

Managing Faculty in Transnational Higher Education: Expatriate Academics at International Branch Campuses

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Abstract

The purpose of this research is to identify the challenges and issues associated with managing expatriate academics at international branch campuses, and to analyze the strategies that have been, or could be, implemented to overcome these challenges and issues. The data used in this study came from an online survey questionnaire that was completed by fourteen individuals holding a senior or middle management position at an international branch campus. The survey participants unanimously reported that expatriate academics tend to be highly motivated and committed, and that they are largely satisfied with their jobs. However, many individuals do have issues with adjustment to the new country, to work differences, and to interacting with others. The participants offered a range of suggestions and recommendations that may help institutions to better support expatriate academics employed at international branch campuses. The suggested actions need to be implemented prior to the new recruit's arrival in the host country, during the induction period, and on an on-going basis.

Keywords

Higher education management, transnational education, academic staff, expatriates, expatriate adjustment, expatriate performance

Introduction

The international mobility of academics has always been a feature of higher education; as early as the twelfth century, international travel was an integral part of the academic profession (Richardson, 2000). Then, like now, universities recruited foreign scholars as a means to possess the highest quality teachers and researchers, and to promote the institution's national and international status. At many universities globally, foreigners now account for over 25% of the faculty employed (Trembath, 2016). However, at international branch campuses, expatriate academics can account for even higher proportions of total teaching staff employed (Fielden & Gillard, 2011).

Due to the nature of the local labor markets, many of the branch campuses in the Arab Gulf region employ only expatriate teaching staff. The proportions of teaching positions held by expatriate academics may be considerably lower in the other countries hosting transnational institutions – such as China, Malaysia and Singapore – due to: the unwillingness of expatriate staff to relocate to these countries; the inability of institutions to afford the expected expatriate packages; and pressure from host country governments to localize teaching staff. However, some of our study participants stated that they tried to recruit as many faculty members as possible that shared the same nationality as the institution and/or who received their PhD in the same country where the institution is based, as this reinforces the institution's image as a foreign institution and because students expect and want this.

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Transnational higher education refers to programs taken by students who are located in a country different from the one where the awarding institution is based (UNESCO/Council of Europe, 2001). Transnational higher education may be delivered through distance/virtual/online education, franchised or licensed programs, international branch campuses, joint or double degree programs, and other types of partnership. However, this study is concerned only with the employment of expatriate academics at international branch campuses. An international branch campus may be defined as “an entity that is owned, at least in part, by a specific foreign higher education institution, which has some degree of responsibility for the overall strategy and quality assurance of the branch campus. The branch campus operates under the name of the foreign institution and offers programming and/or credentials that bear the name of the foreign institution. The branch has basic infrastructure such as a library, an open access computer lab and dining facilities, and, overall, students at the branch have a similar student experience to students at the home campus” (Wilkins & Rumbley, 2018).

International branch campuses must be distinguished from other forms of transnational education. For example, foreign-backed institutions – such as the British University in Dubai and the Vietnamese-German University – are affiliated to at least one foreign institution with which they collaborate or cooperate, and from which they receive advice, services and/or resources. However, these institutions are usually locally owned and although they have adopted a foreign system of higher education they often do not employ many expatriate academics. In contrast, international branch campuses *are* owned, at least in part, by foreign institutions, and therefore key stakeholders – such as students, parents and employers – often expect the teaching staff to include expatriates, and preferably individuals that share the same nationality as the institution.

Although expatriate academics may contribute to improving teaching and research quality at branch campuses, empirical studies have found that these faculty members often experience culture shock due to job and country differences (Bodycott & Walker, 2000; Dobos, 2011; Dunn & Wallace, 2004, 2006; Healey, 2016; Smith, 2009); that they feel disappointed when their pre-arrival expectations are not met (Austin et al. 2014; Cai & Hall, 2016); and that they have lower levels of commitment (Wilkins et al., 2017) and organizational identification (Wilkins et al. 2018), which can result in lower job satisfaction and higher levels of staff turnover.

These studies focused on the experiences or attitudes of academic expatriates at the individual level, but little research has been conducted from a management perspective on the management of academic expatriates or the existing best practices in this field. Thus, the purpose of this research is to identify the challenges and issues associated with managing expatriate academics at international branch campuses, and to analyze the strategies that have been, or could be, implemented to overcome these challenges and issues. The activities of interest include recruitment and selection; employee remuneration and reward; employee contracts; induction and training; staff development; and career planning.

The following two sections are concerned with defining what an expatriate academic is and how expatriate academics fit into the workforces of international branch campuses. Based on a review of the literature, the six sections/subsections after this examine some of the key themes and issues associated with expatriate academics. Following a description of the study's method, the key findings are summarized and discussed, which leads to a set of suggestions/recommendations that may be implemented by branch campus managers to improve their management of academic expatriates. If successful, these

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suggestions/recommendations may help improve the commitment, job satisfaction and work performance of expatriate employees, as well as reducing labor turnover.

Expatriate academics

An extensive literature on managing expatriates in business organizations indicates that there are several common features existing among these employees, which can promote or hinder effective work performance (e.g. Bhaskar-Shrinivas et al., 2005; Black & Gregersen, 1991; Hechanova et al., 2003; Rosenzweig & Nohria, 1994). A bibliometric analysis of 438 papers on expatriates by Dabic et al. (2015) revealed that culture and adjustment – and their effects on work performance – are among the most common topics explored by researchers, as well as overseas assignments. Clearly, cultural adjustment is a key requirement of every expatriate, regardless of their job role and industry. The literature on overseas assignments may be applicable to fly-in faculty, who spend only limited or fixed amounts of time working abroad and who are less likely to have self-initiated the assignment. Of course, there are individuals who seek or prefer to work at multiple international campuses, and at some institutions, such as Hult International Business School, teaching at multiple international campuses is quite common.

Most of the extant research on expatriates in the business/human resource management literature has adopted an individual viewpoint (Dabic et al., 2015), rather than considering expatriate management issues and effects on overall organization performance from a management perspective. Lin et al. (2012) found that expatriate management is often influenced by the context-specific attitudes and concerns of managers. For example, in some Asian countries, organizations focus on individual skills and motivation, while in Western countries the focus is more likely to be on adaptability and work performance. This implies that fly-in faculty that teach in several different countries may need to adapt to several different cultures.

The work of an academic – typically comprising of teaching, research and/or scholarly activities, and service – is unique and quite different in many respects to jobs in other professions, and therefore the academic's job needs to be researched separately. An expatriate academic leaves their dominant place of residence and moves to a foreign country to take up legal, long-term, yet time-bound employment in an academic role (Trembath, 2016). Therefore, the term does not usually apply to employees in administrative or support roles or to those who travel abroad for conferences, sabbaticals or field work. Also, it excludes academics that move abroad with the intention of taking up citizenship or staying permanently in their new place of residence, as these individuals have different motivations to expatriate academics, and will likely have planned for their trips differently.

As very few past studies have focused specifically on expatriate academics in transnational education, it should be noted that the some of the studies discussed in the following sections were actually concerned with traditional international faculty mobility, e.g. from Asia or Africa to the main home campuses of institutions in Australia, the United Kingdom (UK) or the United States (US), or international faculty mobility where the individuals took new positions in locally owned institutions rather than foreign-owned branch campuses. However, the 'clash of cultures' may be more strongly felt at branch campuses because typically the institution, the managers and the expatriate faculty are all facing the adjustment issues together.

While the adjustment issues facing expatriate academics may be similar regardless of country of origin and destination country, and whether the new position is at an international branch or at a main home campus, the effects of international faculty mobility may be greater

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at international branch campuses because these campuses employ higher proportions of expatriate academics and because they often operate in host countries that are culturally very different to the individual's and institution's home country. Thus, it is relevant and useful to explore the perspectives and experiences of branch campus managers with regard to the management issues associated with employing expatriate academics, rather than focusing on the experiences of faculty, which is the approach adopted in the great majority of previous studies (e.g. Cai & Hall, 2016; Dobos, 2011; Smith, 2009).

Expatriate academics at international branch campuses

There are three main types of academic staff employed at international branch campuses: seconded staff from the home campus, internationally recruited staff and locally recruited staff. In reality, it is only a handful of elite institutions based mainly in the US and UK that use seconded staff to any great extent. For example, Yale University had 21 visiting faculty posts at its campus in Singapore in 2013 (Kamenetz, 2013). However, seconding staff to international branch campuses is relatively rare because many professors based at the home campus don't wish to expatriate (Wilkins, 2017); students and staff at home campuses have protested that branch campuses deprive the home campuses of resources, as witnessed at Yale (Wilkins, 2016); and this model of staffing branch campuses has been proven to be too expensive, which was a major factor behind the decision to close the New York University's Tisch School of the Arts campus in Singapore in 2015 (Sharma, 2012).

Just as most leading Western universities nowadays recruit faculty internationally, so too do most international branch campuses. Sufficient quantities of suitably qualified and experienced academics are rarely found in the locations where international branch campuses are concentrated. Also, there is often a preference among managers and students to have faculty members who have educational and work experience in the country where the home campus is based, or who speak the language of the host country. For example, in the United Arab Emirates (UAE), many British institutions prefer to recruit Arab nationals, e.g. from Egypt, Lebanon and Jordan, who achieved their doctorate in the UK and have teaching experience in the UK.

Leading branch campuses tend to recruit locally only for instructors, e.g. for teaching English, or for adjunct faculty who teach specialist subjects for a few hours each week or on an ad hoc basis. Those campuses that compete in the market on price, i.e. with lower tuition fees, tend to have higher proportions of locally recruited and adjunct faculty. In the Arab Gulf countries, expatriates account for virtually 100% of faculty members at most international branch campuses. For example, in December 2016, the 410 staff at the University of Wollongong's campus in Dubai came from 53 different countries (UOWD, 2017).

As previously noted, in host countries such as China and Malaysia, the proportions of host country nationals and locally recruited staff are higher than those found in the Arab Gulf region. At EduCity in Malaysia, the proportion of expatriates in the teaching staff ranges from 40% at the University of Reading Malaysia to 85% at Newcastle University Medicine Malaysia (Wan & Weerasena, 2018). Regardless of such differences, the proportion of expatriate academics employed as faculty members at international branch campuses is generally considerably higher than at home country campuses. Thus, the challenges of managing expatriate academics may be significantly more demanding at international branch campuses, which provides a rationale for this research.

Motivations to expatriate and expectations of expatriation prior to arrival

In the business world, it is often the firm that decides to send an individual on an international assignment. In higher education, the vast majority of expatriation is self-initiated. Richardson and McKenna (2002) identified four main types of expatriate academic:

- The explorer, who wants to explore new countries and different cultures
- The refugee, who wants to 'escape' from unfavorable circumstances, such as an unrewarding job or a bad relationship
- The mercenary, who is motivated by higher levels of salary and financial benefits
- The architect, who believes that international work experience will enhance their career progression.

More recent research tends to support the assertion that these are four of the key motivators of academics for choosing to expatriate (e.g. Froese, 2012; Selmer & Luring, 2012, 2013). In reality, an individual may be influenced by a range of pull and push factors simultaneously. For example, the individual may wish to improve their overall life by achieving higher pay, career progression, adventure and new cultural experiences, while at the same time escaping deteriorating work conditions in their home country (e.g. fixed term contracts and greater workloads), and in some cases, miserable weather too (Jepsen et al., 2014; Cai & Hall, 2016; Kuzhabekova & Lee, 2018; Richardson & Zikic, 2007).

It may be important for human resource managers to ascertain the motives of job applicants since previous studies have found correlations between these and work adjustment, work performance and job satisfaction. For example, individuals with explorer motivations have been found to adjust to their new work environment more easily and to experience greater job satisfaction (Selmer & Luring, 2012, 2013). In contrast, the individuals categorized as 'refugees' often have lower levels of work performance and job satisfaction (Trembath, 2016).

The expectations of expatriate academics before taking up a new position overseas varies between individuals depending upon their level of seniority and their career plan; whether they have previous experience of working as an expatriate academic; the amount of research they did on identifying differences between the branch campus and experienced norms at campuses in their native country; and country-specific things such as food, language, living conditions and relationships with students (see e.g. Cai & Hall, 2016). Once individuals start working at a branch campus it is natural that they will make comparisons with home campuses. If institutions make applicants aware of the differences between the branch and home campuses during the recruitment phase, individuals may be less likely to experience disappointments after arriving in the host country. For example, a faculty member who intended to improve their research output in a new position will likely be disappointed when they are given a considerably higher teaching load than they had previously, which may lead to low levels of job satisfaction and work performance.

Expatriate academic adjustment

Work and cross-cultural adjustment are among the most researched topics related to expatriation because previous studies have indicated that poor adjustment to new work and country contexts is one of the main barriers negatively impacting upon job satisfaction and work performance, while employees who are able to adjust easily enjoy higher levels of job satisfaction and work performance (Richardson, 2000). Black and Stephens (1989) suggested that expatriate adjustment consists of three dimensions: adjustment to work, adjustment to interacting with others, and adjustment to the new country. It is likely that these dimensions interact and reinforce one another, at least to some extent. For example, an individual who

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perceives that they 'fit' in the country environment may be more likely to adjust to the different work environment. Furthermore, the individual's adjustment may be strongly influenced by how well their family has adjusted (Richardson, 2000).

Adjustment to work differences

Expatriate academics typically have to deal with new systems, new ways of completing tasks, new policies, different management styles, and students with different attitudes, abilities and preferred learning styles. These faculty members often perceive that the workload at international branch campuses is higher than at home campuses (see e.g. Cai & Hall, 2016). In addition, expatriate academics often face poor job clarity, as job descriptions are typically less specific about exact duties, but broad enough to significantly enlarge job roles and responsibilities, while at the same time reducing autonomy and job freedom (Selmer & Lauring, 2011). All of these factors can result in increased levels of stress among employees and reduced job satisfaction and work performance, as well as increased leaving intentions.

Adjustment to interacting with others

It is common for expatriate academics to at times feel isolated and lonely, and sometimes individuals can be excluded from social interaction and activities based on their nationality, religion, native language or perceived background (Lin et al., 2009; Skachkova, 2007). All employees may benefit from social support and social networks when starting a new job, but in transnational education these are often more difficult to obtain due to heavier workloads and perceived cultural barriers and clashes between individuals and groups of employees. The students in transnational education can also be quite different to students at the home campus. Very often, these differences are caused by different cultures, values, religions, upbringing and systems of high school education. Very often, language acts as a barrier between learners and the teacher, as English is the lingua franca in transnational higher education, but all too often students have low levels of confidence and language competence. This can result in weak teacher-student relationships and feelings of frustration among faculty members.

The nationality of an expatriate and the cultural distance between home and host countries will generally have an impact on the ease to which the individual is able to interact with others and culturally adjust in the new country (Jonasson et al., 2017). Previous studies have consistently agreed that the ability to confidently interact with host country nationals and to build relationships with them aids the adjustment process (Harrison & Michailova, 2012). However, in countries such as Qatar and the UAE, the culture and lifestyles of the host country nationals make it unlikely that expatriates can even meet let alone build relationships with the natives, and for female expatriates the task is even more difficult.

Adjustment to the new country

In some countries, it is normal for expatriate academics to live on campus in university accommodation. This can help build strong social and support networks with peers, but it makes adjustment to the country culture more difficult. For those who live off campus, the ease to which the individual can feel properly 'immersed' in the local way of life and culture typically depends on the ability to share a common language. In the UAE, English is the lingua franca in the shops and on public transport, so for speakers of English there are few communication difficulties. In contrast, academic expatriates in China who live off campus and

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have no, or weak, ability in Mandarin have reported feeling isolated rather than welcomed by the host country nationals (Cai & Hall, 2016).

Expatriates can benefit from networking with other expatriates; for example, a newcomer can use such networks to gain quick and accurate information about the local culture, norms and values; legal requirements; as well as practical aspects such as the availability of health and leisure facilities (Caligiuri & Lazarova, 2002). Expatriates can, in fact, offer each other both informational and emotional support (Jonasson et al., 2017). In many cases, the extent to which an individual is able to adjust to the new country is influenced by the extent to which their family members are able to successfully adjust, for example, dependent children in their new schools.

Expatriate academics' job satisfaction and work performance

The key antecedents of job satisfaction are to an extent common for all professional employees, as most individuals value things such as undertaking interesting and stimulating tasks; job autonomy and participation in organizational decision-making; and good relationships with customers, colleagues and superiors. Kuzhabekova and Lee (2018) found that expatriate academics typically aim to achieve a 'fit' between their careers, their personal lives and their values. Academics also expect to achieve a person-organization fit, but different individuals may expect different things and hold different values (Grobler & Rensburg, 2018). For example, an individual's job satisfaction may be influenced by the extent to which they are interested in research, the opportunities and support offered to them to undertake research, and indeed the individual's research performance (Albert et al., 2018).

In an international branch campus context, Wilkins et al. (2017) found that perceived organizational support and employee involvement were significant predictors of employee commitment and employee attitudes towards their work; undertaking extra-role activities; and loyalty towards their institution. Furthermore, a study by Jonasson et al. (2017) concluded that teacher-student relationships had a positive association with the job satisfaction of expatriate academics, and those individuals who were slower to adjust to their new work environments particularly benefitted from positive relationships with their students.

Expatriate academics at international branch campuses have often reported experiencing increased stress levels resulting from overwork, low job clarity, high job conflict (often resulting from the conflicting demands of home and branch campus managers), and demanding or low ability students (e.g. Cai & Hall, 2016; Dobos; 2011; Healey, 2015; Smith, 2009). Madikizela-Madiya (2018) found that the physical space created by a multi-campus institutional context can aggravate mistrust and impinge on academics' interaction and prospects for development within the wider institutional space.

Employees who feel stressed or 'burnt out' do not generally perform to their full potential. From the discussion in the previous sections, it is clear that an individual's work performance will also be affected by their job motivations and career aspirations, as well as their adjustment to their new work and country environments. Previous work experience with the home institution, previous experience as an expatriate, and the amount of induction and ongoing training and support given all influence levels of job satisfaction and work performance (Downes et al., 2002; Jonasson et al., 2017).

Method

The data used in this study came from an online survey questionnaire that was completed by individuals holding a senior or middle management position at an international branch

campus. The job titles of participants included Provost, Campus Director, Campus Dean, Chief Academic Officer and Head of Program. The survey questions were developed by the authors, based on the arguments and previous empirical findings identified in the literature. The questionnaire had eighteen questions, which were intended to gain information on: the extent to which international branch campuses rely on expatriate teaching staff; how these campuses recruit and reward expatriate teaching staff; the extent to which these staff members adjust to work and country differences; the key issues and challenges of managing expatriate academics; the motivation, commitment and work performance of these staff members; as well as suggestions for the improved managing of expatriate academics.

The questionnaire was prepared using SurveyGizmo software and it consisted mainly of open questions, which were designed to gain information about the survey participants' experiences, actions, opinions and attitudes, without influencing the content of their answers. Examples of questions include:

- How reliant is your campus on expatriate teaching staff?
- What induction activities and training is offered at your campus, or by your institution, for expatriate teaching staff? Do you think the provision is suitable? What are its strengths? How could it be improved?
- How well do expatriate staff recruited from outside the country adjust to different working methods and conditions?
- What are the main problems and challenges that your institution has experienced in employing expatriate teaching staff?
- In general, how is the work performance of your expatriate teachers? How does it compare with your native teachers (if you have any)?
- What are the strengths and successes of your institution in how it manages its expatriate teachers?
- What advice would you give to a new manager at another international branch campus to improve the way expatriate teaching staff are managed?

A purposive sampling strategy was adopted, as we sought to target only individuals who have strategic or operational responsibility for faculty recruitment and/or management at their campus. Potential survey participants were identified mainly through institutional websites, but some individuals were suggested to the authors by industry contacts. Some 35 questionnaires were emailed to suitable individuals and eventually 14 usable responses were returned, resulting in an overall response rate of 40.0%. Table 1 provides a summary profile of the study's participants. A process of thematic analysis was undertaken to identify ideas, patterns and relationships in the data, which involved phases of data familiarisation and searching for themes among the participants' responses.

Table 1. Summary profile of study's participants.

Job Title	Location of branch campus	Location of home campus	Number of teaching staff at branch campus ^a
1 Provost	United Arab Emirates	United Kingdom	110

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2	Provost & CEO	Malaysia	United Kingdom	65
3	Senior manager ^b	Vietnam	Australia	150
4	Provost	Malaysia	United Kingdom	100
5	Dean	Russia	Sweden	10
6	Campus Vice-President	South Korea	Belgium	36
7	Campus Academic Director	Mauritius	United Kingdom	20
8	Chief Academic Officer	Japan	United States	150
9	Head of Program	Malaysia	Australia	125
10	Campus Dean	United Arab Emirates	United Kingdom	11
11	Provost & Group President	Ghana	United Kingdom	60
12	Head of Program	United Arab Emirates	United Kingdom	80
13	Campus Director	China	United States	40
14	Head of Program	United Arab Emirates	United Kingdom	75

^aIncludes full-time and adjunct faculty; ^bRequested anonymity.

Results

Branch campus reliance on expatriate academics

Nowadays, most Western universities have a multicultural teaching staff, but, in general, the proportion of expatriates employed is even greater at international branch campuses. In our survey, all of the institutions located in the UAE reported employing only expatriate teaching staff, since UAE nationals are not interested in pursuing an academic career. All of these institutions advertise and recruit internationally for teaching positions. One institution in the UAE reported that it was easy to attract expatriates as the total remuneration and benefits package was considerably superior to that offered in the UK, yet it was difficult to attract staff equivalent to those employed at the UK campus. Another institution in the UAE said that there were not enough expatriate teaching staff in the UAE, or regionally, that have experience in delivering student-centered learning with an international student body. This institution runs a referral program, whereby current faculty are rewarded for introducing new faculty. Also, in South Korea, our survey participant reported:

Finding candidates is not difficult. For every position, we have plenty of applicants, sometimes over 100. Finding the exact fit is a far more difficult thing. We use the same criteria as the home campus, which means a heavy procedure and a great emphasis on research output. We also try to have a mix in nationalities, gender, and previous universities, but achieving this mix isn't easy.

Several institutions mentioned that they try to employ teaching staff that are natives of the country in which their institution is based, as this helps to reinforce the institution's identity. For example, students at a UK branch campus may expect a certain proportion of the faculty to be British and for the non-UK faculty to have experience of studying and/or teaching in the UK. An institution in Malaysia reported that the Malaysian government had suggested that 30% of its academic staff should be employed from the parent university. In fact, some 60% of the teaching staff at this UK institution's branch are Malaysian nationals. The institution emphasized that it advertises internationally and then appoints the best person, regardless of their nationality.

Sometimes, the overall package offered at a branch campus is the same as the main campus, but the employee can benefit from lower or no taxation and a lower cost of living in the host country. At some international branch campuses it is appropriate and/or necessary

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for the institution to offer remuneration packages that reflect the local cost of living. Thus, it is difficult for campuses located in countries such as Ghana and Vietnam to compete in the international labor market, as pay levels are much higher in the UK and Australia. An institution in Vietnam admitted that recruiting suitable expatriate teaching staff could sometimes be difficult, but a campus in Ghana recruits a substantial number of repatriates, i.e., individuals who left West Africa to study or teach abroad, but who later wish to return. Our participant in Ghana said:

We ensure that staff remuneration and benefits packages are more attractive than Ghanaian public and private competitors... We have an extremely close and genuine relationship with the mother campus when it comes to teaching and moderation, and research activities are encouraged. The reputation of XXX University is undoubtedly a major attraction... Class sizes are very small compared to all other universities in Accra and all teaching staff have the opportunity to earn a post-graduate certificate in international tertiary education taught by staff on periodic visits from the UK.

In summary, it is clear that all of our survey institutions rely heavily on expatriate teaching staff. Every institution, except one, employs mainly full-time faculty or locally recruited adjunct faculty. The fly-in model, which involves faculty from the home campus coming to teach for short intensive blocks, seems to be an increasingly rare mode of programme delivery, mainly due to the high costs involved. Our participant in China, who works for an institution that has several branch campuses globally explained:

90% of our faculty teach at other XXX campuses across the world, so they can bring an international perspective into the classroom... but they must have enough local experience to speak with insight and authority on local conditions. The remuneration and benefits are the same across campuses, but we pay substantially more than local competitors in most cases.

Challenges in managing expatriate academics

The survey participants perceived that their institutions employ a mix of explorers, refugees, mercenaries and architects (Richardson & McKenna, 2002). The institutions in the UAE, which are able to offer relatively high tax-free benefits packages, are more likely to attract mercenaries, whereas campuses in poorer countries, which offer lower salaries, are more likely to attract explorers or those with altruistic motivations, such as hoping to contribute to a nation's human and economic development. The survey participants agreed that an individual's motives for becoming an expatriate academic likely have a strong influence on how quickly and easily the individual adjusts to work and country differences. One of our participants in Malaysia reported that some academics were dissatisfied with the management's attitude towards research and the lack of academic freedom. Our survey participant in South Korea observed:

Some of our staff have unrealistic expectations concerning research. We invest as much as possible but all of our expatriate staff have come from well-established universities. Many have difficulties with the realities at the branch campus. Everything needs to be built from scratch and money is not available for everything.

The vast majority of international branch campuses need to be self-funding. Therefore, tuition fee income has to cover the campus's total costs. In practice, this means that teachers have higher class contact hours than their counterparts at the home campus. Class sizes are

generally smaller at branch campuses compared to home campuses, which may be a positive thing for students, but this also contributes to branch campus faculty having higher teaching loads. Our survey participants reported that many expatriate academics struggle to cope with the higher workloads required at branch campuses. Also, it was observed that faculty members who teach at multiple campuses, and who regularly travel long distances crossing multiple time zones, were more likely to suffer from teaching fatigue. Our participant in Mauritius said:

It is often a challenge for academics at the branch campus to experience the volume of teaching and associated duties, because at the home campus these may be shared by a larger group of academics and support staff... However, the empowerment given to academics at the branch campus is quite high, which is something that most faculty like to experience.

Some expatriate academics wrongly assume that they can replicate in the branch campus classroom what they did at the home campus. However, students at branch campuses may have had very different educational experiences in their schooling, and therefore may have different needs and learning style preferences. Some students have previously experienced only didactic teaching approaches, and these students are often less willing to engage in class discussion and group work. Also, it is not uncommon to find students with low levels of competence in English, particularly in writing. Communication in the classroom between expatriate teachers and students can sometimes be difficult due to language and cultural factors. However, these problems also exist at home campuses. Some expatriate academics claim that the students at branch campuses are more demanding, as they do not participate effectively in lessons but then expect frequent one-to-one tutorials outside of lessons. From the management perspective, some faculty members show a lack of commitment to supporting learners outside of the classroom. One of our survey participants in Malaysia said:

Some expat staff need to adjust their expectations of what students have done previously and how readily the students will be active, participatory learners. Then, staff have to learn how to get students to change to our way of learning.

Several of the survey participants observed that expatriates who had previous experience of living and working outside their home country adjusted more easily to life in their new job and country. The most common reasons identified by our survey participants for expatriate academics not adjusting to life in the new country were: difficulties in finding suitable and affordable accommodation and/or schools for children; feeling isolated or missing extended families; inability to speak the host country language; and visa/legal issues. In Vietnam, for example, it takes a long time for employees to receive their work permits. Institutions in countries such as Ghana and Vietnam, which are unable to pay for the schooling of dependent children, find this a major barrier to attracting and retaining staff that have children. Thus, branch campuses in low income countries tend to attract early-career teachers and single people without children. In countries such as Mauritius, where disruptions to electricity, water and Internet sometimes occur, some expatriate academics fail to cope with the resulting challenges, although others do find alternative solutions. Many branch campuses are located in cosmopolitan cities, such as Dubai, in which it is relatively easy for expatriates to adjust.

Expatriate academics' job satisfaction and work performance

The survey participants unanimously reported that expatriate academics tend to be highly motivated and committed, and the participants were not aware of any systematic differences

in the work performance of expatriate and native teachers. Also, the results of annual employee surveys and relatively low levels of employee turnover indicate that teaching staff at branch campuses are largely satisfied with their jobs. One campus had almost nil turnover of expatriate teachers in a four-year period. However, a campus in Japan has lost faculty to public universities in Japan, as individuals have left intending to benefit from the national pension and research schemes. Most expatriate academics at branch campuses are not members of a pension scheme, since these staff are usually not directly employed by the parent institution. However, higher benefits packages and nil or lower taxation often adequately compensate for this loss.

Compared with native or locally recruited teachers at branch campuses, expatriate teachers are often better at delivering programs that are identical or very similar to the home campus program. Thus, expatriate teachers may give students a learning experience that is different and unique in the host country. Our participant in Russia explained:

Our teaching staff are highly motivated and committed, otherwise they would not come here... Many of our faculty members come from the home campus, so we know what performance to expect, and these staff understand what our brand is all about... Mostly, there is intensive interaction in the classroom, and also outside working hours. Our expectations of faculty are very high but so too are the student evaluation numbers, which on average are 4 or 5 on a 5-digit scale.

Expatriate teachers are often employed on temporary, but renewable, contracts, which encourage staff to deliver consistent levels of acceptable work performance. For example, the regulations in Vietnam force foreign institutions to issue only two-year employment contracts. One issue that expatriate academics sometimes do not foresee or predict is the conflict experienced by having to 'serve two masters', i.e. to satisfy the demands and requirements of managers at both the branch and home campuses (e.g. maintaining quality standards by upholding entry requirements versus achieving student recruitment targets), and to satisfy the requirements of both home and host country regulatory/quality assurance agencies, which are often not harmonious (cf. Dobos, 2011).

Table 2 provides a summary of the adjustment issues that have the greatest influence on employee satisfaction and work performance at international branch campuses, as identified by our survey participants.

Strategies for managing expatriate academics

Several participants reported that their institution treats all of its staff in the same way, so that all new recruits share a largely common induction programme. All institutions deliver induction activities and training to inform new employees about the institution's objectives, values and policies.

Table 2. Key adjustment issues that influence employee satisfaction and work performance at international branch campuses.

Adjustment issues	Examples
Adjustment to work differences	<ul style="list-style-type: none">• Employees are often disappointed with the opportunities and institutional support for doing research• Teachers often have inappropriate expectations about students' previous learning experiences and abilities

	<ul style="list-style-type: none">• Teachers often struggle to effectively implement student-centered learning• Some employees find it difficult to satisfy the conflicting demands and expectations of the branch and home campus managements
Adjustment to interacting with others	<ul style="list-style-type: none">• At work, some teachers are not keen or willing to communicate with students in person outside of lessons• Socially, many individuals feel isolated and miss extended families and friends at home
Adjustment to the new country	<ul style="list-style-type: none">• Some employees find it difficult to find suitable and affordable accommodation• Some employees find it difficult to find suitable and affordable schools for children• Employees are more likely to find country adjustment difficult if they cannot speak the host country language (except in cosmopolitan cities)• In some countries, visa and legal problems are common• In some countries, employees may struggle to cope with interruptions to the supply of utilities

Some institutions deliver additional customized workshops on things like the local culture and customs, but no participants mentioned that their institution offers language lessons in the host country language. Some institutions implement a holistic strategy that considers the needs and interests of expatriate faculty before, during and after their period of employment at the branch campus. For example, our participant in Mauritius reported:

Prior to academic staff arriving, we spend a significant amount of time guiding new lecturers about the island, lifestyle, working hours, and style of work. This helps people to prepare for their new adventure, allowing them to stay motivated and satisfied. The staff at the campus are very much like a family and support each other by being mentors, using a buddy system, arranging socials and team teaching, which keeps the team motivated. Teams discuss innovative ideas and put the best ones into practice, which empowers the academics and keeps them positively focused. We also try to replicate systems such as policies for research leave, and supporting conference attendance and publications. The very close connection between discipline departments at the home and branch campuses has enabled branch campus faculty to gain promotion at the home campus, which acts as a motivator for the branch campus staff.

Table 3 summarizes the suggestions and recommendations of our survey participants on how institutions can better support and manage expatriate teachers employed at international branch campuses, to help these teachers adjust to their new country and job, and to improve individual and organizational performance.

Table 3. Survey participants' suggestions and recommendations for improving work performance and avoiding problems with expatriate teaching staff at international branch campuses.

Theme	Specific actions
Preparing the individual prior to arrival	<ul style="list-style-type: none"> • Find out why the individual wants to work for you, to ensure that both the individual's and the institution's objectives are likely to be achieved • Issue clear, accurate and well-defined employment contracts, so that individuals understand their rights and responsibilities, as well as their working conditions, such as expected teaching load • Bring new recruits to the country earlier so they can settle into the new country before starting their work duties
Offering effective induction	<ul style="list-style-type: none"> • Implement a peer mentor/buddy system to support new recruits • Monitor, follow-up and provide support for all the practical things, such as obtaining a visa/work permit, obtaining healthcare provision/insurance, finding suitable accommodation, obtaining a driving license, and opening a bank account • Treat each new recruit as an individual and identify the specific needs of each individual, particularly to help with 'settling-in' issues • Offer teaching and learning workshops to emphasize differences in the experiences and abilities of local students, as well as advice on how to achieve interactive student-centered learning with these students
Managing the individual's expectations	<ul style="list-style-type: none"> • Implement a formal process for career planning, to establish targets and strategies for realistic career progression • Implement a supportive performance appraisal process that involves setting and reviewing individual targets, but which also identifies the support that the institution will offer to the individual
Providing on-going support	<ul style="list-style-type: none"> • Managers should be approachable and supportive, and they should listen to the suggestions and problems of individuals, following up as necessary • Encourage and offer support to faculty to do research and achieve good publications • Offer on-going personal development opportunities to faculty, such as obtaining a teaching qualification and funding for attending conferences • Encourage staff interaction with the home campus, including visits, to improve work performance and strengthen employee loyalty to the institution • Run a program of regular social events, to strengthen team spirit and avoid individual feelings of isolation or loneliness • Encourage faculty-student interaction outside the classroom, e.g. through trips, visits and sports teams

Conclusion

It is highly probable that international branch campuses will continue to rely heavily on expatriate academics because many of these campuses operate in locations where suitable recruits do not exist in the local labor market, and because employing expatriates reinforces the foreign identity of the institution. Expatriate academics can bring many benefits and advantages for a branch campus, including knowledge of the home educational system, experience in student-centered teaching, and research expertise. The survey participants unanimously reported that expatriate academics tend to be highly motivated and committed, and that they are largely satisfied with their jobs. However, many individuals do have issues

with adjustment to the new country, to work differences, and to interacting with others. Thus, the study's findings align with Black and Stephens' (1989) three dimensions of expatriate adjustment, namely adjustment to work, adjustment to interacting with others, and adjustment to the new country.

Much of the extant research on expatriates has been concerned with expatriate selection, cultural adjustment, cross-cultural training and repatriate turnover (McEvoy & Buller, 2013), but the managers in our study also focused on employee satisfaction, employee job performance, and the impacts of expatriates on the institution's academic quality, image and reputation. While our findings on adjustment to work, adjustment to interacting with others, and adjustment to the new country are similar to those of previous studies, research conducted in business organizations has generally not considered job complexity, as that facing expatriate academics, e.g. having to serve 'two masters'; adjusting to the preferred learning styles of students; and adjusting curricula to satisfy local employers and regulatory bodies. Teaching-related interaction with host-country students and staff, and feelings of ownership and control of courses, have been found to be important determinants of faculty satisfaction in transnational education (Toohey et al., 2017). Thus, the key contribution of this study is the identification of strategies that may be useful in improving the job satisfaction, and more importantly, the work performance of expatriate academics employed at international branch campuses.

The survey participants revealed that all institutions deliver induction activities and training to inform new employees about the institution's objectives, values and policies. In addition, some institutions deliver additional customized workshops on things like the local culture and customs. Several participants mentioned that academic staff induction is intended as a long-term process of mutual benefit rather than a series of training commitments and approval hurdles the employee alone must satisfy, which is the approach to induction and development recommended by King et al. (2018).

Some participants admitted that their institution could offer better information and support to new recruits, but it should be recognized that some of these campuses are relatively new, still small in scale, and with limited resources. Hill and Thabet (2018) argue that in the evolution of any branch campus, institution objectives and the key areas of focus of managers are likely to change over time, as initial objectives will be to establish the agenda and manage expectations, while staff training and development might follow some time later, when the institution seeks to improve quality and has systems and processes in place. Nevertheless, even when institutions are in their establishment and early stages of operation, managers need to consider the implications of contractual agreements and budgets, to ensure that sufficient resources are set aside for training and development activities, and for promoting the undertaking of scholarly work.

The participants offered a range of suggestions and recommendations that may help institutions to better support expatriate teachers employed at international branch campuses adjust to their new country and job, in order to improve work performance and avoid problems. The suggested actions need to be implemented prior to the new recruit's arrival in the host country, during their induction period, and on an on-going basis. It is important during each of these stages for the institution to provide appropriate information and support, and to suitably manage the individual's expectations. Recruiting expatriate faculty that has the ability and motivation to teach and work in the ways expected by students, parents, local employers and host country regulatory bodies will have an impact on the perceived academic quality of the institution. It is important that the institution's marketing communications

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highlight the contributions and achievements of expatriate faculty in order to strengthen the institution's image and reputation.

Human resource managers may be primarily responsible for activities such as recruitment and selection; employee remuneration and reward; employee contracts; induction and training; staff development; and career planning, but in transnational higher education, which is characterized by smaller scale operations, it is not unusual for academic managers to also contribute to these activities – particularly to induction, training and staff development, as these have the greatest impact upon the individual's teaching and research performance. Academic managers may themselves need training and development, to help them with their own cultural adjustment and to ensure that they perform 'human resource' management activities to high standards. Furthermore, it is important that human resource managers and academic managers work together in a coordinated way to achieve the institution's key objectives.

This study is not without limitations. Due to the relatively small sample, the results may not be generalizable across all international branch campuses. However, our purposive sampling strategy was effective at securing the participation of fourteen senior and middle managers employed at international branch campuses, with strategic or operational responsibilities for recruiting or managing expatriate teaching staff. Furthermore, our sample consisted of a good range of institutions in terms of home and host countries, and branch campus size, indicated by the number of faculty members employed. Our findings have implications for institutional human resource management policies and strategies, as well as for the day-to-day management of expatriate academics at international branch campuses.

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