laboratory space. Late in the decision-making process, in 2014, Ghent University officials raised concerns about not having access to the temporary laboratories that they would need prior to the opening of their building, and they also had concerns about the condition of the new building. Specifically, how the classrooms, practical spaces, laboratories, and offices would be furnished and configured. The concerns raised in 2014 led to a precarious situation in the decision-making process. Academic 2 who was closely involved with the design and configuration of the new building discussed the concerns,

> We made a plan here and then sent it to Korea. This plan went back and forth several times not just because we had to assign rooms to different research activities, but I think most of this discussion went into the necessary supplies for these labs, the electricity, the gas, the water. I think

> these were the more difficult things to discuss, especially, from a safety point view.

If the condition of the new building and the temporary laboratory spaces could not be agreed to, the project was in jeopardy of not proceeding. The core team from Ghent University flew to Songdo to meet with the South Korean counterparts to negotiate the terms and conditions of the temporary laboratory space and the new building. Ultimately, the negotiations were successful and the project proceeded to Ghent University's specifications. The negotiations yielded the use of the temporary laboratory space until the new building opened, and the new building would be outfitted to most of Ghent University's specifications. To address any potential misunderstandings, face-to-face negotiations were used, in this case, and at other critical stages in the decision-making process.

The decision-making process was also complex because there were language and cultural issues that both the officials from Ghent University and South Korean government officials had to address. English was a common language for both the Belgians and the South Koreans, but it was not a first language for any of the participants in the study. Sometimes translators were needed during the decision-making process to ensure important discussions were not misinterpreted. Academic 2 who helped configure the laboratories in the new building stated,

> There were quite a lot of negotiations between us and Korea. We went to Korea to visit the place. They came over here to discuss things several times. The only issue that occurred at some points was the language issue.

But okay, they brought their translators, which made it possible to have a discussion though this was not really optimal, I think.

To sum up the theme of complexity the process could be viewed as ad-hoc or quite formal. For the core team involved with information gathering and presentations to the Board, the process was considered formal with multiple Board presentations. Participants who were not directly involved in the process may have believed it was a rather informal process. Most participants reported that deciding to open this branch campus was a complex process that required insights and expertise from numerous stakeholders. Multiple visits by the stakeholders to South Korea helped expand their cultural understanding, and built relationships with the South Korean government officials. It was also complex since there was not a precedent within the University for this type of decision that was global in nature and required a cultural understanding of South Korea among the stakeholders.

Theme 1.2: Important decisions relied on the prowess of internal experts, and outside experts provided objective justifications for the formal aspects of the process.

Not only is the decision-making process to establish a branch campus complex due to the various stakeholders involved, the Board, executive team, senior leaders, deans, and academics, but there are many important decisions that have to be addressed such as location of the branch, academic programs offered, tuition fees, legal and governance structures, and many other decisions. To help inform the decision-making

process, Ghent University leveraged its internal experts for inputs into decisions, and they also brought experts from outside the University into the process when needed.

Internal Experts

Experts who had experiences and connections around the world provided information for the decision-makers; these internal experts had credibility among the decision-makers, as they were trusted within the University. These experts included executives, and academics who had lived, worked, or conducted research in China or South East Asia. Initially, Ghent University drew on internal expertise to provide insights into the process. Since there was no precedent for Ghent University opening an international branch campus, experts from within the university community participated in the process. The executive team expressed that they had a good deal of experience collaborating internationally for both research and academic purposes, but they did not have experiences setting up a brick and mortar operations in the South Korean regulatory and cultural environment.

Ghent University decided to create a new curriculum for the branch campus, which added further complexities for establishing the campus. While Ghent University has established three international platforms for close collaborations and academic exchanges in Asia, India, and Africa, the Ghent University Global Campus was substantially different than these platforms because the campus was awarding Ghent University diplomas, and administering physical facilities. However, these international platforms had provided officials with international experiences that helped inform the decision-making process.

As a leading global research university, Ghent has a great deal of experience with student and faculty international mobility, and some program mobility. Executive 1 stated that he had many experiences in South Korea,

> I was quite active in international societies. Sorry, I have to say I was president of many international societies. The International Rhinologic Society, the nose and sinuses, the European Rhinologic Society, The European Academy of Allergy, because that was my main interest, in my specialty, the ear allergies. That's the reason why I've traveled a lot. I've traveled a lot to Asia. I was in Japan 27 times, and 10 times in Korea, before the question came from Korea to do something there.

Executive 1 stated that if he did not have previous experiences in South Korea, he would not have explored this offer.

In addition to having an executive team with vast international experience, the university also used the expertise of its academics to build the new curriculum for the academic programs at the campus, and to establish the requirements for the new building and laboratories. One of the goals for constructing the curriculum for the Ghent University Global Campus was not to directly copy the structure of the academic programs from Ghent to Songdo. Senior Leader 1 stated,

> We decided that we were not going to reproduce or copy a program that exists here [in Ghent] already because we wanted to transcend the division into schools and get a close collaboration between our biotechnologists

> who are part of the Faculty of Science and the biotechnologists who are part of our Faculty of Bioscience Engineering.

The faculties offering programs in Songdo had not collaborated across their academic programs. Building the curriculum for Songdo provided opportunities for these academics at the home campus to collaborate, which before the decision-making process had not occurred.

One of the most important challenges that the academics had to address was converting their three-year undergraduate program into a four-year program that the South Korean market desires. Academic 2 described how they approached developing the curriculum for South Korea,

> We could not just transpose our program to Korea. The standard there is to have a four-year bachelor and most of the students, after four years, go to industry. We have a different program here. We have a three-year bachelor. Most of the students go to the Master; only after the Master do they go to industry. We had to reorganize the program to make sure that they had an education that was suitable to go to work after those four years.

The curricular structure at the branch campus began to impact the home campus academic operations, because academics from Ghent needed to teach in four to six-week blocks in Songdo during their academic year. Internal experts were used to construct the curriculum, and explore how four to six-week teaching blocks would impact the three-year curriculum in Ghent, and the four-year curriculum in Songdo.

The programs offered at the Ghent University Global Campus share a common core curriculum of math and science for the first two years, which faculty permanently located in Songdo would be responsible for teaching. The second two years of the curriculum focus on the academic specialty of the program, Food Technology, Molecular Biotechnology, and Environmental Technology. To address the specialty of these academic programs, academics from Ghent would fly to Songdo to teach in four to six-week blocks; these academics are commonly referred to as the “flying faculty”.

Moreover, for these academic programs to be successful and to meet the quality standards at Ghent University, the requirements for the laboratories needed to be equivalent to or better than facilities in Ghent. To ensure that the new laboratories would meet their environmental and safety specifications, Ghent University relied upon its academics and architects to consult with the Incheon Global Campus officials who were constructing the new building for the Ghent University Global Campus. Safety within a laboratory environment is paramount, hence experts from Ghent University certified that the labs are safe, Senior Leader 2 explained,

> First of all, there's a team that will check the whole building as according to the plan. Then there's another team that will go through the laboratories and say, look those are the safety requirements. There needs to be a fire extinguisher here, there needs to be a fire blanket there. There needs to be a plan, which indicates the emergency exit there. We will do everything in those buildings according to Belgian standards. Belgian standards mean we are using European standards

Meeting European safety standards assured the academics that the building and laboratories were safe. And so Ghent University leveraged its internal experts throughout the decision-making process to ensure that the quality standards in Ghent were equivalent to the new programs in Songdo.

Outside Experts

The executive team and core team utilized outside experts in the decision-making process to help inform them of the South Korean higher education sector, regulatory environment, and cultural context. The outside experts also provided an outsider's objective advice on significant decisions. During the decision-making, KPMG Advisory provided the most important outside expertise through their feasibility study; it was an important document used by most participants in the study for various purposes. Another outsider who played an advisory role was a South Korean national who acted as a local coordinator, and prospective first campus president; this individual's role was to help recruit students through their connections with high school principals in South Korea.

Feasibility study.

A feasibility study for the establishing and maintaining a branch campus in Songdo was an important document commissioned by Ghent University where outside experts provided an objective outsider's justification for the Campus. This study provided the information that the Board, the executive team, and the senior leaders needed to determine the practicality of the branch campus. Ghent University had many questions about opening this branch campus, but they did not have the expertise and local knowledge to address. The University needed to understand the market conditions in

South Korea, which academic programs would meet the needs of the South Korean higher education sector, how many students they needed to make the campus financially feasible, what the student fees should be set at, how the campus should be formed from a legal perspective, and what research collaborations were possible.

Ghent University has individuals who are familiar with North East Asia, but they were not experts in understanding the needs of the South Korean higher education sector. Hence, the university used a portion of the start-up grant to commission a feasibility study. This feasibility study played an important role in the decision-making process because it helped provide the decision-makers with an understanding of the answers to their larger questions that they were not able to address with their internal experts. It also added an outsider's perspective to the decision-making process, which provided an additional layer of credibility to the process.

In 2012, a call for public tender was released by Ghent University to create a feasibility study. This tendering process followed European Union regulations for public tenders, and KPMG Advisory was awarded the bid. By bringing outside experts into the decision-making process, Ghent University was able to better inform their decision-making process through the confirmation of their plans by an outside expert. Unfortunately, the KPMG feasibility report was not as extensive as the Ghent leaders thought they needed, but it provided an understanding of key areas where they needed guidance, and having an outside expert confirm the findings of their business plan was beneficial.

Senior leaders who were members of the administrative directorates found the KPMG Advisory report helpful, especially regarding how to structure the legal entity representing the branch campus. The KPMG Advisory Feasibility Study laid out three options for creating a legal entity for the branch campus; this legal entity would act as a form of protection from financial and legal liabilities for Ghent University. Based on the options provided by KPMG Advisory, Ghent University chose to create non-profit organization based in Belgium, and with protections found in Belgium law. The KPMG Advisory Feasibility Study also helped the Board, executive team, and senior leaders understand the market conditions and higher education sector in South Korea. The feasibility study provided value for some of the administrative directorates; but it did not provide as much information as the executive team wanted. The executives and senior leaders were expecting more details about how to set up the campus, how to gain accreditation, deal with regulatory issues, remuneration for faculty and staff, how to recruit students and academics, but these topics were not covered with the level of detail they expected.

Prospective first campus president.

Another outside expert used in the decision-making process was a local coordinator and the prospective first campus president. Based on recommendations from South Korean academic leaders, Ghent University selected a South Korean national to become its local coordinator and prospective first campus president while it was setting up its operations. This individual was selected because they believed it was important to have a senior individual who they thought was well-connected, and who knew the South

Korean higher education sector. This individual was thought to have connections in high schools and with principals to recruit students, and recruiting students was one of the most important responsibilities for the coordinator. Ghent University officials also anticipated that this coordinator could more easily negotiate on their behalf with the South Korean government officials; Ghent University still needed to negotiate the final configuration and equipment needed for their new building prior to deciding to open the branch campus, and this individual would have been a central part of their negotiating team.

Prior to the opening of the Ghent University Global Campus, the executive team and senior leaders became concerned with local coordinator's ability to recruit students that met the standards of the university and to communicate campus activities back to Ghent, and his contract was not extended. Of particular concern was the profile of the students he recruited; they did not have the math and science background needed for the academic programs offered in Ghent. Academic 3 described this challenge with the first campus president as:

> We had hired a person from Korea to do that [possibly manage the campus], so we thought that, "Okay. That's a person who knows the situation there. We need to have somebody local to be sure that we can find the students and we can make contacts." Apparently, that person didn't have a good idea, or didn't want to have a good idea about what the background was that we needed for the students. He selected students from certain schools, international schools or students that had been

> abroad already, so their English was quite okay, but they didn't have a science background.

To maintain the academic standards of the programs offered at Ghent University, it was paramount that the students were prepared for the rigors of the university's curriculum and expectations.

Another challenge with the local coordinator was that the Ghent University officials thought the communication from Songdo back to Ghent was not occurring frequently enough with the level of detail they needed to understand what was happening in South Korea. Some of these communication issues could be attributed to cultural differences in communication. Academic 2 described the communications complexities as,

> It seems too difficult to translate the messages from here and just bring them to Korea and make sure they were being executed the way we wanted them.

The local coordinator was considered an outside expert who knew the South Korean higher education sector. However, communications with the coordinator became too difficult, and with a lack of understanding of the culture of Ghent University or how European universities operate, divergent perspectives for administering the campus arose between the coordinator the executives and senior leaders at Ghent University. A senior leader described the need for ending the relationship with the local coordinator as a way for Ghent University to receive more accurate information from the branch campus, and to focus on what was needed to officially open the campus for its first academic year.

Ultimately, contract negotiations between the local coordinator and Ghent University broke down over matters of accountability and evaluation. As a result, the individual involved was not offered the position of campus president. It became evident to the executive team and the senior leaders that they needed to have staff who understood the institutional culture and processes of Ghent University and could instill the university's culture into the branch campus. One of members of the administrative directorates who had been involved in establishing the campus from the start was asked to relocate to Songdo to run the day-to-day operations of the campus. Later in 2014, a senior professor from Ghent University was asked to become the campus president. Executive 5 described the importance of selecting this senior professor to run the campus as:

> Age in Korea is so important. That means they're looking for somebody senior. That's one thing. They're also looking for somebody who knows Ghent University very well, because previously, they had a [prospective] Korean president and that was a bit of disaster because also he didn't understand Ghent University and what we were doing here.

In this transition of leadership at the branch campus, Ghent University again used its internal resources and experts to lead the campus. It is worth noting that this branch campus presidential transition occurred under a newly elected rector and vice-rector at Ghent University. The new rector relied on internal experts to complete the decision-making process, and begin administering the campus to prepare for the opening of the first academic year.

To review, Ghent University leveraged expertise where it could throughout the decision-making process. At times this meant that the university brought in external experts such as KPMG Advisory or individuals with local knowledge like the local coordinator. However, the outside experts while useful in the process were not as critical to the decision-making process as the internal expertise the university leveraged. What emerges through the data is that Ghent University relied heavily upon its internal experts and processes to guide them through the decision-making process. The stakeholders justified the use of internal experts because these experts understood Ghent University's culture, processes, and procedures. These internal experts also carry with them the culture of Ghent University, which adds value to the branch campus so there is a cultural connection back to the home campus for the students.

Theme 1.3: Senior leaders navigated cultural sensitivities at both the home campus and in the host country

The executives and senior leaders worked across multiple cultural contexts throughout the decision-making process, which required cultural understandings of the home campus of Ghent University, within a Flemish and European context, the South Korean context, a multi-national context within the Incheon Global Campus, and across two distinct educational systems. The Ghent University officials had to navigate cultural issues across these contexts during each of the major milestones in the decision-making process. For some of the participants in this process, collaborating with higher education institutions in South Korea and working with South Korean government officials was a

new experience. Close contact with a new culture also challenged some participants' preconceived cultural perceptions.

Adjusting to New Educational Expectations and Cultures

Belgium and South Korea come from different cultural traditions, their views on education and the ways that they have constructed their secondary and post-secondary education systems are different, and the participants in the decision-making process were sensitive and respectful of the other's culture. There were cultural surprises and misinterpretations along the way, but the cultural issues were overcome as the Belgian participants gained more experience working with their South Korean counterparts. One of the early cultural considerations from and educational context was around the structure of the curriculum.

To earn an undergraduate diploma from Ghent University, students complete a three-year academic program, and if they desire to complete a master's degree, a fourth and in some cases a fifth year is required. In the South Korean higher education sector, students expect a four-year undergraduate program, similar to undergraduate programs in the United States and Canada. Senior Leader 1 described a meeting they hosted in Ghent early in the decision-making process with the member universities of the Incheon Global campus. This meeting included officials from SUNY Stony, the University of Utah, and George Mason University:

> We organized that [meeting] on purpose because it was three American universities. Of course they understood each other. They had the same system. They speak the same language. We were somewhat the odd man

> out as a European university with a completely different system. We don't have the concept of general education. Our students are tracked from the very beginning, if they're going to be bio scientists, they have to meet very strict scientific goals, so it's a completely different concept.

There was general agreement among the participants that South Korean parents and students have an expectation that an undergraduate curriculum is four years. Hence, it became important for Ghent University to organize its curriculum in a manner that aligned with cultural expectations of the South Korean higher education sector. Senior Leader 1 perceived the four-year bachelor degree as:

> The four-year bachelor was also a new thing for us, but we adapted ourselves in the sense that we realized that the four-year bachelor had its own special finality and was not just a degree that you took on the way to the masters as it is over here.

Academic 3 who helped develop the curriculum for the Ghent University Global Campus described how cultural expectations within the South Korean higher education sector affected the formation of the academic programs,

> We had to reorganize the program to make sure that they had an education that was suitable to go to work after those four years. To give examples, we have some courses about management, industrial projects, but that's all in the Master. But if you want those students to be prepared to go to industry, it's better to include those courses in the four-year bachelor.

Beyond reorganizing the curriculum for the South Korean higher education sector, the team from Ghent University needed to address other educational preconceptions, specifically pertaining to the academic preparation of students who were about to enroll in math- and science-heavy academic programs. The senior leaders were led to believe that recruiting students with the math and science backgrounds required to meet Ghent University standards would not be difficult, however, student recruitment proved to be one of the most challenging activities leading up to the opening of the campus.

The KPMG Advisory feasibility study dissected the South Korean higher education sector to help Ghent University determine the size of the addressable student population who would be interested in life sciences, the academic programs offered at the Ghent University Global Campus. The feasibility study suggested that South Korean students would have sufficient interest in the academic programs and that the Ghent Global Campus could maintain its enrollment targets. Senior Leader 1 described their perceptions of student recruitment during the decision-making process as:

> We had been led to believe that we would be flooded with applications, the idea being that this would be so attractive an opportunity for Korean students: rather than going abroad, staying in Korea, and yet, getting a foreign education. It seems like an unbeatable proposal. And so we had been told by the Korean authorities that recruiting students would be the least of our problems.

Recruiting students who were interested in the academic programs, and who could meet the math and science standards for the programs proved to be challenging.

In addition to recruiting students from South Korea, there were also expectations that they could recruit students from North East and South East Asia, China, Japan, and India. Senior Leader 1 described the perception of the level of effort for the student recruitment process as:

> People really believed that it [student recruitment] would be an effort, of course, but that it would go smoothly. I don't think that is the case. You see that it is really hard to do. Next to that, once we had the students, keeping them on board [student retention] was also hard to do.

Another unexpected challenge was recruiting Chinese students. The Chinese government did not yet recognize the branch campus as a higher education institution it would fund Chinese students to attend; Senior Leader 2 summarized the challenge:

> You cannot have Chinese students, because your degree is not accepted here [China]. You're not a Korean University. You're not a Belgium university.

Until the Chinese government approves the branch campus, Chinese students will not receive funding to attend the Ghent University Global Campus. During the decision-making process, recruiting Chinese students was considered part of its student recruitment strategy. Gaining acceptance by the Chinese Ministry of Education for the branch campus was being addressed after the decision-making process. To summarize, during the decision-making process, Ghent University officials were led to believe that student recruitment would not be overly challenging, and they would be able to recruit students who met their academic standards. In hindsight, student recruitment turned out

to be one of the more difficult elements leading up to the opening of the first academic year.

Cultural Awareness

As the senior leaders interacted with their South Korean counterparts, they became more aware of their cultural norms. During the decision-making process, there were many negotiations between Ghent University officials and South Korean government officials. There were times when language was a barrier in agreeing to terms and conditions for establishing the campus. English was the lingua franca, but translators were used; however, they did not always capture the essence of the message that the Ghent officials wanted to deliver. One senior leader found business culture and negotiating with the South Korean challenging at first, but with more experience working with their South Korean counterparts, officials from Ghent began to better understand South Korean cultural norms and expectations.

For example, a more light-hearted cultural misunderstanding occurred during the pre-opening ceremony, when the South Korean organizers misinterpreted a request to have students present at one of the sessions. Senior Leader 1 described the event:

> Well, there was an interesting incident of cultural misunderstanding because one of our contact persons at IFEZ wanted to make sure there was enough of audience for the networking event. And all of a sudden a class of twelve-year-olds shows up at the networking event for scientists. So, obviously he didn't get the purpose of the exercise. So, we gave those

> kids lunch and a tour of the campus and they went back to where they came from.

These were not the profile of students they expected at the event, but it is an example of how language and culture can play a role in cultural misunderstandings.

Due to cultural differences in how the negotiations were handled, one senior leader described how important it was to trust the individuals involved in the process. Senior Leader 1 described the process as:

> I mean, a lot of it was touch and go, and a lot of it was done on trust, because not until very, very late in the process did we have any signed documents. There was an MOU signed in the very beginning but that was so fuzzy and so general that didn't mean much. And then the start-up grant was signed, but then the final contract with regard to the subsidy and the conditions for the building, and so forth was signed in late 2013....no no no...spring 2014 I think. So, just a few months before we actually have gone on the ground. But that was not different with the other universities, that's apparently the way you do things in Korea, I mean...it's not until the later stages that things were written down on paper, and by then, of course, the process has become pretty much irreversible. So, you know, you do it on trust.

Trust overcame important cultural differences, as was the case with the final negotiations for the condition of the new building just months before the start of the academic year. Ghent University officials were not comfortable negotiating such an important issue so

late in the process. If the negotiations for the condition of the building did not result in an amicable decision, the project and start of the academic year would have been on hold. Ghent University officials learned throughout the process when they needed to meet with the South Korean officials in person for larger decision to move the process forward, as they did with negotiations for the building.

To summarize, even with extensive international experiences, the participants in the study experienced cultural differences that they had to navigate. The participants were adept at adapting their curriculum to meet the needs of the South Korean higher education sector by changing their undergraduate curriculum to a four-year program. While not overly apparent in the decision-making process, the university experienced challenges with student recruitment, and part of the challenges were cultural in that there were expectations that the South Korean students would have little difficulty meeting the math and science requirements for their academic programs. When working across cultures, the team from Ghent University appeared to be aware of the cultural differences, and they were patient through the decision-making process. However, it appears that waiting on major decisions from the South Korean government officials, some which were decided late in the process, did cause concern among the participants. Building a relationship of trust helped overcome cultural issues.

Research question 2: What factors (e.g., location of the branch campus, alignment with institutional mission, ownership structures, regulations, risks, etc.) were reported by senior leaders at a public higher education institution that emerged as important in the decision to open an international branch campus?

The second research question sought to understand what factors senior leaders considered important for deciding to open an international branch campus. Institutional resources, such as the time of the academics and administrators, were needed throughout the decision-making process. There was also the consideration of the investment of financial resources to gain a better understanding of the opportunity the branch campus offered. Identification of, and understanding which factors Ghent University considered may help other higher education institutions as they make this type of decision. The emergent themes for research question 2 were:

Table 6

Research Question 2 Themes

Theme 2.1: The financial offer for establishing the branch campus within a government-sponsored education hub was a significant consideration.
Theme 2.2: The location in North East Asia as a platform for student recruitment, and academic, research, and industrial collaborations emerged as an important consideration.
Theme 2.3: Senior leaders accounted for both academic and administrative factors.

Three themes emerged from the data that align with research question 2. Senior leaders had to come to understand the level of effort needed to successfully establish and maintain an international branch campus. The first theme, “The financial offer for establishing the branch campus within a government-sponsored education hub was a

significant consideration." and "The location in North East Asia as a platform for student recruitment, and academic, research, and industrial collaborations emerged as an important consideration" are closely linked due to the association that location has for both themes. The theme, "Senior leaders accounted for both academic and administrative factors" was an important consideration for the Board and leaders at Ghent University because it gave them a better appreciation for the amount of work the academics and xiadministrative directorates would need to complete for the branch campus to be resourced appropriately.

Theme 2.1: The financial offer for establishing the branch campus within a government-sponsored education hub was a significant consideration.

The Incheon Global Campus is a government-sponsored higher education hub located in Songdo, South Korea. It is a single location where foreign universities have established international branch campuses to serve the needs of the South Korean higher education sector. Currently located at this hub are: the State University of New York Stony Brook, the University of Utah, George Mason University, and Ghent University. Ghent University offers a unique experience for students in South Korea and North East Asia to study at a highly ranked and research focused European university that offers world-renowned life sciences programs. The Incheon Global Campus also offered Ghent University a unique opportunity to expand upon its internationalization efforts both in South Korea by attracting new students, establishing a hub in North East Asia, and uncovering new research collaborations; and in Ghent with new opportunities for students to experience internationalization at home. To determine whether Ghent

University should accept the offer from South Korean government, the Board, the executive team, senior leaders, and academics analyzed certain factors to help make their decision, these factors are discussed in this section.

The data that emerged to support this theme includes: the financial offer and a close partnership between the host government and the branch campus was a paramount consideration for the branch's longer-term success. The partnership with IFEZ enabled Ghent University to thoughtfully plan for the campus' long-term sustainability. Through this partnership, the theme of trust also emerged as the officials from Ghent were given verbal promises throughout the negotiations that came to fruition late in the decision-making process. Lastly, during the decision-making process executive team members, senior leaders, and academics recounted that they were well aware of how Ghent University's rankings and prestige played a role as a factor in the decision-making process.

The financial offer with a committed partner.

The financial offer was one of the most important factors in the decision-making process. Flemish law prohibits the use of public funds to build campuses outside of Belgium, hence, while the opportunity to establish a branch campus was interesting for the executive team and senior leaders, it would not have been possible to proceed with this project if it was not for the financial support of the South Korean government. The financial details of the offer will not be discussed in this study, but the executives and the senior leaders believed the offer had favorable terms that they needed to further explore. One senior leader described the combination of the financial offer and location as

significant considerations in the decision-making process. Senior Leader 1 explained the importance of building trust between Ghent University and the South Korean government officials in the determining the structure of the financial agreement:

> It was really a question of trust-building and we came to the conclusion that we had nothing to lose and everything to gain in this particular instance because it didn't require any capital investment on our part.

As the decision-making process progressed, and trust was established, Senior Leader 1 went on to described the South Korean government's offer,

> They came with a very convincing proposal in terms of the financial conditions and logistical conditions and the whole business plan seemed to make sense.

Both parties were vested in the success of the Ghent University Global Campus. Ghent University was provided the leeway to investigate if the branch campus would be feasible via a start-up grant provided by the South Korean government. The funding for the start-up grant was a critical factor in the decision-making process because it allowed Ghent University to commission outside experts from KPMG Advisory to conduct a feasibility study. This initial funding through the start-up grant provided Ghent University with insights to better understand the higher education sector in South Korea and the market conditions. This start-up grant also helped build trust in the partnership, as this began Ghent University's financial relationship with IFEZ.

The financial offer also gave Ghent University time to establish its operations in South Korea without having the financial pressure to break even early in the life of the branch campus. Senior Leader 1 reported:

> For the first few years we get subsidies from the Incheon Free Economic Zone and we get to use the building for free for a few years. Once we get launched the subsidies disappear and we have to be self-reliant and we'll have to start paying rent for the building. These were, let's say, financial conditions that give you a fighting chance to get this off the ground, but after a certain while you have to stand on your own feet.

The financial offer demonstrated to the executive team and senior leaders the type and level of partnership that the South Korean government was willing to make given its financial commitments to the Incheon Global Campus and its desire for the Ghent University Global Campus to be successful.

As good partners do, the executive team and senior leaders at Ghent University understood the limitations of their partners, Senior Leader 1 summed up their financial responsibility as,

> We know our position was one of flexibility. We did understand that and know that even though the Korean government was generous in its support there were limits to what they could do.

Between the start-up grant and subsidies, Ghent University had the latitude it needed to begin setting up its operations, recruit students, and establish itself in South Korea. In addition to the subsidies available, there were also interest free loans that Ghent

University could apply for with the South Korean government if it needed additional financing. The financial subsidies gave Ghent University the time it needed to launch its operations and lay the groundwork for making the campus sustainable once the subsidies were no longer available.

The new building.

The new building designated for Ghent University, was also an important factor in the decision-making process as the university would be able teach its academic programs and conduct research in state-of-the-art facilities. The facility was a part of the overall financial offer that demonstrated the South Korean government's investment in the success of the branch campus. The new building was a tangible part of the offer, and during the 2013 pre-opening, the attendees could watch it being built; it represented the future of the Ghent University Global Campus. Academic 2 described this opportunity for designing a new building as:

> Of course as with every building, there's always the financial aspect at play. Building a new research building and making sure that you can do top science in this kind of building is not very cheap. Yeah, just to get it clear, the building is not only for the research lab. It also has rooms for teaching and all the practical classes were there. There were quite a lot of different aspects to take into consideration. We discussed classrooms, equipment in the classrooms, practical rooms, how to design those and make them functional.

This academic goes on:

> Personally, I'm very satisfied with the plan as it was made. In fact, I would like to move up there [Songdo] as soon as the building is ready because I think the facilities there will be great. The building we're in here [Ghent] is an old building. Now and then, we get opportunities to bring in new equipment but the brick walls stay the same. There we could organize it from scratch and you could really ... All the things which we know go wrong here, we could try and make sure that they wouldn't happen in Korea.

With this new building, the University will have modern classrooms, laboratories, practical spaces, and a greenhouse. The ten-story building is spacious, and can support the current and future research needs of Ghent University, as well as its possible collaborations with local universities and industry.

While the overall financial agreement and the building were important factors in the decision-making process, Ghent University officials had to negotiate through further challenges. Ghent University had expectations that the building would be outfitted with equipment for the classrooms, practical spaces, and laboratories, but the Incheon Global Campus officials initially intended to provide just the building to Ghent University. Close to the opening of the Ghent University Global Campus's first academic year, the senior leaders took an unexpected trip to Songdo to negotiate the delivery of the building to secure assurances that it would be furnished and equipped to the University's standards. Senior Leader 1 described this meeting as successful:

> We got the guarantee that we would get the building completely furnished, not only for education purpose, but also for research purposes.

The new building with the modern classrooms, practical spaces, laboratories, and greenhouse was an important factor in the decision-making process. Ghent University officials had negotiated the condition of the building, and these facilities would enable it to begin reaching out to universities and companies in South Korea to possibly collaborate on life sciences research.

Research collaborations.

Ghent University identifies itself and is known as a research focused higher education institution. The ability to conduct research in South Korea was a significant factor for the Board, executive team, senior leaders, and academics. In the Flemish higher education system, research output by universities is rewarded with additional funding; research output includes recognition of research in journals and the number of doctoral students who complete their degree. One of the factors that emerged within the decision-making process was the ability for Ghent University to conduct research in North East Asia. Senior Leader 1 recounted, early in the decision-making process there was a strong focus by University leadership on research at the branch campus:

> We made very clear from the very beginning that a university like this, university programs like that would not be viable unless there was also strong research component. That was basically from the very beginning our objective and it's also visible in the negotiations over the building. We

made very clear that we wanted a building that was a teaching and a research building. That's basically what we got.

The research opportunities were considered an important factor in the decision-making process.

Along with the research opportunities at the Incheon Global Campus, another factor considered was industrial research collaborations. The South Korean government is attempting to build linkages between industrial companies and researchers in the life sciences and bioengineering in Songdo. Senior Leader 2 stated:

IFEZ is or has the ambition to have a biotech valley here. During the decision making process, we believed that. We still do ... it's still the case.

One of the academics who participated in the process described the campus' location to potential industrial research collaborators such as Samsung as another consideration in the decision-making process; there was the possibility that this type of research could lead towards additional funding for the university.

In summary, the financial offer from IFEZ at the Incheon Global Campus was an important consideration in the decision-making process. This case demonstrated that government-sponsored education hubs such as the Incheon Global Campus, provided Ghent University not only with the financial resources it needed to determine if it was feasible to establish the campus, but it also provided the university with time to research the potential in South Korea to make the best possible decision. A second significant factor that emerged was that the South Korean government provided the financial resources to help make the campus sustainable over the long-term, and it allowed Ghent

University to plan for how it wanted to implement its academic programs. With support from the South Korean government, Ghent University took almost no financial risks, and with the legal and financial firewall established via the non-profit organization representing the branch campus, the university was protected from any financial or legal liabilities. Ghent University believed during the decision-making process, that it would be able to extend its research capabilities via the new facilities and possible collaborations in North East Asia.

Theme 2.2: The location in North East Asia as a platform for student recruitment, and academic, research, and industrial collaborations emerged as an important consideration.

Ghent University has established international platforms for Africa, India, and China, where it has created deep exchange partnerships with local universities, cultural institutions, and members of society in these regions. The branch campus in Songdo does not have the same level of local integration as these platforms because the campus represents the university's first foray into South Korea. The branch campus is viewed as an important location for its activities in North East Asia because it had a physical presence to conduct research and confer Ghent University degrees. Hence, the location in North East Asia was a significant consideration during the decision-making process.

Major education hubs are spread across the globe in Qatar, the United Arab Emirates, Malaysia, and Singapore. The Incheon Global Campus is a relatively new education hub with support from national and local governments. The South Korean officials have aspirations for the Incheon Global Campus to host branch campuses from

top ranked global higher education institutions. It also has aspirations to be a Silicon Valley-like hub for biotechnology where partnerships between industries, universities, and researchers create a location for innovation and economic development. Bringing highly ranked life sciences programs to Songdo was appealing for South Korean government officials and for Ghent University.

In considering the offer to establish the Ghent University Global Campus, location was a significant factor in the Board, executive team, and senior leaders' decision-making process. Senior Leader 2 summarized it as:

> I think the actual offer, the financial offer and the location. Korea as a whole, the geographical position of Korea within Asia.

Songdo is located near a major international airport, and with short flights to China, Japan, and South East Asia, some participants in the process believed the location would benefit Ghent University:

> Our idea was also that, our opinion, it should not be focused on Korea. Only because Korea is also very near to China and to other South East Asian countries. We do have a lot of collaborations for teaching and research already in South East Asia. As to China, we also have a China platform at Ghent University. The idea was that if we [have] a campus there in that region, we might also use it to attract students from the surrounding countries and to give them an education in South Korea. (Academic 3)

However, analysis of the location in the KPMG Advisory report and early visits to Songdo in 2010 gave some participants a reason to question the location. The KPMG Advisory report determined that most students wanted to study in Seoul, and that they were not interested in living in Songdo, which at this time was in the process of being built up as a small city. However, with subsequent visits, the participants who had visited Songdo multiple times were impressed with its rapid development. Senior Leader 1 described Songdo as:

> By the time we started up last year, Songdo had become a much more attractive place, because each time we went back we saw that the city was gaining attractions and more people were living there and it became a more sociable place, restaurants and pubs and shops and so forth and so on, very international. The climate fund of the United Nations was going to take residence there. You could see that the whole adventure, because it is an adventure to build a city out of nothing and then to hope it will fill up. You could see that months by months it was becoming more and more successful and actually during the weekends especially on Sundays the city is overrun by people from Seoul. They come there because of the parks.

Concerns about the location dissipated as the city, its services, and infrastructure grew. The senior leaders were less concerned with the location of the branch campus in Songdo as the city's services and infrastructure developed. Songdo is touted as the city of the

future, and as the senior leaders saw more people visit the city for its parks, and tourist attractions, they became less worried about the location of the branch in Songdo.

Government, economic and market conditions.

Additional factors were considered significant in the decision-making process related to the location of the branch campus. It was important that the host government shared similar democratic values as Ghent University academics, staff, and students experience in Belgium and Europe. Multiple participants in this study have cited the governmental risks are low in South Korea due to its political system, and this was an important consideration in the decision-making process. Senior Leader 2 stated,

> It's in a country, which is a democracy, which I think for a university is still a very big plus.

The South Korean government approached Ghent University to establish this branch campus. At the time, the university was not actively seeking to set up brick and mortar academic and research operations in another country. Ghent University officials said that they would not have spent the energy to explore an offer from an autocratic or repressive government. While Ghent University had platforms for academic and cultural exchanges in China, they viewed the establishment of a branch campus differently. To set up brick and mortar operations in a host country, they wanted the host country to share similar democratic values with Belgium.

Market conditions within South Korea were also a consideration for the senior leaders, due to what they perceived as a fast-growing and dynamic economy with a government that invested in research. The findings from the KPMG Advisory report

discussed declining demographics in South Korea, consolidation in the South Korean higher education sector, and weak ties between South Korean universities and industry, supported by a perception that students coming out of university were having difficulties finding jobs in their fields in South Korean companies. The KPMG Advisory study also found that there was a space for the Ghent University Global Campus' highly ranked academic programs within the higher education sector since the campus aligned with the South Korean government's goals to reverse the brain drain effect, to construct a biotechnology hub in Songdo. Senior Leader 1 described the intersection of location, market conditions, and academic programs offered:

> It was not just that this is what we were strong in [life sciences], but also there was certainly interest in the Korean market. And when we looked at the policy plans of the Korean government we saw that there was a strong emphasis on biotechnology and environment technology. So we did see that there was a demand there.

With regards to its location, the Board, executive team, senior leaders, and academics considered the location of the branch campus and the market conditions favorably within South Korea:

> We looked at Songdo. We saw that there were several biotech firms there. We looked at the Korean government policy on R&D, we saw that biotechnology and environmental technology and food technology, that those were all part of the program. We were, of course, also attracted by the fact that literally a half a mile from the campus Samsung biologics has

> a big biotech factory there. It's basically literally across the street. From the campus you can see the biotech plants, which we visited a couple of times, and we have talked to those people. (Senior Leader 1)

In these ways, there appeared to be an opportunity for Ghent University to offer unique and highly ranked life sciences programs.

Selection criteria for locating the branch campus was critical within this decision making process because factors such as government and regulatory structure, market conditions, economic conditions, and student recruitment affect the long-term success or failure of the campus. Ghent University wanted to ensure that it was establishing a campus where there would be demand for their academic programs. Additionally, sharing similar democratic values ensured that academics, students, and staff would not have to worry that academic freedom would be impugned upon when conducting research or teaching their classes. The stakeholder viewed the South Korean economy as dynamic and growing, and the investment into research by the South Korean government impressed them. The location was also thought to provide a platform for launching into other countries in North East and South East Asia.

Theme 2.3: Senior leaders accounted for both academic and administrative factors.

The curriculum for the South Korean higher education sector and receiving Flemish and South Korean accreditation were academic factors considered by the senior leaders. Additionally, the structure of the nonprofit organization and information technology systems were some of the administrative factors considered during the decision-making process.

Academic considerations.

For the Board, executive team, senior leaders, and academics, the academic programs that were offered in Songdo were critical factors in the decision-making process. Life sciences programs are highly ranked and globally recognized academic programs for Ghent University. With the South Korean government looking to build up a hub of top-ranked foreign universities to slow the brain drain, and to build a biotechnology hub in Songdo, the South Korean government officials and Ghent University officials were in agreement that these were compelling programs to offer at the branch campus. Senior Leader 1 recounted:

> We have very large research groups dealing with bio-technology, especially plant biotechnology, not only plant biotechnology, important spin offs, which [are] closely tied in with the university, so that's surely our strong suit.

While the subjects of the academic programs offered in Songdo were a critical factor in the decision-making process, so was the type of academic program offered. Ghent University was initially interested in offering masters and doctoral level programs in

Songdo, but the South Korean government officials wanted undergraduate programs. One of the executives advocated for masters programs because of the tie to research and funding. Ultimately, Ghent University focused its efforts on offering undergraduate programs.

Knowing that they would offer undergraduate programs, the academics had to localize the programs to meet the needs of the South Korean higher education sector. The first step was to use the advice given in the KPMG Advisory study to offer four-year programs rather than three-year programs, but this meant that the academics had to construct a program of study that was four-years long, taught in English, and could meet the requirements of both Flemish and South Korean accreditors. Ghent University teaches some of its masters programs in English as it helps to attract international students; hence, teaching undergraduate programs in English was not an issue.

The Faculty of Bioscience Engineering in Ghent was in discussions to restructure their curriculum from individual courses into concentrated four to six-week blocks rather than fourteen-week terms. The restructuring of this faculty's curriculum was considered late in the decision-making process as they were seeking to accredit the programs for the branch campus. This restructuring would allow Ghent University academics to fly over to Songdo and teach the specialty courses in four to six-week blocks; this structure would lessen any interruptions to the courses they teach in Ghent.

Ensuring that the programs were accredited in both Belgium and South Korea was another factor in the decision-making process. Ghent University was steadfast that the academic quality of its programs at the branch campus have comparable academic

standards to the home campus; the Ghent University Global Campus students would earn a Ghent University diploma, so there could not be a significant difference in the quality of the academic programs. The official accreditation from both the Flemish and South Korean accreditors came late in the decision-making process. Executive 3 described the approach Ghent University took to maintaining academic quality at the branch campus:

> We have the accreditation of the Flemish government, and this accreditation comes with some responsibilities. We translate and transfer, input our quality system for education at the Songdo campus.

Without securing accreditation from both governments, it would not have been possible to open the branch campus. To sum up, the senior leaders were mindful of academic factors to acculturate their academic programs to the expectations of South Korean higher education sector, which also expedited discussions at the home campus about changing the structure of the curriculum. Lastly, the senior leaders focused on accrediting their academic programs in two countries' regulatory, governance, and cultural environments.

Administrative considerations.

While academic matters were extremely important in the decision-making process, the decision-makers also spent time investigating administrative concerns. One of the most important considerations was the legal structure of the Ghent University Global Campus and where the legal entity would be formed. The KPMG Advisory study was helpful in laying out options for what the legal entity should be and its purpose. Ultimately, Ghent University chose to form a Belgium non-profit organization as the legal entity for the Ghent University Global Campus. This non-profit organization would

function as a legal and financial firewall for Ghent University. If any legal actions were taken against the branch campus, the non-profit organization would protect the university from any liabilities. Executive 3 described the need for the non-profit as,

> There has to be a firewall between this Songdo Campus and between Ghent University… The firewall has to be there. The Flemish government wanted this, and I also wanted that.

The non-profit organization also acts as the financial entity which,

> Hires the professors and that manages the money you get from the South Korean government and that manages the money that we get from the students. (Executive 3)

Forming this non-profit was a significant consideration for the Board, executive team, and senior leaders as the non-profit organization representing the branch campus would protect the university from financial and legal liabilities.

Later in the decision-making process, closer to when the branch campus appeared to be a reality for Ghent University, administrative decisions were contemplated to manage information technology (IT) systems and enrollment management systems. While choices pertaining to the IT and enrollment management systems were likely not going to interfere with the overall decision-making process by the Board and the executive team, plans for implementing these systems were important so that once the decision was made to establish the campus, the work could begin by the Chief Information Officer's (CIO) team. Since the CIO had visited the branch campus prior to the opening of the academic year and met with the officials from the Incheon Global

Campus, he had an understanding of what was needed to support the campus' IT needs. He sent a staff member over to support the campus during its pre-opening stages to implement the university's IT systems. As the CIO had knowledge of the branch campus, the staff at the branch campus found his support beneficial.

To summarize, the Ghent University Global Campus was truly a campus-wide initiative that demanded support from the academic and administrative functions of the university. The Board, executive team, senior leaders and their staff, and academics worked in concert to ensure that the campus would be successful and represent the quality standards of Ghent University. The academic leaders ensured that the academic program offered were innovative and met the needs of the South Korean higher education sector, and the administrative leaders put into place structures to support the operations of the University.

Research question 3: How do senior leaders assess the risks and rewards when pursuing an international branch campus?

International branch campuses are considered one of the riskiest form of internationalization because they are high profile projects that require a large investment of institutional resources (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007), and for Ghent University, it was imperative that they weigh the risks and rewards for establishing the Ghent University Global University. Investing institutional resources in an international branch campus has opportunity costs for a university, as alternative projects may not receive the precious resources of the university, such as executive level time. While financial resources are important for an

organization, so is the time of its staff. Assessing the risks and rewards of the Ghent University Global Campus required consideration by the Board, executive team, senior administrators, and academics to understand the risks and determine if the benefits were worth pursuing. The emerging themes that align with research question 3 are:

Table 7

Research Question 3 Themes

Theme 3.1: The feasibility study and business plan accentuated the risks and rewards.
Theme 3.2: Ghent University's expertise in internationalization aided its leaders as they critically assessed the risks and rewards.
Theme 3.3: The risks and rewards were assessed through a lens of financial costs and research opportunities.

The theme of "The feasibility study and business plan accentuated the risks and rewards" is significant, because these were primary documents used by the Board, executive team, and senior leaders to make sense of the risks and rewards, and to justify the opening of the Ghent University Global Campus. The theme of "Ghent University's expertise in internationalization aided its leaders as they critically assessed the risks and rewards" is significant because they had deeper insights into the risks and rewards due to their previous international experiences. Lastly, with Ghent University's focus on research, the theme of, "The risks and rewards were assessed through a lens of financial costs and research opportunities" is significant because many of the decisions made in the process were designed to minimize any financial risks, and viewed through a lens of how the branch campus could enable further research opportunities.

Theme 3.1: The feasibility study and business plan accentuated the risks and rewards.

Again, the Board, executive team, senior leaders, and academics reported that the KPMG Advisory study was one of the main resources they used to understand the risks and rewards for establishing the Ghent University Global Campus. With the depth of international activities at Ghent University, the decision-makers also relied on their internal experts to assess the risks and rewards, and to provide an outsider's perspective on the feasibility of the campus.

The risks that emerged through the due diligence process were related to the maintaining the long-term sustainability of the campus and its finances, time of the individuals involved in the decision-making process, and recruiting students and academics. Potential financial risks were assessed in the strategic business plan and feasibility study through financial models and projections, Senior Leader 1 recalled:

> Well, from the earliest stages onwards we made calculations. We had all sorts of simulations about, you know, how many people do you need in terms of staff and in terms of faculty, to run the program. Would that be covered by a combination of subsidies and tuition fees? And so, from the word go and onwards, we had made this calculation. Many of these calculations had been shown to our Board.

Understanding and ensuring that the financial risks would not impact Ghent University was an important consideration. The funding for the start-up grant and the first four-years of operations were provided by the South Korean government and the university

would have use of the new building rent free for five-years. The university assessed its risks and rewards through the development of a strategic business plan by Ghent University officials. Additionally, KPMG Advisory won a public tender to conduct a feasibility study to determine that the project was financially feasible. Senior Leader 1 said:

> We weren't running any financial risks, as the money was coming from the Korean government. I think that was very important. If we had had to invest our own money, well, first of all, Flemish law prevents you from doing this. We were not allowed to use any of our own money because basically it's tax payers' money...to undertake foreign ventures. So, we couldn't have done it legally, and also I think that there wouldn't have been any support in the University community.

Most importantly, Ghent University did not envision the Ghent University Global Campus as a positive revenue-generating source for the university; hence, the financial analysis needed to only prove a breakeven point after the four years of operations. The executive team and senior leaders believed that the financial terms offered to the university would enable it first to establish the Ghent University Global Campus and propel it on a path to sustainability.

Additionally, the participants evaluated the financial risks through the lens of the non-profit organization. They believed that the protection afforded by the non-profit organization provided the university with a legal and financial firewall against financial

risks. Senior Leader 1 recounted the risks, and said establishing the non-profit was a high priority to lessen the financial risks:

> I think the major concerns or the major risks were; one, that we would suffer reputational loss if this whole thing failed, because of course the eyes of the world were upon us. That's to say the eyes of Belgium were upon us and all universities, of course, were looking at us to see if we would succeed. Secondly, we were concerned about constructing a firewall financially between the branch campus and the main campus.

The brand and reputation risks will be discussed in the next theme focused on internationalization.

One of the primary risks pertaining to the development of the strategic business plan and issuing the tender for the feasibility study was the use of staff time to assess the risks and rewards. Time utilization may not have been an initial consideration for the participants in the decision-making process, but in retrospect, many of the participants described time as a risk, which may also equate to opportunity costs. A small team focused on assessing the risks and rewards for establishing the campus, but staff time is limited, and efforts were made to ensure that the Ghent University Global Campus was the right decision for the university. Senior Leader 1 recounted:

> At one point I spent maybe 30% of my time on this particular project. I have many other tasks, but for a while I spent this proportion of my time on this and [another staff member] was full time and was very dedicated and was very enterprising.

As the process evolved, additional internal experts from Ghent University were brought into the process to accomplish specific milestones such as determining how and where the legal entity for the nonprofit would be established, which required their time and focus. This meant that while financial risks were thought to be modest, the risk of staff time was considered more significant. Academic 3 reinforced the concerns around time utilization,

> From the budget point of view, there is not a big risk. Of course, there's the risk that all of the energy and time that our people put in it will not be of use. If the campus is not successful, then you could say it has been a waste of time.

Beyond concerns about time utilization, another assessment point for the decision-makers was the ability to recruit students.

International student recruitment was a new concept for Ghent University as it has 41,000 students in Ghent; it does not actively recruit international students and this was a challenge it faced. Recruiting students in a new country and cultural context proved difficult. Ghent University used local experts to recruit students and has a team at the branch campus that focuses on recruiting, but recruitment has proven more complex than they originally conceived during the decision-making process. About 50 students matriculated into the inaugural academic year in September 2014.

The goal was to reach a break-even point based on the financial projections. Various financial models were presented in the strategic business plan and feasibility study to determine the right levels for student fees, and determining the right level for

student fees based upon enrollments. Senior Leader 1 confirmed the process used to assess the feasibility of the campus:

> Of course we had a business plan in which we had figured out how much money we needed to run the operation and how many students we needed by the time subsidies run out and so forth and so on.

In these ways, the feasibility study and the strategic business plans highlighted the risks and rewards for the senior leaders to present to the Board and executive team.

To summarize, the KPMG Advisory feasibility study and the strategic business plan provided an assessment mechanism for the decision-makers to weigh both the risks and rewards. These were primary documents that the university stakeholders referred to throughout the decision-making process. These documents held a certain importance in the process, since all stakeholders could refer to a source of background information and analysis. It allowed the decision-makers to understand break-even points given varying student fees and enrollments, and they provided an overview of the higher education sector and market analysis in South Korea. The decision-making process began in 2009 and the campus opened its academic year in 2014 and it is notable that one risk that was not necessarily accounted for during the due diligence process was the time it would take to create these studies, and the time it would take to complete the decision-making process.

Theme 3.2: Ghent University's expertise in internationalization aided its leaders as they critically assessed the risks and rewards.

The Ghent University Global Campus is an extension of Ghent University's mission to focus on internationalization. With its deep expertise and understanding of internationalization, Ghent University was able to assess the risks and rewards of establishing this branch campus. With a comprehension of the risks, opening a campus in Songdo may have be an opportunity that the University did not want to forgo. One of the executives described the university as one that experiments with new education models and programs, and is internationally recognized for its international programs. This branch campus offered Ghent University opportunities to extend its brand into a new region of the world, and other forms of internationalization including undergraduate student exchange that may have been difficult to achieve with a non-English curriculum. In Flanders, undergraduate curricula must be taught in Flemish; attracting undergraduate students to study abroad at Ghent University is challenging with the language requirement. Opening an international branch campus widens its academic options to students who want to attend Ghent University, but who may not want to learn Dutch.

Brand extension.

One of the rewards that many participants referenced was the extension of Ghent University's brand. Having a hub in North East Asia provided the university with the possibility of extending its brand to South Korea, Japan, China, and South East Asia. Ghent University would be present with a brick and mortar campus in a region of the

world that is experiencing moderate to fast economic growth, and investing in research. Executive 1 stated that a benefit considered in the decision-making process was:

> That we would have a hub there in South Korea, very well situated, good economy.

Executive 5 also described the extension of the university's brand as a reward that was assessed during the decision-making process, he saying, "I think a major reward will be publicity. Publicity in Belgium." With a small number of Flemish universities, the branch campus was seen as a way to differentiate Ghent University from other universities in Belgium. While extending the brand into North East Asia was generally viewed as an important consideration in the decision-making process, brand extension was also viewed as a risk. Senior Leader 2 summed up many of the participants' thoughts on the how the university assessed the risks and rewards as:

> The literature on branch campus identifies as the major risk, the reputational damage. But for our university, I don't believe that. I can imagine for universities which have a more global brand than we, that this could be the case.

While nationally within Belgium and more broadly within Europe, there were brand risks and rewards to consider; at the global level the branch campus was assessed as an overall reward for the university. Additionally, the rewards could extend to new internationalization opportunities.

Internationalization opportunities.

The Flemish government has restrictions for universities to offer undergraduate programs in English. The undergraduate programs offered at the Ghent University Global Campus are taught in English and were granted special authorization to be taught in English. With 41,000 students, Ghent University was not planning to use its branch campus as an enrollment management tool, but the branch campus aligns with its mission to provide a broad international perspective for its community. Academic 3 said:

> As a university, we would like to be more international, to have more international students, to have more exchange. It's only possible for the courses that are in English because there are not that many people in the world that speak Flemish, which is the same language as Dutch. Although a lot of the professors would like to be more international, it's not easy.

By offering undergraduate programs in English, it broadens their internationalization strategy, which was viewed as a benefit for the university. Academic 3 believes that attracting international students into the classroom has benefits for students and the University,

> Having an international student group, I find is a big enrichment for the class because you do get a mix of different cultures. You do get different opinions and insights, backgrounds, that all mix up. For many courses, there is a large enrichment.

One of the requirements from the Incheon Global Campus is that the students in Songdo study at the home campus for a semester or academic year. Hence, the students from the

home campus would benefit from having additional international experiences, internationalization at home, when the students from the Ghent University Global Campus attend classes in Ghent. Senior Leader 2 described benefits for students in Ghent to study in South Korea:

> We could have a whole class of Belgian students here in Korea. It would be a very international experience for them, because they are in Korea, but next to that, they would still be in our class, so we would not regard it as pure internationalization because that really involves that you are in a different class environment as well. Having the opportunity for your Belgian students to do the same kind of study in Korea ... I mean, I as a bachelor student, I would like that. Coming here for only three months. Following the classes, I'd go back to Belgium and nothing has happened with my curriculum. I would like that.

The branch campus affords the university new internationalization opportunities of which the academics and staff are only just beginning to understand potential benefits.

In summary, the Ghent University Global Campus was viewed as a way to expand upon the university's focus on internationalization. Offering the University community more global opportunities was considered a benefit for opening the branch campus. This campus would also bring international opportunities back to students in Ghent to experience other cultures when the branch campus study abroad for a semester, and it would potentially afford them opportunities to study or conduct research in Songdo.

Theme 3.3: The risks and rewards were assessed through a lens of financial costs and research opportunities.

As discussed earlier, the financial offer was considered an important reward for Ghent University opening the Ghent University Global Campus, and it presented minimal risk due to the offer from IFEZ. Additionally, research opportunities for academics and postdoctoral students, along with research collaborations were considered reward.

Possible financial risks.

The structure of the financial offer from IFEZ was assessed early in the decision-making process to ensure that the university would minimize any financial risks. With the legal and financial firewall established via the Belgium non-profit organization representing the campus, the executive team and senior leaders believed there was little financial risk for the university. Flemish law prohibits the use of public funds for overseas activities such as creating an international branch campus. The senior leaders believed that the financial subsidies provided by the South Korean government mitigated any potential financial risk. The financial rewards from South Korea, such as student fees, would stay within South Korea as revenue to attain a break even point. Research was also considered a reward for opening the campus.

Research opportunities.

Ghent University's reputation and identity is that of a top ranked European research university. In the Flemish higher education sector, universities are awarded a portion of their funding based on their research output and the number of PhD students they graduate. One of the attractions of South Korea for Ghent University executives

was the country's dynamic research environment. South Korea invests heavily in research and development activities, and the executives believed there may more opportunities to access research funding than in Europe where research funding is steady and there is more competition for the funds. They also believed that creating research collaborations with other universities and industries in South Korea would create a knock- on effect of attracting researchers from Ghent to the new facilities in Songdo.

Another reward that many of the participants discussed was new opportunities for PhD and postdoctoral students to teach and conduct research in Songdo while remaining part of the Ghent University community. With Ghent University being a city campus, there are few opportunities to expand their facilities and build new laboratories. The IFEZ offer included a ten-story building with about 22,000 square meters of space. This new building provides PhD and postdoctoral students with ample space and opportunity to conduct their research in modern laboratories. Additionally, the financial offer created the possibility for new employment opportunities for postdoctoral students.

For postdoctoral students, the opportunities to start their careers in Songdo was considered enticing since opportunities for employment may be more limited in Ghent, and this was an important reward considered during the decision-making process. Senior Leader 2 cited having laboratory space and funding in Songdo, which was not as easily available in Ghent, as a big opportunity for young researchers..

Academic 1 also described the rewards that were assessed during the decision-making process:

> That's why we really want it, also from the beginning that it's a mixture with research and that's okay, that we can have additional PhDs. Also for some of the young staff it's an opportunity for some of the post-docs, to have a position which maybe at Ghent University was not possible.

Executive 3 discussed the career opportunities for postdoctoral students to become a professor earlier in their career at the branch campus rather than if they live in Ghent,

> Of course, the young post-docs, they get the chance to be a professor there. They are very eager, and they are very interested. Of course, they are enthusiastic, and that's important, but they are enthusiastic, because it's a possibility for their personal careers.

In Ghent, these young professors would not have the same opportunities due to the small number of faculty or researcher positions, limited physical space in laboratories, and the competition for research funding.

The Ghent University Global Campus also provided opportunities for Ghent University to retain its younger academics in a way that was becoming more difficult due to the competition for teaching and research positions in Ghent. Holding onto these young academics means that there was potential for Ghent University to receive additional funding from the Flemish government for the research that these postdoctoral students produced. Academic 2 described the challenges of their younger colleagues:

> Here at Ghent University in general, we have a large population of post-docs. We have a large population of PhD students and of post-docs. Now some of these students are very eager to continue in research but on the

other hand, the opportunities to get to professorship and have a permanent position at Ghent University are quite limited. We see that we lose a lot of really good people because they can't find a proper job.

Another critical risk assessed by senior leaders was to ensure that the financial impact of the Ghent University Global Campus did not affect the home. They could not use Flemish funding for the campus, and the project would not have been possible if it were not for the university's partnership with the South Korean government. Early in the decision-making process the financial risks from the offer were assessed. Once the financial risks were deemed minimal to non-impactful, it cleared the way for other decisions in the process. The financial risks was a significant hurdle to clear, but this was one hurdle that was easily assessed in the process given the governance structure of public universities in Flanders prohibits public funds for activities like opening an international branch campus, and the offer from the South Korean government was favorable.

For young academics and researchers, having an opportunity in Songdo may not be ideal because they may not want to live so far from their family and friends in Belgium, but the Ghent University Global Campus may provide them with opportunities to progress their career faster than if they stayed in Ghent. For the Board, executive team, senior leaders, and academics, the branch campus was assessed to be a significant benefit for the University, its research engine, and its students.

Research question 4: How do the senior leaders explain the rationale for opening an international branch campus?

Within some higher education institutions, international branch campuses have been controversial because some campus stakeholders perfer executives to invest scarce institutional resources into the home campus. There have also been high-profile examples of international branch campuses that have been unsuccessful. This research question focused on the reasons, justifications, and explanations the executives and senior leaders used for opening the Ghent University Global Campus. The emergent themes for research question 4 are:

Table 8

Research Question 4 Themes

Theme 4.1: Senior leaders explained their rationale for opening the Ghent University Global Campus through official governance mechanisms.
Theme 4.2: A strong partnership with IFEZ and its potential for long-term success provided senior leaders with a justification for investing institutional resources to open the branch campus.

Two themes emerged that align with this research question. First, the theme, "Senior leaders explained their rationale for opening the Ghent University Global Campus through official governance mechanisms" is significant because the senior leaders provided the university's Board with official documents and studies to justify their support of the branch campus. The senior leaders also needed to provide rationales for the branch campus to recruit academics that would construct the curriculum and teach in Songdo. The second theme, "A strong partnership with IFEZ and its potential for

long-term success provided senior leaders with a justification for investing institutional resources to open the branch campus" is significant because international branch campuses require an investment of institutional resources to launch and sustain the campus; partnering with a governmental organization like IFEZ who is vested in the long-term success may make the branch campus sustainable longer-term.

Theme 4.1: Senior leaders explained their rationale for opening the Ghent University Global Campus through official governance mechanisms.

The executive team and senior leaders had to manage communications with the Board, the University community, and Flemish government authorities to provide rationales for establishing and sustaining the branch campus. The approval mechanisms within Ghent University for making strategic or campus-wide decisions are via the Board that votes to approve or deny the initiative. The Board is the official body to make these large decisions. The Board has representative of each of the University's eleven faculties; it has student and administrative representatives, along with representatives from industry and society. Senior Leader 4 summed up what other participants affirmed about how every member of the university community has representation on the Board:

> In the Board of Governors, we have the representatives of the personnel, so academic personnel, administrative personnel, the researchers. We have the representatives of the students, so through their representatives, I guess that everything, everyone in the University community was able to give comments if there were any.

Senior Leader 1 described how they managed communications with the Board,

> They wanted to be very involved from the very beginning, to be informed, to be informed and involved. And we took care of that. We did involve them. We went back a couple of times to get their approval and I don't think they had the impression that they were being railroaded into anything. But you see, we had very strong support from the rector and the vice-rector and we had our steering committee, which were the scientists involved. They were behind the idea. So, we had basically all bases covered.

The university community and external stakeholders where represented formally through the Board meetings. Within each of the eleven the faculties, they have boards or senates to represent the needs of the academics, staff, and students. The senior leaders and academic leaders provided rationales for the Ghent University Global Campus to the boards of the Faculty of Sciences and Faculty of Bioscience Engineering. One of the executives also commented how after the decision was made to pursue the branch campus, they are still educating the university community about the benefits of the Ghent University Global Campus. Official documents such as the strategic business plan and the feasibility study were primary documents used to educate the university community on the benefits for opening the branch campus.

Official documents.

Official documents were very important vehicles to share the rationale for establishing the international branch campus with the University community. The KPMG Advisory feasibility study and the strategic business plans were two critical

documents used to convince the Board that the branch campus was in the best interests of the university's internationalization and research plans. Executive 4 explained the importance of these documents as:

> The business plan that was drawn up by an external office convinced us, and convinced the Board of Directors, of Governors of the university, that it would be feasible to step into that project.

Ghent University officials produced documents that were also valuable during their negotiations with the South Korean government officials, and further explained their rationale for participating in the Incheon Global Campus,

> We were able, I think, to convince the South Koreans that we were serious about it, this was not something that we were doing on the side, but that this was truly something that the university as a whole was very seriously committed to. (Senior Leader 1)

The KPMG Advisory study also provided rationales for why the university needed to form a non-profit, how and where it should be structured, and its purpose as a legal and financial firewall for the University. An executive and senior leaders stated that they found the conclusions of feasibility report to be weak, they believed that the conclusions in the study were already known by Ghent University officials, and the study used a questionable methodology. The structure for the nonprofit was one of the more beneficial outcomes of the feasibility study. These primary documents also analyzed the potential interest by South Korean students in the academic programs offered and possible research collaborations.

Research and teaching focused campus.

Ghent University's mission emphasizes its commitment to be a research university. The executive team and senior leaders ensured that research in the life sciences was a focus of the branch campus. Creating new undergraduate programs in English was important, but the campus' focus on research provided a further level of justification that aligned with the core of Ghent University's mission. One of the executives recalled discussions about the research opportunities in South Korea as a rationale for opening the campus,

> The idea was from the start to launch research programs over there and to give the educational programs a firm research basis. (Executive 4)

Executive 4 elaborated that,

> A lot of PhD's are being written, so there is an excess of well-trained and very skilled researchers in the biotech area. So we talked about how this could be a way out perhaps for them too. Korea is itself a country that is strong in biotech, perhaps some exchanges will be possible in those domains.

Additionally, Academic 3 said that the rationale for conducting research at the branch campus was to create new research collaborations with South Korean companies:

> We know that in Korea, there are a lot of companies that work on biotechnology. It's interesting for our researchers here to get into contact with researchers in Korea and companies that are interested in applications of that research.

Research opportunities at the branch campus and possible industrial collaborations emerged as an important rationale for pursuing the offer from IFEZ.

Along with research opportunities for the university, one of the other significant justifications for opening the branch campus was to provide postdoctoral and PhD students with opportunities to gain employment within Ghent University. Academic 2 recounted the challenges of postdoctoral students at Ghent University and the lack of career opportunities:

> They have to move and they have to look for other opportunities. This often means moving to another university or moving to industry. In that sense, I think this new branch campus opens some opportunities.

During the decision-making process, career opportunities for researchers at the branch campus were considered a significant justification for pursuing the campus.

Significant events.

The executive team and senior leaders understood that there were times in the process when they needed to reinforce the reasons for opening the branch campus to the university community. This project began in 2009, and the official opening for the branch campus's first academic year was September 2014. With only a small group of individuals participating in the negotiations with IFEZ and involved in the decision-making process, the executive team determined that they needed an event to continue to build support from the university community for the branch campus. A contingency of key stakeholders traveled to Songdo to see the campus for themselves, to help them understand the rationale for opening the branch campus. About 40 to 60 individuals from

Ghent University attended a pre-opening event in 2013, including the executive team, Board members, academics, administrative staff, the mayor of Ghent, and the Bishop of Ghent; the Bishop was invited as a private guest of one of the executives.

The executive team and the senior leaders believed that this pre-opening event would help build momentum and excitement for the branch campus. In 2013, the university needed to begin recruiting faculty from Ghent and students from South Korea to the branch campus. This pre-opening event would provide academics with an opportunity to visit the campus, understand the mission of the campus, and determine if they would want to live and work in Songdo. Senior Leader 1 described the need for the event:

> So I mean, if you talk about something for four years and nothing happens, or very little happens, concretely; all sorts of things happen behind the scenes and documents get exchanged and endless emails and endless travel back and forth, but on the ground nothing is moving yet, you know, there is the danger that the whole thing will fall flat. And so this was a good way of wrapping things up and get momentum going or keep it going. And what was especially interesting was that we could take a big group of scientists over there so that, with their own eyes, they could see what it was like.

Academic 2 recounted the experience of attending the pre-opening ceremony:

> We went there with quite a big group from the university. This was a good occasion for all of us to see what we were always discussing and to see

> what was going on there and what was the scenery and what were the possibilities there. That was quite nice for all of us to realize what kind of a country Korea is and how the people are.

Recruiting individuals from Ghent to work in Songdo was challenging, but Senior Leader 3 who attended the pre-opening described his agreeable experience at the pre-opening:

> So for me it was very positive and I came back with a good feeling. So I was able to defend and to discuss with my colleagues about going to Korea. Afterwards it wasn't difficult to find people to go to Korea from my department. It was not hard.

Building up excitement about the branch campus was one of the intended outcomes of this event.

The structure of the academic programs at the Ghent University Global Campus were two years of core curriculum taught by permanent academics who reside in Songdo. In the second two years, the curriculum focuses on the specializations of food technology, molecular biotechnology, and environmental technology. These courses are taught by what the stakeholders refer to as the “flying faculty”, are Ghent-based academics who will teach four to six weeks a year in Songdo under a five year contract. Senior Leader 1 described the benefit of this event for recruiting faculty as:

> My guess is that the ones who will volunteer will, in large part, be people who were there in the spring of ‘13. So the enthusiasm that was created then, you know, in the long-run, even helps now to find people willing to pull up stakes for a few weeks and leave everything behind over here:

> devote themselves to teaching a course over there. So that's also, in large part, a result of that kick-off event.

Senior Leader 2 summed up the event as:

> All of those people saw the campus with their own eyes. You have this feeling here as well. If you walk here, you do and see the potential. You see, that's okay. We only had a big picture over there [in Ghent] but here [in Songdo] will be our new building. We already had plans that we could show. Then we said, look, here are the auditoriums. Those are places where students can sleep. It makes it very tangible. It's not a story. It's like we are somewhere in Korea.

This pre-opening event provided the senior leaders with an opportunity for the University's stakeholders and decision-makers to understand the rationale for establishing the Ghent University Global Campus, and see with their own eyes that the branch campus had possibilities for creating a teaching and research hub in North East Asia.

In summary, the university used the start-up grant and its resources to explore the offer from the South Korean government. These primary documents helped construct a narrative and rationale for the Ghent University Global Campus. Research opportunities were also used as a rationale for the senior leaders to justify establishing the branch campus. Lastly, the 2013 pre-opening event provided a tangible way for the executive team and senior leaders to demonstrate to the university community the new opportunities the branch campuses offers.

Theme 4.2: A strong partnership with IFEZ and its potential for long-term success provided senior leaders with a justification for investing institutional resources to open the branch campus.

A strong partner like IFEZ at the Incheon Global Campus provided an important justification for opening the Ghent University Global Campus. The financial support to begin operations lessened the pressure in the early years to reach a break-even point, giving Ghent University time to establish its operations in Songdo. The financial offer, the new building to conduct research, a desirable location to recruit students, and the ability to broaden the university's internationalization platform provided a strong rationale for pursuing the IFEZ proposal. Locating the campus within an education hub increases the chances that the campus will be sustainable long-term as the pressure to be immediately financially viable is lessened by receiving four-years of subsidies, and having a partner in IFEZ, who is invested in the success of the campus.

Again, the location was a major rationale for establishing the branch campus in North East Asia. South Korea was a desired location because of its economy and possible industrial collaborations, but its proximity close to Japan and China was also touted as benefit for the campus. Academic 3 stated:

> Our idea was also that, our opinion, it should not be focused on Korea only, because Korea is also very near to China and to other South East Asian countries. We do have a lot of collaborations for teaching and research already in South East Asia. In China, we also have a China platform at Ghent University. The idea was that if we have a campus there

> in that region, we might also use it to attract students from the surrounding countries and to give them an education in South Korea.

The Ghent University Global Campus provided the university with a platform to establish collaborations and partnerships with universities and research institutions in South Korea and North East Asia.

An additional rationale for establishing the Ghent University Global Campus was the presence of American universities with highly ranked academic programs at the Incheon Global Campus. While Ghent University's academic programs offered in Songdo were ranked higher than George Mason University, SUNY Stony Brook, and ranked evenly with the University of Utah's programs, it was considered prestigious to be associated with these American universities. The four universities located in Songdo have collaborated on administrative activities and experiences working in South Korea, which has been an added benefit for being located at an education hub.

To sum up, the executives and senior leaders described the partnership with the South Korean government and its financial support as a rationale for the campus. The location of the branch campus was an opportunity to create research collaborations and recruit students from North East and South East Asia, China, and Japan. The executive team also rationalized the branch campus as extension of the university's internationalization plans.

Research question 5: How do senior leaders resolve differences amongst themselves, if any existed, in the decision-making process to open an international branch campus?

This last research question is significant because planning for an international branch campus requires the use of scarce institutional resources. When an organization has scarce resources, often units within the organization are forced to compete for these resources, and conflicts or differences of opinions may arise. This question explores such differences of opinion and conflicts amongst participants were resolved.

The participants in this study reported that there were very few differences or conflicts during the decision-making process; hence, there are no significant findings for research question 5. The reasons for the lack of differences could be attributed to the executive team, senior leaders, and the academics being relatively uniformly supportive of the executive team's proposal to pursue the offer from IFEZ to establish the branch campus. The senior leaders worked together to move the decision-making process along, and the directorates were supportive and responsive to the Board's inquiries. Second, the Board represents all stakeholders at Ghent University; if any disputes arose they would be resolved during board meetings. Each of the Board votes pertaining to the Ghent University Global Campus received unanimous support. Third, the participants may not have wanted to share any differences if they did occur.

Summary

The process to open the Ghent University Global Campus was a broad effort that required executive level support, and tight coordination between the academic and

administrative units within the university to analyze the risks and rewards of the offer from the South Korean government. This was a global project that spanned multiple years, cultures and education systems, but there was a common goal to establish high quality undergraduate academic programs within South Korea to keep students from permanently leaving the country. As a higher education institution, Ghent University learned about benefits and challenges of establishing a branch campus thousands of kilometers from its home campus. Senior Leader 3, upon reflecting on the entire process, suggested that the university was better off for exploring this offer because of the institutional learning it gained. He goes on to describe what they discovered in South Korea and how this new understanding could benefit the entire university:

> We did a session there [at a conference] on branch campuses and when I give my presentation, I always start with a quote from *The Matrix* which is, "knowing the way is not the same as walking the way" and we learned about ... I learned a lot already so maybe this is the benefit for only one person. I think as an institute, we learned a lot already and again, it's not always easy how to measure that. I think the person who did the building learned a lot already. I certainly learned a lot. Also, we sometimes should make time to do this. To write it down more clearly like okay, what were the mistakes we made and how can we learn this or how can we now improve. For instance, how we approach international faculty, how we approach international students. By being here in Korea, we learned

> already a lot of how we do it at home and how we do it at home incorrectly. (Senior Leader 3)

Ghent University has made a commitment to Songdo through its decision-making process. Now that the campus is operational, the coming years will determine if all of their planning equates to sustainability for the campus, the academics and staff living in Korea, and new research opportunities. The following are answers to the research questions based upon the themes uncovered through interviews conducted and document analyzed.

Research Question 1: How do senior leaders understand and describe the decision-making process to open an international branch campus?

The executives and senior leaders understood the decision-making process as complex because they had not made a global decision at this magnitude where they were not only engaging in program mobility, but also institutional mobility. Senior leaders described the process as complex because they did not have processes and procedures to rely upon from past decision to guide this decision. Since Ghent University was issuing their diplomas in South Korea, the senior leaders understood that they had to instill their quality standards into the Songdo campus.

The senior leaders also understood that they had the support of their executives, which allowed them to bring institutional resources into the process such as the time and expertise of academics and administrators. By allocating their time, and the time of a core team of administrators, the executive team demonstrated its support and enthusiasm for the project to evaluate opening a branch campus in South Korea. The participants also

described how culture affected the decision-making process in international, national, and institutional contexts. The executive team and senior leaders navigated cultural and some language issues while negotiating the terms of the offer with the South Korean government officials. Additionally, they had to meet Flemish and South Korean accreditation standards, which was difficult because they had to create a four year undergraduate curriculum when the university historically had only a three year curriculum at the undergraduate level.

Research Question 2: What factors (e.g., location of the branch campus, alignment with institutional mission, ownership structures, regulations, risks, etc.) were reported by senior leaders at a public higher education institution that emerged as important in the decision to open an international branch campus?

The Ghent University case demonstrated the senior leaders considered factors that are not found in the literature, specifically, ones focused on research opportunities and employment opportunities for postdoctoral students. In total, six factors emerged as important, and they include, 1) the financial offer from the South Korean government, 2) the location of the branch campus as a potential platform for activities in North East Asia, 3) career opportunities for new postdoctoral students studying life sciences, 4) research and collaboration opportunities for Ghent University researchers, postdoctoral students, and PhD students, 5) global brand extension, and 6) further internationalization of the home campus in Ghent.

The executives and senior leaders believed the financial offer from the South Korean government created a scenario with very minimal financial risk for the university.

The university established a non-profit organization to represent the branch campus, which the leaders trusted created financial and legal protection for the university.

Secondly, the location of the branch campus was a significant factor since it places Ghent University in a dynamic and growing economy, with access to new populations of students in China and North East Asia.

The financial offer also provided Ghent University with the time to establish its operations in South Korea, and market its brand in North East Asia.

The executives and senior leaders also sought to use the branch campus as a way to retain some postdoctoral students who would not find employment in Ghent, offering them positions and research opportunities at the Ghent University Global Campus. Keeping these postdoctoral students was important as they would have immediate employment opportunities and their research output would help the university gain additional funding from the Flemish government.

While the executive team and senior leaders believed that extending their brand further into North East Asia would benefit the university, they recognized there were also benefits of internationalization at home when the South Korean students study in Ghent. The South Korean students would expose students in Ghent to new perspectives, which an academic noted would enrich their classroom discussions.

Research Question 3: How do senior leaders assess the risks and rewards when pursuing an international branch campus?

Senior leaders assessed the risks and rewards with the help of internal and external experts who understood South Korea and international education. Additionally,

these experts produced documents such as the strategic business plan and feasibility study, which further allowed them to assess the risks and rewards. These experts provided an understanding of the risks and rewards to the Board, executive team, and senior leaders. Knowing the risks and rewards enabled these stakeholders to make sense of important decision criteria that would have short and long-term effects on scarce institutional resources. The executive team and senior leaders leveraged internal experts at Ghent University to assess the risks and rewards, and they used outside experts when they needed guidance that could not be provided from Ghent academics or administrators, or when they need objective outside advice.

Two primary documents provided an assessment of the risks and rewards, the first was a strategic business plan developed internally, and second was a feasibility study developed by a global consulting firm's South Korean office. These documents informed the leadership about the South Korean higher education sector, the demand for the academic programs and recommended student fees, suggested a legal structure for how the non-profit organization representing the branch campus, and provided an assessment of the risks and rewards.

Research Question 4: How do the senior leaders explain the rationale for opening an international branch campus?

Executives and senior leaders explained the rationale for the Ghent University Global Campus through formal meetings and presentations to the Board, to academics through their faculty senate, and to the larger university community through public speeches by the rector and posting information on the Ghent University website. The

most important rationale provided was that the structure of the non-profit organization representing the branch campus protected university both legally and financially from any liabilities that could arise from the branch campus. The non-profit acts as a firewall to protect the university from any legal actions or financial problems that arise from the Ghent University Global Campus.

Research Question 5: How did senior leaders resolve differences amongst themselves, if any existed, in the decision-making process to open an international branch campus?

After conducting twenty-one interviews with twelve participants, the executive team and senior leaders reported few differences amongst themselves due to the strong support from the executive team. No data emerged to answer this question. Senior leaders reported that any differences amongst themselves were resolved through the governance mechanisms of both the Board of Trustees and within the faculties. Within Ghent University, the Board of Trustees is representative of each of the 11 academic faculties, the administration, students, and outside stakeholders. If any differences arose within a faculty, the senate for that faculty would address the differences, and their representative would raise any differences at the Board of Trustee meetings. It is possible that the participants in this study chose not share any differences among themselves if they did exist.

Chapter 5: Interpretation and Conclusion

Introduction

The benefits and risks for a higher education institution opening an international branch campus are generally well known. Benefits include gaining greater global brand recognition, fulfilling an internationalization mission, increasing revenues with the enrollment of new cohorts of students, increasing internationalization at home opportunities for students who do not study abroad, and the opportunity to play a diplomatic role as face of the home country abroad (Lane, 2011). Past high-profile failures, including the University of New South Wales' campus in Singapore and George Mason University's campus in the United Arab Emirates, have made the risks associated with international branch campuses widely-know too. The risks include loss of financial resources, damage to the institution's brand if the campus fails or suffers a harmful incident, opportunity costs for using scarce institutional resources, geopolitical conditions in the host country, a misalignment in the higher education institution's mission and the branch campus's purpose, and uncertainties about accreditation, to name just a few risks (Altbach, 2013; Lane & Kinser, 2011a).

In the case of Ghent University's branch campus in South Korea, the rewards for opening the campus encompassed many of the generally-known benefits, which included the financial offer from the South Korean government, research opportunities, and new employment opportunities for its postdoctoral students. Ghent University also evaluated risks for opening the campus, which included those risks generally found in the international branch campus literature. Ghent University addressed financial risks by

working with a strong financial partner, the South Korean government, and creating a nonprofit organization to represent the branch campus, which also helped to cover legal or financial risks. Flemish law prohibits the use of public funds for endeavors such as opening and sustaining an international branch campus; the nonprofit organization the university established insulated it from any potential liabilities emanating from the branch campus.

While general risks and rewards are known for international branch campuses, insufficient information is available for decision-makers to understand whether or not they should open a branch campus. Few studies have analyzed the decision-making process to open an international branch campus. Additional research is needed to help decision-makers through this process. In the case of Ghent University, multiple senior leaders stated that they found no literature to guide their decision-making. The literature to date does not provide grounded information to help decision-makers reach a conclusion, and understand the steps that follow making the decision.

Literature is available on leading and managing international branch campuses, and pertaining to cultural issues to address within the host country or when creating the curriculum for the campus. This is useful information for senior leaders, but it is useful only after the decision to pursue an international branch campus is made. This information does not address what the stakeholders need to understand to make the decision; this is the purpose of this study. This study is intended to provide executives, senior leaders, and practitioners in higher education institutions with information to make a decision whether or not to open an international branch campus, and to demonstrate

how international branch campuses are evolving to serve the needs of their host countries and the home institutions.

Answers to the Research Questions

This study asked five research questions pertaining the decision-making process Ghent University used when deciding whether or not to open the Ghent University Global Campus in Songdo, South Korea. They are as follows, with their answers:

Research Question 1: How do senior leaders understand and describe the decision-making process to open an international branch campus?

Interviews with executives and senior leaders indicated strong support for pursuing the offer to open the branch campus in South Korea. The executive team was in agreement to initially investigate the offer, and supported the decision-making process by allocating institutional resources to ensure that they made an informed decision. The senior leaders reported that few policies and procedures existed within the university to make this type of decision, and so they maneuvered through the process with little precedent to guide them. Culture played a role in the process; with the senior leaders addressing culture in international, national, and institutional contexts. They addressed cultural considerations during negotiations with the South Korean government officials, when they created a four-year academic program that met the expectations of the South Korean higher education sector, and when they accredited academic programs in two countries.

Research Question 2: What factors (e.g., location of the branch campus, alignment with institutional mission, ownership structures, regulations, risks, etc.) were

reported by senior leaders at a public higher education institution that emerged as important in the decision to open an international branch campus?

The factors most important to the decision-making process were, 1) the financial offer, 2) the location of the campus in North East Asia, 3) career opportunities for life sciences postdoctoral students, 4) research and collaboration opportunities for Ghent University researchers in South Korea and North East Asia, 5) global brand extension, and 6) further internationalization at home opportunities for students in Ghent.

Research Question 3: How do senior leaders assess the risks and rewards when pursuing an international branch campus?

Senior leaders indicated that the rewards assessed were, 1) expansion of internationalization and research opportunities, 2) employment opportunities for postdoctoral students to remain part of Ghent University and continue their research, and 3) additional funding for the postdoctoral students' research activities at the branch campus. The senior leaders assessed risks to the university's brand, reputation, and finances. The financial risks were considered minimal because of the backing of the South Korean government. The university used internal and external experts to further evaluate the risks and rewards. Internal experts, such as academics and staff with experience in North East Asia, provided insights into the decision-making process. Outside experts were used when internal experts could not be found within the university, or if an objective outside perspective was needed to justify a step in the process. Two primary documents, the strategic business plan and the feasibility study, provided additional evidence of the risks and rewards.

Research Question 4: How do the senior leaders explain the rationale for opening an international branch campus?

Senior leaders explained their rationale for opening the Ghent University Global Campus as a way to extend the university's mission to support further research and internationalization efforts. Additionally, the branch campus provided new employment opportunities for postdoctoral students to remain part of the Ghent University community. Senior leaders substantiated their reasons to the university community by describing how they identified risks early in the process, and planned to mitigate these risks. The senior leaders reduced the financial risk through its partnership with the South Korean government, and legal and financial liabilities with the creation of the nonprofit to protect the university. They also used the mechanisms from the university's governance system to explain the decision. During three Board meetings, the Board voted unanimously to proceed with the campus. The rector of the university also discussed the branch campus during Opening Day speeches, thus providing further support.

Research Question 5: How do senior leaders resolve differences amongst themselves, if any existed, in the decision-making process to open an international branch campus?

After twenty-one interviews with executives, senior leaders, and academics at Ghent University, the participants did not report any major discrepancies. It is possible that difference may have occurred during the process, but the participants may not have

wanted to share this information. The next section analyzes the general findings through the conceptual framework used for this study.

Discussion of Findings

This study's general findings are elaborated below, in the context of the project's conceptual framework. As noted, the purpose of this study is to understand the criteria for making a good decision whether or not to invest in an international branch campus, and to show how international branch campuses are evolving in their purpose and function. To do this, a framework needs to be concrete: applicable to the needs of higher education, internationalization, and globalization; provide an understanding of potential risks and rewards; supportive of determining how to develop a new higher education institution in new cultural and higher education contexts; and to take into account economic, cultural, regulatory, and geopolitical factors. Some existing frameworks take into account a few of these factors, or they provide a cursory perspective, but these models are deficient in providing information senior leaders need for a high profile decision such as opening an international branch campus (Wilkins & Huisman, 2012; Phillips, Tracey, & Karra 2009). Wilkins and Huisman (2012) provide one of the few studies that provide appropriate guidance for decision-makers. Their typology conceptualizes international branch campuses as a transnational strategy for higher education institutions, with four criteria to determine market-entry strategies. Ultimately, Wilkins and Huisman's typology does not provide the level of detail needed to make a decision of this magnitude, missing such factors as understanding societal and economic development aspirations in the host country.

The conceptual framework used in this study takes into account two models, an international higher education market-entry model that leads to a sustained competitive advantage (Mazzarol & Soutar, 1999), and a framework for risk management developed for global megaprojects (Kardes et al., 2013). These frameworks were selected for this study because they are grounded in globalization and the internationalization of higher education. Bringing together a market-entry model and a framework for risk management provides executives and senior leaders with a concrete framework to understand the higher education sector and market conditions in the host country. Such a framework also provides insights into which programs will differentiate their offering from others in the sector. The framework for risk management identifies the potential risks and how to address the risks. This type of model will also help higher education practitioners select academic programs for the branch campus that will be unique and sustainable in the host country's higher education sector. Such a model does not currently provide higher education practitioners with concrete guidance for deciding whether or not to open an international branch campus. Additionally, this model could more broadly add to the higher education internationalization literature by providing a lens for academic program selection and risk management.

Framework for Sustainable Competitive Advantage

Mazzarol and Soutar's (1999) model analyzes market-entry strategies for education services that lead to a sustainable competitive advantage in the host country. Their model describes factors that enterprises should consider when taking education services into international markets, in order to sustain a long-term competitive advantage

(Mazzarol & Soutar, 1999). In the context of international branch campus, this model aids higher education leaders when selecting academic programs to offer at the branch campus. This model provides an appropriate framework to analyze Ghent University decision-making process, however, this model should be updated to account for changes in the relationship the branch campus has with a partner who provides financial incentives or subsidies. Table 9 defines the seven components of the international market-entry model; these components will be discussed in the context of international branch campuses in subsequent sections.

Table 9

Sustainable Competitive Advantage

Component	Definition
Industry structure	Potential barriers to entry within the market, such as access to capital, lack of brand recognition, and government regulations and policies.
Foreign market structure	The provider should understand elements of the market that are non-tariff barriers such as experience in the market, and physic distance.
External marketing strategy	Education providers offer the right marketing mix of products and pricing that are configured to meet the needs of the local market, and link external marketing efforts to a higher education institution's fundamental strengths that lead to distinctive competencies to create an image of quality within the market.
Foreign market-entry strategy	Consideration of location and the level of forward integration into the host country.
Internal marketing strategy	Create enthusiasm and respect for the marketing strategy among institutional stakeholders.
Distinctive competencies	Create enthusiasm for the marketing strategy to

leading to a competitive advantage	help develop distinctive competencies that lead to a competitive advantage with a focus on brand identity, coalition building, and building a culture of innovation.
Barriers to imitation	Casual ambiguity, uncertain imitability, and resource and skill stock.

(Mazzarol and Soutar, 1999)

Framework for Risk Management

The second model used in this study is a framework for risk analysis. Complex, high-profile global projects are likely to encounter challenges due to cultural differences, miscommunications, or unplanned events, which creates risks for those projects causing them to be delayed or canceled. International branch campuses are one of the riskiest forms of internationalization for higher education institutions (Girdzijauskaite & Radzeviciene, 2014; Mazzarol et al., 2003; McBurnie & Ziguras, 2007). International branch campuses, due to their global nature, fit Kardes' et al. (2013) framework as a global megaproject. Kardes et al. created a model for risk management that could be used when making strategic and operational decisions to better understand institutional, industry, market, brand, reputational, and other perceived risks that decision-makers need to understand and ultimately know how to deal with if they pursue this type of project. Table 10, contains definitions of the five phases, discussed below.

Table 10

Framework for Risk Analysis

Phase	Definition
Define the risks	Risks are either exogenous, external risks (e.g., political, economic, social environment), or endogenous, internal risks (e.g., stakeholders, resources, operational).

Assess, prioritize and quantify the risks	Assess and prioritize risks based on priority and impact.
Determine a risk response strategy	Determine appropriate set of actions to respond to the risk, such as elimination or avoidance, reduction, transfer, or retention.
Implement the strategy	Implement the risk response, and ensure information is available to ensure success.
Monitor the outcomes	Monitor outcomes and make any necessary modifications to the response strategy. Repeat this process as new risks emerge.

(Kardes, et al., 2013)

Figure 3 below displays a graphical representation of the recursive framework for managing risks. This model was developed for businesses and for-profit enterprises. It contains linear phases that are recursive to determine if the strategy used is effective, and if it is not, the phase can be repeated.

Figure 3: Frame for Risk Management

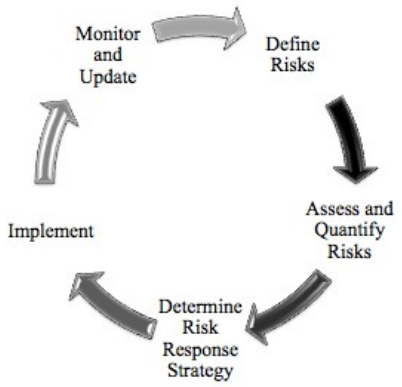


Figure 3: Framework for risk management of global megaprojects. (Kardes, et al., 2013)

Kardes et al. (2013), define global megaprojects as ones that span multiple years. Further classifying risks using a temporal lens allows decision-makers to categorize risks as short, medium, and long-term. Kardes, et al., provide a framework for risk analysis, and this framework aids decision-makers in defining risks, prioritizing and quantifying the risks, determine a risk response strategy, implementing the strategy, and monitoring the outcomes. By defining risks as short, medium, and long-term, decision-makers can plan their risk responses and prioritize when resources will be needed to address a particular concern. Kardes et al., describe independent and moderately complex project risks as shorter-term when these risks span less than six months, medium-term as risks that may span six to twelve months of an overall project, and long-term as ones that span multiple years. For example, a short-term risk to consider for international branch campuses could include gaining accreditation for the academic programs offered in the host country. A medium-term risk could include matriculating enough qualified students for admission to reach recruiting targets. A long-term risk could include remaining financially viable from the beginning through to its ongoing operations.

International Branch Campuses, a Historical Perspective

International branch campuses have evolved, and along with them benefits and risks. A historical perspective is needed in this discussion to provide context for how international branch campuses have evolved. International branch campuses have evolved, and along with them the benefits and risks, and the reasons why higher education institutions and host countries decide to establish them. The benefits and risks are elaborated further in this chapter. Some newer branch campuses have a strong

financial partner, which lowers the risk profile. Reilly (2008) describes three historical waves or periods for international branch campuses that help frame this discussion as explained in Table 11. The first wave occurred in Japan in the mid-1980s when there was a lack of capacity in their higher education sector, and Japan reached the crescendo of its population of college- aged students. This wave declined when Japan faced an economic crisis. The second wave occurred in the mid-1990s when policy changes in Australia's higher education sector led to their expansion into South East Asia; as the Asian financial crisis occurred, this wave waned. The current wave, the third wave, began in the mid-1990s and is characterized by government-sponsored education hubs hosting international branch campuses to meet societal and economic needs.

Table 11

International Branch Campus Growth by Historical Wave

Wave	Period	Regions	Reasons for Growth	Reasons for Decline
1st Wave	Mid-1980s to early 1990s	Mainly Japan	Economics, demographics, and lack of higher education capacity in Japan	Japanese economic crisis
2nd Wave	Mid-1990s to late 1990s	South East Asia	Policy changes in Australia	1997 Asian financial crisis
3rd Wave	Mid-1990s to current	Arab Gulf States, South and North East Asia, and China	Education hubs, economics, demographics, and lack of capacity in host country,	Not in decline

(Adapted from Reilly, 2008)

As discussed earlier, the benefits in context of Ghent University's international branch campus included support of its institutional mission to expand its internationalization and research efforts, and to increase employment opportunities for its postdoctoral students. In the context of the Ghent University Global Campus, the risks were considered minimal due to the financial arrangement the university established with the South Korean government. The case of Ghent University demonstrated that the benefits and risks higher education institutions consider in their decision-making processes are evolving.

Application of Conceptual Framework

The first two waves of international branch campuses carried greater financial and brand risks for universities that established branch campuses in Japan and South East Asia as they lacked financial or governmental support from the host country where their branch resided. Ghent University's decision to open the Ghent University Global Campus was made in the context of the third wave of international branch campuses, where the campus was located at a government-sponsored education hub. This sort of sponsorship makes the third wave materially different than the other waves because risks are shared between the partner and the higher education provider. Table 12 analyzes each wave of international branch campuses and the Ghent University case in the context of the conceptual framework. Each component of Mazzarol and Soutar's (1999) sustainable competitive advantage model is analyzed as relevant or not relevant for each historical timeframe.

Table 12

Application of Sustainable Competitive Advantage Model to Historical Waves

	1st Wave	2nd Wave	3rd Wave	Ghent University
Industry structure	Relevant	Relevant	Relevant	Relevant
Foreign market structure	Relevant	Relevant	Relevant	Relevant
External marketing strategy	Not Relevant	Not Relevant	Relevant	Relevant
Foreign market-entry strategy	Not Relevant	Relevant	Relevant	Relevant
Internal marketing strategy	Not Relevant	Not Relevant	Relevant	Relevant
Distinctive competencies	Not Relevant	Not Relevant	Relevant	Relevant
Barriers to imitation	Not Relevant	Not Relevant	Somewhat Relevant	Relevant

(Reilly 2008; Mazzarol & Soutar, 1999)

The application of the sustainable competitive advantage model (Mazzarol & Soutar, 1999) to the waves of international branch campuses provides an overview of which components of the model are relevant at various historical periods, and demonstrates the evolution of international branch campuses from a market-entry perspective. What follows is an overview of Table 12.

Universities from the United States opening campuses in Japan characterized the first wave of international branch campuses. In the context of Mazzarol and Soutar's (1999) model, these higher education institutions may have understood the industry structure, such as the Japanese government's policies to increase its higher education

capacity, and they may have had faculty and administrators with knowledge of the foreign market structure who understood the societal norms in Japan. However, the other components of Mazzarol and Soutar's model are not relevant to the first wave, as the selection of location for a higher education institution's branch campus within Japan, the academic programs selected, how these programs were marketed, and how institutional stakeholder support was built may not have been considered, diminishing the likelihood of a sustainable competitive advantage. More than forty branch campuses were present in Japan during this wave (Reilly, 2008), but since a sustained competitive advantage was not achieved, all but two of the branch campuses from the United States closed.

The second wave of international branch campuses, characterized by Australian universities expansion into South East Asia, was similar to the first wave when viewed through the lens of Mazzarol and Soutar's (1999) model, where industry structure and foreign market structure were important factors considered. Additionally, foreign market-entry strategy was considered since this wave was not concentrated on a single country, and higher education institutions had to consider which country they would enter, and the host country's government policies towards foreign providers entering their higher education sector.

The current wave of international branch campuses, the third wave, introduced government-sponsored education hubs. In the next sections, Ghent University's decision to open its branch campus is analyzed through the lens of Mazzarol and Soutar's (1999) model, and each component of this model is explained in greater detail. However, in the context of the third wave of international branch campuses, higher education institutions

that opened branch campuses in government-sponsored education hubs utilized most components of Mazzarol and Soutar's (1999) model, with the exception of fully utilizing the barriers to imitation. Education hubs such as Dubai have higher education institutions that have not reached barriers to imitation as there are competing academic programs offered by foreign providers.

Industry structure.

Mazzarol and Soutar (1999) describe industry structure as potential barriers to entry within the market, such as access to capital, lack of brand recognition, and government regulations and policies. In the context of international branch campuses, this might refer to who funds the campus, and the structure of the funding for the branch campus; it may also refer to how the home campus builds its brand within the host country; and how the home campus addresses the regulatory environment in the host country to operate with proper accreditation.

The first barrier to entry is funding. The first and second waves of international branch campuses are characterized by universities primarily self-funding expansion into Japan or South East Asia. In the third wave, government-sponsored education hubs start to form where host countries seek to expand their higher education sector capacity, or they seek to import expertise to build up their citizens' skills and knowledge to meet societal or economic aspiration. Qatar's Education City is focused on making Qatar a diplomatic, education, and journalistic focal point for the Arab Gulf States. In the case of Ghent University, their funding was provided through a strong partnership with the South Korean government. The South Korean government sought to build an education hub

with top-ranked global universities to meet economic aspirations and reverse the effects of the brain drain.

The second barrier to entry is brand recognition. Entering a new market and building brand recognition is difficult unless there is an established global brand such as those of elite higher education institutions like Harvard, Oxford, or Cambridge. Most universities will be challenged to build their brand recognition in a new higher education sector, as they will be competing for enrollments with well-known local university brands. Higher education institutions in each of the waves of international branch campuses must address brand recognition. In the case of Ghent University, they demonstrated brand differentiation by touting their global rankings and the programs they took to South Korea.

The third barrier to entry is government regulations and policy. To function in most higher education sectors, universities and their programs need to be accredited or licensed to operate. If programs are not accredited, students are unlikely to enroll in the programs because they cannot receive funding, and employers or the host government will not recognize the degree. Accreditation is essential to operate and affects all of the waves of international branch campuses. In the case of Ghent University, it was not immune to bureaucratic structures. Their academic programs received accreditation from the South Korean government less than one year prior to opening, and government regulations were almost a barrier to entering this market altogether.

Foreign market structure.

The second component of model is the foreign market structure. This component suggests that when entering a foreign market, the provider should understand elements of the market that are non-tariff barriers such as experience in the market, and physic distance (Mazzarol & Soutar, 1999). In the context of international branch campuses, non-tariff barriers are experts within a higher education institution who have knowledge and experience working with the host country, and understand cultural and societal norms. Physic distance is the difference in attitudes and perceptions between the home campus and the host country (Mazzarol & Soutar, 1999).

Non-tariff barriers are relevant to all waves of international branch campuses. Universities need experts who understand the cultural norms, and processes and procedures within their institution, and have experiences in the potential host country. These experts will help provide their institution with knowledge about the host country, and the needs and expectations of their higher education sector. Ghent University had senior level experts who worked on international research projects, and led and participated in international research organizations. One of the executive leaders had visited South Korea and Japan numerous times, and provided expert advice throughout the decision-making process. Additionally, the initial offer to establish a branch campus in South Korea grew out of a relationship an emeritus professor had with the University of Incheon; there were also individuals within Ghent University who had academic, research, and cultural experiences in South Korea.

Physic distance refers to perceptions of the exporter and the foreign market; if the physic distance is perceived too great, there will be a lower level of forward integration; forward integration pertains to establishing a physical presence in the host country (Mazzarol & Soutar, 1999). Physic distance is an important consideration for all three waves because if an exporter's perceptions about the host country are drastically different than the conditions within the host country, the exporter is likely not going to pursue establishing a branch campus. In the case of Ghent University, the physic distance materialized into the need to send academics and staff to manage the campus operations. Initially they considered using South Korean nationals for these roles, which did not work out.

External marketing strategy.

The third component of the model is external marketing strategy. This component suggests that education providers offer the right marketing mix of products and pricing that are configured to meet the needs of the local market, and link external marketing efforts to a higher education institution's fundamental strengths, leading to distinctive competencies to create an image of quality within the market (Mazzarol & Soutar, 1999). For higher education institutions seeking to open an international branch campus, selecting the right academic programs to offer in the host country, linking these programs to the higher education institution's reputation or strengths in the market, and pricing the programs appropriately for the host country's higher education sector will demonstrate the quality and distinctiveness of the programs.

For the first and second waves of international branch campuses, this was less likely the case, as universities may not have taken their strongest programs abroad, but rather tried to meet market demands. In attempting to meet market demands, multiple universities took their business or computer science programs abroad, but there was little differentiation between educational providers. In the third wave, especially within education hubs, the host governments sought top-ranked programs. The effect was that the host government drove the differentiation that helps the branch campus create an image of quality. In the case of Ghent University, its highly ranked life sciences programs were sought after by South Korean government officials to establish its academic programs at the Incheon Global Campus. Ghent University also tailored its academic programs to meet the expectations of the South Korean higher education sector by offering a four-year undergraduate curriculum rather than the three-year curriculum it offers in Ghent. The three life sciences programs offered provide the Ghent University Global Campus with differentiation in the market, and the organizational structure of the curriculum offer operating efficiencies in terms of the students taking a common curriculum the first two years of their program taught by in-country academics, and the flying faculty teach the second two years of specialized courses.

Foreign market-entry strategy.

Mazzarol and Soutar (1999) identify a market-entry strategy as a critical step in the export of higher education services, and decision-makers should consider location and the level of forward integration into the host country. In the context of international branch campuses, location is a critical decision, as leaders need to understand market

conditions and economic conditions in the host country and the surrounding region. The degree of forward integration for international branch campuses is quite high, since higher education institutions will have brick and mortar operations in the host country. Mazzarol and Soutar recommend that the home campus have a coalition partner in the host country as part of their entry strategy.

For the first wave of international branch campuses, location was less of a consideration as the focus was primarily on a single country, Japan. The demographics in the 1980s led to a shortage of higher education capacity in Japan, which necessitated the importation of higher education providers. These providers were not as concerned about the location. The second wave focused on South East Asia, and location and alignment with economic and societal needs emerged as consideration for opening a branch campus. Tighter alignments of academic programs with the host country's development needs are characteristics of the third wave with government-sponsored education hubs. In the case of Ghent University, the executive team believed that the Ghent University Global Campus was situated in an ideal location because it provided the university a hub in North East Asia. South Korea was also a desirable location for the executive team and senior leaders due what they believed was a dynamic and growing economy, whose government invested in research and development, and it was located near Japan, China, and South East Asia.

Internal marketing strategy.

Internal marketing strategy is defined as creating enthusiasm and respect for the marketing strategy (Mazzarol & Soutar, 1999). For an international branch campus,

senior leaders need to inform their stakeholders of the rationale for opening an international branch campus, how the campus relates to the institution's mission, what impact it will have on institutional resources, and how it will benefit the higher education institution. Senior leaders may describe academic, economic, or cultural reasons for opening a branch campus as reasons for institutional stakeholders to support the campus. Senior leaders may conduct town hall style meetings, share information about the branch campus on a university website, and ask for comments from its stakeholders about the questions or concerns about opening an international branch campus. Stakeholder buy-in may increase the likelihood of their acceptance of the marketing strategy.

For the first and second waves of international branch campuses, the need to construct an internal marketing strategy may not have been as important because even with branch campuses failures, they were unlikely to be widely known across the higher education community. During the third wave, campus stakeholders were better informed of the risks associated with international branch campuses. There was an impetus for more transparency about why senior leaders wanted to open branch campuses, how these campuses related to an institutional mission, and how they would benefit the home campus.

The Ghent University leaders were particularly adept at understanding when they needed to build enthusiasm to sustain momentum in the decision-making process. Their marketing plan was strong in the sense that they were taking the university's top-rated academic programs abroad and coupling these programs with a strong foundation in research. They were also providing opportunities for postdoctoral student to continue

their relationship with the university by teaching and conducting research at the branch campus.

Distinctive competencies leading to a competitive advantage.

Mazzarol and Soutar (1999) contend that the internal marketing strategy focused on creating enthusiasm for the marketing strategy will help to develop distinctive competencies that lead to a competitive advantage, so long as higher education institutions are focused on brand identity, coalition building, and establishing a culture of innovation. In the context of international branch campuses, the branch campus needs to build its brand identity early so that it is recognized as an option within the higher education sector. Building a positive brand identity will help attract students to the branch campus who may not know of the higher education institution's reputation. Coalition-building can also lead to a distinctive competitive advantage because the coalition partner may provide credibility for the branch campus. Creating a culture of innovation ensures that the academic programs and student services offered at the branch campus are unique and attractive to students in the host country.

The combination of brand identity, coalition-building, and building a culture of innovation was not as relevant for the first and second waves of international branch campuses because these waves were not characterized by a focus on building coalition partners. The higher education institutions that opened branches campuses during the first and second waves may have had strong brand identities and offered innovative program, but they likely lacked a strong coalition partner. The third wave, characterized with support from governments in education hubs, provides higher education institutions

with a coalition partner that is likely more vested in the long-term success of the campus. Ghent University had a committed partner in the South Korean government, a brand identity as they were ranked in the Shanghai top 100 universities, and offered innovative academic programs with a strong foundation in research.

Barriers to imitation.

Ideally, the last component of Mazzarol and Soutar's (1999) model is to create barriers to imitation. Mazzarol and Soutar state that their model cannot "directly measure competitive advantage or sustainable competitive advantage. What can be observed are the manifestations of the factors that are usually translated into market success" (p. 295). Three barriers to imitation that lead to a sustained competitive advantage are casual ambiguity, uncertain imitability, and resource and skill stock (Mazzarol & Soutar, 1999). For international branch campuses, casual ambiguity is offering academic programs that create ambiguity for host country and regional competitors as to why the programs offered at the branch represent a competitive advantage. Uncertain imitability assumes that a higher education institution's academic programs, resources, and skills are so complex that they cannot be imitated. Resource and skill stock suggest that a higher education institution has accumulated resources and skills due to its expertise and reputation, which makes it easier to continue to accumulate resources and skills, thus adding to its competitive advantage; its resources and skills cannot be easily replicated.

The first two waves of internationalization focused on market demands, and this focus may have created an oversupply of academic programs in a given market. This oversupply did not create barriers to imitation, which may have led to these higher

education institutions closing their branch campuses. Barriers to imitation emerge during the third wave of international branch campuses, where campuses were located in education hubs. The coalition partner better managed which foreigner providers it invited into the hub, and the purpose the provider would serve in the education hub. Ghent University's reputation, brand, and the complexity and expertise needed to operate its academic programs offered in Songdo coupled with its focus on research provide it with the casual ambiguity and uncertain imitability that made it difficult for competitors to imitate its academic offering. Ghent University's strength in the life sciences allowed it to strengthen its resources and skill stock, the last component of the barriers to imitation. Once a higher education institution reaches a sustained competitive advantage, this model suggests that they should have success in the market (Mazzarol & Soutar, 1999). The member higher education institutions at the Incheon Global Campus and the South Korean government officials have an informal agreement that competing academic programs will not be offered at the campus. This informs a strong barrier for imitation in the market and demonstrates the power of the coalition at the education hub. This case demonstrates that seeking out unique academic programs that align with the host country's developmental aspirations may make a branch campus sustainable long-term, and lower the risks. Higher education leaders should consider all types of academic programs for international mobility, even programs that require investments of laboratories and specialized research equipment.

Framework for risk analysis.

A risk management framework could be used to understand, assess, quantify, and strategize about decisions related to opening an international branch. Table 13 analyzes the industry structure component of Mazzarol and Soutar's (1999) model through Kardes' et al. (2013) risk analysis framework, for each wave of international branch campuses and the Ghent University case. Kardes' et al. framework could be applied to each component of Mazzarol and Soutar's model. Table 13 is organized by historical wave of international branch campuses along the horizontal access and market-entry stage along the vertical axis. Items are numbered in Table 13 to prioritize of risks and strategies.

Table 13

Application of Framework for Risk Management

	1st Wave	2nd Wave	3rd Wave	Ghent University
Define the risks	Exogenous and endogenous	Exogenous and endogenous	Exogenous and endogenous	Exogenous
Assess, prioritize, and quantify the risks	1. Funding 2. Government policies 3. Brand recognition	1. Funding 2. Government policies 3. Brand recognition	1. Funding (if lacking a partner) 2. Brand recognition 3. Government policies	1. Brand recognition 2. Government policies 3. Funding
Determine a risk response strategy	Reduction	Reduction	Transfer	Transfer
Implement the strategy	1. Secure funding 2. Accredit	1. Secure funding 2. Accredit	1. Secure funding (if lacking a	1. Build brand through marketing

	programs 3. Build brand through marketing plan	programs 3. Build brand through marketing plan	partner) 2. Build brand through marketing plan 3. Construct Student recruitment strategy	plan 2. Construct Student recruitment strategy 3. Establish research partnerships
Monitor the outcomes	Percent achievement to funding goals	Percent achievement to funding goals	Assess brand awareness	Assess brand awareness with principals, parents, students, and possible collaboration partners (universities and industries)

(Kardes et al., 2013; Reilly 2008; Mazzarol & Soutar, 1999)

The first step in the framework is to define the risk as an external risk or an internal risk. External risks, such as political and economic ones, may be more difficult to assess since a higher education institution has less control over them. Executives and senior leaders may have a greater ability to assess internal risks such as funding and resources. In terms of industry structure, the first and second waves of international branch campuses faced similar risks for funding, addressing government regulations, and building their brand; forcing the institutions to contend with both external and internal risks. The third wave branch campuses addressed similar internal and external risks, especially if they did not have funding support from a coalition partner. If the branch was located in an education hub, this lowered their financial risks as they had support from the education hub sponsor, but they still needed to concern themselves with risks related to brand and government policy. Ghent University, with financial support from

the South Korean government mainly had to address external industry structure risks pertaining to building brand recognition and accreditation of its academic programs.

The second step in the framework is to assess, prioritize, and quantify the risks. As decision-makers assess risks, they need to review all of the risks to prioritize their impact and determine if these risks may arise early during the implementation of the branch campus or longer-term. Risks can be understood to be short, medium, and long-term, and the impacts of risk can vary within these timeframes. For first and second wave international branch campuses, and third wave branch campuses without a coalition partner, maintaining the financial viability of the branch campus would be a primary risk that spans the decision-making process, the implementation phase, and the campus' ongoing operations. International branch campuses located at government-sponsored education hubs like the Ghent University Global Campus may prioritize risks like brand recognition, student recruitment, and accreditation as risks requiring greater attention since the financial risks are lower at an education hub. Two potential risks that Ghent University analyzed early in their decision-making process through to its ongoing operations were to determine costs for recruiting students in South Korea, China, and North East and South East Asia, along with costs associated with building its brand for research collaborations with other universities and South Korean companies as it was approaching the opening of its first academic year in 2014.

The third step in the framework is to determine an appropriate risk response strategy. Responses could include risk elimination, avoidance, transfer, or retention; transferring risks to the coalition partner, if one exists, or retaining risks that are less

impactful to budgets are possible responses (Kardes et al., 2013). For the first and second waves, and for higher education institutions in the third wave without a coalition partner, risk reduction is likely the best option. If the risks can be reduced to a tolerable level, then proceeding to implement a risk reduction strategy is the next step. For third wave international branch campuses that had a coalition partner, the risk reduction strategy was to transfer risks to the partner. For Ghent University, transferring the risks was an appropriate strategy, sharing them with the South Korean government.

The fourth and fifth steps in the framework are to implement the risk response strategy, and monitor the outcomes to determine if any adjustments should be made. For first and second wave campuses, they need to secure funding for the campus to become a reality. Their strategy should be, based on the quantification of the risk, to secure funding for the operations of campus, and to monitor their percentage of achievement to the budget needed. For third wave branch campuses that have a coalition partner, they need to build their brand. Surveying the host country for brand awareness and creating a brand strategy may be appropriate, but they will want to continue surveying the market as a monitoring tactic. For Ghent University, they needed to build their brand among three audiences: high school students and their parents, principals, and possible collaboration partners. As the university begins marketing and outreach campaigns to these groups, it could run surveys to monitor the outcomes of the brand campaigns.

In conclusion, this conceptual framework provides higher education leaders with a more concrete framework for understanding international market-entry strategies that lead to a sustainable competitive advantage, coupled with a close comprehension of the

risks associated with entering a new a market. When analyzing the waves of internationalization, this model demonstrates that the first two waves of international branch campuses did not necessarily lead to campuses offering academic programs that had sustainable competitive advantages, and this bears out in the failures of some first or second wave international branch campuses. Higher education institutions in the first two waves may not have had a full understanding of the potential risks they would encounter, and nor did they have strategies to address these risks.

The third wave and the case of Ghent University's campus in South Korea demonstrated the power that a coalition partner can provide a higher education institution when opening an international branch campus. The coalition partner helps to lower financial risks and provides credibility to the branch campus, which in turn can help build the branch campus' brand identity in the host country. The financial support lessens the demand to be immediately financially viable, and provides the officials at the branch campus with time to establish academic operations, which may improve its chances of long-term sustainability. This conceptual framework provided a lens to analyze Ghent University's decision-making process in contrast to those used in the earlier waves of international branch campuses. This framework could be used as a model for other higher education stakeholder as they determine whether or not to purse an international branch campus offer within the current wave where branch campuses may be located at government-sponsored education hubs. This model could also help higher education institutions be more purposeful in selecting the academic programs they take abroad to

achieve a sustainable competitive advantage, rather than taking programs simply because they are thought to be easier to transfer into a new academic context at a branch campus.

What this framework does not provide, and where further research is needed, pertains to development of risk analysis models tailored to the needs of international higher education. While Kardes et al. (2013) model is a useful lens for analyzing risks for large global projects, it is focused on the needs of for-profit businesses. The conceptual framework for this study used a risk analysis lens borrowed from the business literature where for-profit organizations may evaluate risks differently than non-profit organizations interested in seeking profits. Many higher education institutions are not profit seeking, and since not-for-profit organizations do not have shareholders seeking to maximize their profits, the risks higher education leaders must address in large global projects may be analyzed with a different lens than a profit-seeking organization. Based upon the results of this study, improvements are apparent for this conceptual framework where further research could benefit higher education decision-makers as they decide whether or not to open an international branch campus. The following suggests for how further research using this conceptual framework could benefit the higher education community.

Further research into risk management models at non-profit institutions would benefit higher education institutions, as such institutions may not analyze the risks through a profit-seeking lens. Further research into using this framework for a decision-making process where the choice was to not pursue opening an international branch campus would benefit higher education practitioners, as it would provide insights into

what factors led that decision. Additionally, little concrete information exists for why international branch campuses failed: this knowledge usually resides within institutional stakeholders who are reluctant to share. Applying this framework to a failed international branch campus would also benefit the higher education literature, as such a case would possibly provide insights into factors that may have been misunderstood or not considered in a decision-making process.

Implications

As noted, the literature provides a rich discussion of post-decision considerations for international branch campuses such leading and managing a campus and how to be culturally sensitive within the host country. These are important concerns and information for higher education leaders. This dissertation has attempted to discuss the pre-decision considerations, where less concrete information is known, to better provide higher education practitioners with information for making decisions whether or not to open an international branch campus. This study has found six major considerations, which are discussed below.

Culture at All Levels

In the Ghent University case, cultural consideration permeated the decision-making process at the global, national, and institutional levels. Lane and Kinser (2011a) discuss issues pertaining to acculturation of students and faculty, but the cultural considerations are discussed in a post-decision context. Throughout the decision-making process, higher education leaders should be cognizant that they will need to address

cultural issues. In a global context, international branch campuses are located in countries with differing regulatory, political, and cultural environments with their own set of norms that differ from a university's home country. Negotiations can be difficult if there is not a common language, and even with interpreters, meaning is not always captured. Cultural norms may cause strife within the decision-making process when the negotiating parties come to an agreement, but each party's understanding of the agreement differs. Misunderstandings can occur when the cultural accommodations are needed for communications; in the case of Ghent University, English was used as a common language, but the use of a common language did not always ensure the accuracy of a common understanding by both negotiating parties. In 2014, Ghent University senior leaders had to conduct a final round of negotiations late in the decision-making process to ensure that the condition of the new building met their expectations and standards, even though they thought that this was agreed to in earlier negotiations.

Cultural considerations were present at the national level for Ghent University when it needed to accredit undergraduate academic programs that were taught in English and four-years in length. Both of these requirements were in contradiction of Flemish rules and cultural norms for undergraduate curriculum. Ghent University officials addressed cultural norms within their university when their academics constructed the curriculum for the Ghent University Global Campus. In addition to expanding the length of the academic program to four years, the academics also explored how to reconfigure their semesters into four to six-week blocks to support the teaching needs in both Ghent and Songdo. In summation, higher education leaders should be cognizant that there are

different types of cultural issues that they may have to address pertaining to societal norms, norms of conducting business and negotiations, and educational norms. In the case of Ghent University, at various points in the decision-making process they had to address each category of cultural norms.

Evolving Risks

Risks associated with international branch campuses are evolving, and as the analysis of the historical waves demonstrated, government-sponsored education hubs are lowering one of the significant barriers for establishing a branch campus, the financial ones. Monetary support from the Incheon Free Economic Zone (IFEZ) made it more feasible for Ghent University to take its academic programs abroad and establish brick and mortar operations in South Korea. This financial backing also demonstrates that the host country government is vested in the long-term success and sustainability of the foreign partner. Ultimately, it may alleviate any concerns higher education leaders have about financial risks.

Ghent University executives and senior leaders explored the offer to open the campus in South Korea because they believed that there were little to no financial risks associated with the Campus. The financial support allowed the branch campus to establish its operations without the pressure to immediately break even or be profitable, a considerable benefit to the university. It also allowed Ghent University to focus on student recruitment efforts, which turned out to be one of the more complex challenges.

Another significant risk discussed in the literature is risk to a higher education institution's brand. With a strong partner like IFEZ, Ghent University may reduce its

brand risk because the government has implicitly endorsed the branch campus as an option students should consider. In addition to teaching, Ghent University was also keen to build research collaborations in South Korea, and IFEZ may facilitate meetings to establish such collaborations.

Within the current wave of international branch campuses, some higher education institutions may plan to open a branch campus on their own without a government or corporate sponsor. The underlying model for analyzing risks associated with opening a campus if not in an education hub could still benefit from using this model (Kardes, et al., 2013). However, higher education leaders will likely need to place greater emphasis on certain factors in the decision-making process, to fully understand the risks. For example, understanding financial, higher education sector, and brand risks may take prominence in a decision-making process where a higher education institution does not have a partner.

Evolving Benefits

As seen at Ghent University, benefits are also evolving as compared with earlier historical periods of international branch campuses, and expanding our understanding of why universities open these campuses. Traditionally, the advantages have included the opportunity to bring new revenue to the home campus, or to use the branch campus as enrollment management tool. Some universities have used their branch campus as the realization of an institutional mission to support their international endeavors. Branch campuses may provide students who do not study abroad with internationalization at

home experiences, as they interact with individuals from cultures that are not familiar to them.

In the case of Ghent University, it has expanded our understanding of benefits for opening an international branch campus. The Ghent University Global Campus broadened the university's mission to support international education, and it enhanced the university's brand as a global university. Ghent University also sought new benefits not traditionally considered within the literature, such as a focus on research activities at their branch campus. With a strong emphasis on life sciences research, Ghent University expanded its research mission to South Korea. The university infused its academic programs in Songdo with a strong grounding in scientific research, but its research focus extended beyond the curriculum.

Ghent University leaders had a vision to create research collaborations between researchers at the branch campus with South Korean universities and corporations. Songdo is an emerging biotechnology hub. The Ghent University Global Campus is located within this hub, and its researchers may bring the senior leaders' vision to reality by collaborating on research projects with local universities and companies. The university also used the branch campus as a mechanism to retain its postdoctoral students who would have difficulties finding employment positions within Ghent University. Recruitment processes for researchers are highly competitive, as there are few new positions open and a large supply of applicants. The branch campus offered new employment for postdoctoral students to remain within the university community, and continue conducting their research. While grounding the branch campus with a culture of

research benefited the curriculum and postdoctoral student, it also had the potential to enhance the university's the research output. Research output by Flemish universities enhances their funding, and the research produced at the Ghent University Global Campus would improve the university's funding in Flanders.

Innovative Vision

In the case of Ghent University, the executives accepted an opportunity to explore an offer with the University of Incheon to begin discussions about opening an international branch campus, which later evolved into an offer to establish a branch campus at the Incheon Global Campus. The executives had an entrepreneurial spirit and vision for what they wanted this campus to become, and that was exhibited by their active support throughout decision-making process. The executives had a vision to extend the global reach of their university, to strengthen its brand, and they viewed the South Korean economy as growing, dynamic, and willing to invest in research; the executives perceived these factors as promising and pursued the offer from the South Korean government. The investment in research by the South Korean government was an important factor in the decision, because investing in research is an important component of Ghent University's mission. The production of research in Songdo would benefit the home campus, as the university's overall research output is an important measure by the Flemish government in the funding calculation for Ghent University. The senior leaders, from early in the decision-making process, viewed the research opportunities in South Korea as a long-term benefit for the university.

The executive team also understood that decision-making process was a long process, and at times they needed to build enthusiasm and support within the university community for the project. The 2013 pre-opening event was an opportunity for the executives to tangibly demonstrate the potential for the campus in Songdo to between 40 to 60 Ghent University academics and staff who visited for the event. It built support for the branch campus and helped recruit faculty to teach at the campus.

Evolving Forms of International Branch Campuses

As demonstrated in the analysis of this case through the conceptual framework, the forms of international branch campuses are evolving as well. The third wave of international branch campuses, with the rise of global higher education hubs demonstrated that a host government and foreign higher education provider model is emerging to make international branch campuses more feasible and sustainable longer-term. The host government and higher education model is substantively different than the model where a higher education institution enters a foreign market without such government and financial support, and must sustain the branch campus with an investment of funds from the home campus and tuition fees. The emergent model of host government and foreign higher education institution may change the view of higher education leaders who view the international branch campus as too risky for their institution.

The government-sponsored education hub like the Incheon Global Campus or Education City in Qatar demonstrate how universities with a strong host partner can provide benefits for the host country's society and economy. In this structure, advantages

exist for both the host country and universities who agree to come together in a partnership. As discussed earlier, a collaboration with a government that invests in the branch campus lowers the financial and brand risks, and may change the factors that senior leaders at higher education institutions consider as part of their decision-making processes. For the host country, they are able to address skill gaps that aid their development. What also emerges with government-sponsored education hubs is that the host government influences the academic programs imported into its country. With such a partnership, the branch campus has a partner who is committed to the long-term success of the campus.

In the case of the Incheon Global Campus, it was established to bring highly ranked universities into South Korea so that students would complete their studies in South Korea. The South Korean government was concerned about the brain drain effect where students leave to study in North America or Europe, and then do not return to South Korea after they complete their studies. Reversing brain drain was an important societal and economic goal for the South Korean government. As higher education leaders are presented with offers to open international branch campuses in government-sponsored education hubs, may want to explore such an offer in the context of this case. Higher education leaders will also want to understand the motivation by the governments for hosting foreign universities in their education hubs.

Implications for Global Higher Education

Jane Knight (2006) created a typology of internationalization options for higher education, which included a spectrum of student, faculty, program, and institutional

mobility. One of the challenges non-English speaking higher education institutions must contend with is that some of the options in this typology may not be available. Specifically, it is a government requirement that Ghent University's undergraduate curriculum is taught in Flemish in Ghent. This language requirement limits students who study abroad at Ghent University, as students are likely not going to learn Flemish or Dutch. Ghent University was able to expand its undergraduate curriculum and expand its internationalization options by offering English undergraduate programs in Songdo. Universities in non-English speaking countries that have similar language requirements may turn to less common forms of internationalization when they are limited in what they can do at their home campus.

Within the context of global higher education, the expansion of international branch campuses could be observed as an outcome of neoliberal and privatization policies implemented by governments and transnational organizations. While public funding for higher education is reduced, higher education institutions are generally still expected to offer the same quality of education for its students and services to the communities they serve. The funding needed to maintain quality levels requires higher education institutions to seek out new sources of revenue to offset reductions to public funding. These new revenue sources could include additional student enrollments, increased student fees, foreign students who pay full tuition or extra fees, production of research that provides additional funding, or seeking out new internationalization options through exchanges, program mobility, or institutional mobility. GATS was broadly developed with a wide mandate to facilitate the trade of services, and education is a

tradable service under the GATS framework (Chang & Ng, 2008; Knight, 2006; Sahni & Shankar, 2005). Global higher education hubs facilitate the trade of education as a service, and with a lower risk profile than a higher education institution establishing an international branch campus without host nation support. GATS, specifically mode three, defined as the supplying organization having a physical presence in another country, will continue to aid in the expansion of international branch (Verger, 2009; Knight, 2006; Sahni & Shankar, 2005).

The Future of International Branch Campuses

It is difficult if not impossible to predict the future, but forces exist that are compelling higher leaders to continue to expand their internationalization efforts. These forces include neoliberal policies that have been discussed throughout this study. International branch campuses are an option that has traditionally been viewed by higher education leaders as a risky internationalization option. With the expansion of government-sponsored global education hubs emerging to host international branch campuses, these traditional risks are evolving.

The financial and reputational risks are two of the largest risks that may prevent executives or senior leaders from pursuing an international branch campus opportunity. However, if the opportunity to open a campus is offered at an education hub, the financial risk may lessened or become minimal, as was the case with the Ghent University Global Campus, and the reputational risks will be lessened due to the legitimacy the education hub provides in the host country. As these significant risks decrease or are neutralized, executives and higher education leaders may be more interested to explore international

branch campus opportunities. Thus, education hubs may facilitate the growth of international branch campuses, as these structures assume some of the risks that traditionally befell the foreign higher education provider.

Contributions to the Literature

This study explored a decision-making process used by Ghent University to open its branch campus in Songdo, South Korea. Four significant findings from this study contribute to the higher education literature and may benefit higher education scholars who study internationalization. First, this study documented a decision-making process used by Ghent University to open its international branch campus. This may be one of the few studies, if any, that has documented an entire decision-making process from the initial proposal for establishing the branch campus to the opening of its first academic term. This decision-making process demonstrated that when international branch campuses are located at a government-sponsored education hub, that higher education leaders categorize risks and rewards differently than the traditional models. For example, when the host government provides startup and operational funding over multiple years, higher education leaders can focus their attention on the long-term viability of the branch rather than seeking to reach a financial break even point early in the operating lifecycle of the branch campus.

Second, this study has expanded the literature for international branch campuses by focusing on decision-making factors that aided higher education leaders as they determined if they should open a campus abroad, and how they analyzed potential risks associated with the branch campus. Decision-making factors previously described in the

literature focused on international branch campuses as a financial or enrollment mechanism for the home campus to recognize new revenue sources. This case found that Ghent University sought to establish a hub in North East Asia where it could build its brand for student recruitment, research collaborations, and new employment opportunities for postdoctoral students. Traditionally, higher education institutions offered academic programs such as business, computer science, and education programs that required less investment in facilities to operate, compared with the investment needed to operate bioscience engineering programs as Ghent University did in Songdo. Ghent University demonstrated that academic programs that required an investment of laboratories and scientific facilities could be offered at an international branch campus.

Third, this study showed that the risks and rewards associated with opening an international branch campus are evolving; especially as branch campuses are opened in government-sponsored education hubs like the Incheon Global Campus. Traditionally, financial risks were considered a significant and primary risk as universities determined whether or not to open an international branch campus. Likewise, the benefits were considered financial in that new populations of students could enroll at the branch campus. This study has found that Ghent University considered the financial risks minimal, and focused more attention on faculty and student recruitment efforts. Additionally, the Ghent University realized new benefits for opening its branch campus, which included new research opportunities in South Korea, and greater employment opportunities for its postdoctoral students to remain within the Ghent University community.

Lastly, the conceptual framework used in this study encompassed unique market-entry and risk analysis frameworks, which should provide a foundational model for higher education stakeholders as they make future decisions about opening international branch campuses. This model provides higher education leaders with an understanding of market conditions in the host country, marketing plans needed for internal and external stakeholders, which programs to select to provide a distinct competitive advantage in the host country, and a lens for analyzing, assessing, and responding to potential risks during the implementation and operational phases of the branch campus.

In particular, the review of the literature in chapter two confirmed that there are two models and frameworks that could be beneficial for higher education decision-makers if, more depth and breadth were added to these foundational frameworks. The first such model initially considered as part of the conceptual framework for this study was Wilkins and Huisman's (2012) framework for determining the level of localization and customization needed for program and institutional mobility. Their model used four measures to determine the level of risk and difference in culture between the sending and receiving countries, but their model provided cursory information that likely will not aid higher education stakeholders who make decisions that are global and have a high degree of risk. This study married frameworks for international market-entry and risk analysis that will aid higher education stakeholders who are deciding whether or not to open an international branch campus. The model created a lens for analyzing market conditions in the host country, academic program selection, and internal and external marketing strategies needs, and a way to identify, prioritize, and assess risks and how to respond to

them. The model developed for this study could be further extended to incorporate aspects of Wilkins and Huisman's framework to better understand the difference in cultures between the home campus and host country. This sort of model could be highly beneficial for higher education decision-makers as they determine whether or not to open an international branch campus providing an additional lens for analyzing the opportunity.

Further research

The higher education community requires further research that goes beyond this study. International branch campuses continue to evolve, as do the benefits and risks associated with opening them. Additional research could be applied to other universities' decision-making processes to determine if the conceptual framework used in this study could result in similar results as was found with Ghent University's process. Having additional data collected from other decision-making processes would benefit the higher education community.

Ghent University's top ranked life sciences programs with a strong grounding in research offered a unique perspective on the decision-making process. Further study into the success of this program and programs like it, could inform the higher education community about the benefits of taking research heavy undergraduate curricula abroad. More information is also needed to help higher education practitioners better understand how to address administrative considerations for academics and staff working at the branch campus. This could include ways acculturate individuals to new cultural norms

and how to work across cultures, and how to address human resources issues such as remuneration and health and safety concerns.

Ghent University is situated within a global, supranational, national, and regional context. At the supranational level, Ghent University is part of the European Union and has to navigate European regulations. Ghent University is also accountable to the Belgian government within a Flemish regional context. Further research could address the intersection of regional considerations in international and global contexts. Regional regulations, such as undergraduate curriculum is taught in Flemish in Flanders may limit the extent of internationalization options a higher education institution can utilize. In the case of Ghent, they may have fewer students studying abroad at Ghent University since undergraduate students may not want to learn the Flemish language. More research about the influence of regional laws on internationalization options would benefit the international higher education community.

Generally, additional research is needed for international branch campuses, both for the decision-making process and implementation considerations. Further study of international branch campuses will better inform institutional leadership that this form of internationalization has benefits, and the risks are worth taking on to build global brand recognition, provide new opportunities for faculty and students both at the home and host campuses, and in the case of Ghent University, offer new research opportunities.

Conclusion

This study has expanded the literature for international branch campuses as it has introduced a framework for higher education leaders to gain a deeper understanding of

the decision-making process for opening a branch campus. The international branch campus literature does not explore at any depth, nor does it contain comprehensive models to aid higher education practitioners' understanding of decision-making process, critical factors, and risks that could lead to the success or failure of an international branch campus. International branch campuses occupy an important space in international higher education literature. More knowledge is needed about how and why higher education institutions and host countries decide to establish international branch campuses and education hubs.

This study analyzed Ghent University opening an international branch campus in South Korea. The findings from this study may benefit higher education practitioners with models or frameworks to use as a foundation for future decision-making processes to help them understand the risks and rewards for opening an international branch campus, and to make the best decision for their institution. Program and institutional mobility will continue to proliferate as higher education institutions seek new opportunities to expand outside of their home country. This sort of expansion should occur in a systematic fashion, and with a clear framework for understanding of the risks, rewards, and factors to consider during the decision-making process.

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Appendix A: First Round Interview Protocol

Thank you for taking time with me to interview you about your experiences in the decision-making process to open the University's branch campus. This is the first of two interviews you have agreed to participate in, and I may follow up with you after these interviews via email or Skype for further clarification. Your participation is voluntary and you can opt-out of this interview at anytime. The information you provide will only be used for academic purposes. Your answers to the questions will be kept confidential. Do you have any questions for me? May I record this interview? This recording will ensure that I have an accurate record of our discussion today. Thank you, lets begin.

1. What was your role in the decision-making process to establish the branch campus?
2. Why were you selected to be a part of this decision-making process?
3. How would you describe the process to make the decision to pursue the branch campus?
4. Who else do you recall participating in the decision-making process to pursue the international branch campus, and why do you think they were involved? Did outside experts or consultants participate in the process, and if so, what expertise did they provide the decision-makers?
5. What were the principle risks and rewards considered during the decision-making process?

6. What factors in the decision-making process emerged with strong support amongst the decision-makers? What, if any factors, created discord amongst the decision-makers?
7. How were the factors you mentioned considered in the decision-making process ranked in terms of importance?
8. How was the ownership structure for the branch campus determined?
9. How and why were the degrees and academic programs selected for the branch campus?
10. How did the University plan to maintain academic quality at the branch campus?
11. From your perspective, what concerns did the University have about extending its brand to the Incheon Global Campus?
12. In your opinion, what were the reasons for the South Korean officials selecting the University, and what risks and rewards do think they evaluated?
13. Can you describe the process for attracting academics and staff to work at the branch campus?
14. Can you describe the process for attracting students to attend the branch campus?

Thank you for your time today, this is the end of the interview.

Appendix B: Second Round Interview Protocol

Thank you for taking time with me to further interview you about your experiences in the decision-making process to open the University's branch campus. This is the second of two interviews you have agreed to participate in, and I may follow up with you after these interviews via email or Skype for further clarification. Your participation is voluntary and you can opt-out of this interview at anytime. The information you provide will only be used for academic purposes. Your answers to the questions will be kept confidential. Do you have any questions for me? May I record this interview? This recording will ensure that I have an accurate record of our discussion today. Thank you, lets begin.

1. As you reflect upon our earlier session where we discussed the University's decision to open the branch campus, are there any new details about the decision-making process that you would like to share?
2. Can you describe the due diligence process used by the University to determine if the University should open the branch campus?
3. Did the University community have input into decision-making process (e.g., public comments, town hall meetings)? What processes were available for the University stakeholders to voice their concerns? How were their concerns addressed?
4. How was the decision to pursue the branch campus shared with the larger university community during the decision-making process?

5. Which groups on campus were you most concerned about explaining the decision to open the campus to?
6. Did certain factors or topics cause heated discussion or conflict during the decision-making process? Can you discuss what these were?
7. Do you recall any stakeholders within the University being left out of the process, and if so, what role could they have played in the process?
8. How were differences amongst the decision-makers resolved throughout the process?
9. As you reflect on the decision-making process, where do you see opportunities to improve the process if the University was to open another branch campus?