

DIFFERENT BRANCHES OF THE SAME TREE: INVESTIGATING THE IMPORTANCE OF BRANCH CAMPUSES OF RESEARCH UNIVERSITIES

فروع مختلفة من نفس الشجرة: التحقيق في أهمية فروع الجامعات من الجامعات
البحثية

by

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ABSTRACT

The spread of research universities over the globe especially to areas such as Dubai has warranted further scholarly enquiry. This research set out to investigate the phenomenon of branch campuses of research universities in other countries. A qualitative research approach was used and complemented with an exploratory research design. The population for the study was branch campuses of research universities based in Dubai. A sample of four branch campuses were purposively selected for case studies via interviews. The data collected and analyzed revealed several interesting findings.

The study found that there were various motivating factors for the establishment of branch campuses of research universities, but amongst the universities sampled: Amity University, Esmod University, Manipal University and Curtin University, the motivations were to promote research, to promote fashion education, to create diversity and exposure, and to increase the number of foreign students. In the case of Curtin University, the motivation was to provide high quality Australian education and to diversify the university's revenue streams. The major challenges affecting the establishment of branch campuses of research universities had to do with infrastructure and government regulations.

نبذة مختصرة

إن انتشار الجامعات البحثية في جميع أنحاء العالم وخاصةً إلى مناطق مثل دبي قد تطلب المزيد من البحث العلمي. انطلق هذا البحث في دراسة ظاهرة فروع الجامعات في جامعات الأبحاث في البلدان الأخرى. تم استخدام نهج البحث النوعي واستكمل مع تصميم البحوث الاستكشافية. أجريت هذه الدراسة على بعض فروع جامعات الأبحاث في دبي. تم اختيار عينة من أربعة فروع جامعية عن قصد لدراسات الحالة عن طريق المقابلات. كشفت البيانات التي تم جمعها وتحليلها العديد من النتائج المثيرة للاهتمام وجدت الدراسة أن هناك العديد من العوامل المحفزة لإنشاء فروع للجامعات البحثية ، ولكن من بين الجامعات التي تم أخذ عينات منها: جامعة أميتي وجامعة إسمود وجامعة مانيبال وجامعة كورنتين ، كانت الدوافع هي تشجيع البحث وتشجيع تعليم الأزياء خلق التنوع والتعرض ، وزيادة عدد الطلاب الأجانب. في حالة جامعة كارتين ، كان الدافع هو توفير تعليم عالي الجودة في أستراليا وتنويع مصادر إيرادات الجامعة. كانت التحديات الرئيسية التي تؤثر على إنشاء فروع للجامعات البحثية مرتبطة بالبنية التحتية واللوائح الحكومية.

DEDICATION

This study is dedicated to my beloved Mom and Dad, who have always been a source of encouragement, inspiration, and support to undertake my higher studies and to face the eventualities of life with love and enthusiasm.

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Different Branches of the Same Tree: Investigating the Importance of Branch Campuses of Research Universities

Chapter One: Introduction

1.1 Background of the Study

Globalisation has ushered in the opportunity for organisations and institutions to enter new markets and satisfy customers of different cultures and demographics (Lee & Griffith, 2012; Rundh, 2007; Bayraktar & Ndubisi, 2014). Higher education institutions are amongst the entities that are participating in the global push and pull as far as internationalisation is concerned (Powell, 2014; Guimon, 2016). Research shows that many universities are establishing branch campuses in Asia, Africa and the Middle East, as a way of extending the brand and reaching out to clients in various geographical regions (Ogachi, 2013). Shams and Huisman (2012) reported that the establishment of branch campuses was a means through which foreign universities promoted their curriculum and style of education in foreign countries. Chen and Kenney (2007) also advanced the notion that apart from disseminating research skills and expertise, branch campuses of research universities also had economic and even social motives for entering into new markets. Wilkins and Huisman (2012) therefore asserted that the establishment of branch campuses was a transnational strategy used by higher education institutions to enter new markets, engage local stakeholders and promote research values.

Whilst the establishment of branch campuses in foreign markets have been noted to have some benefits, key questions remain in terms of motives, benefits to students and the host country, as

well as possible challenges that exist in the quest to promote transnational education. Tierney and Lanford (2015) pointed out that transferring organisational culture of research universities to branch campuses required careful consideration of the culture and norms of the host country, which leads to further questions on whether standardisation or adaptation is the best policy for branch campuses of research universities. Lewin (2008) notes that entering new markets to establish branch campuses is not an activity that should be taken lightly, given that some universities have tried and failed. Atbach (2013) also averred that in spite of the challenges inherent in establishing branch campuses of research universities, the core mandate of promoting research was crucial to the economies of developing and emerging countries. This suggests that there are opportunities and challenges, benefits and drawbacks to the establishment of branch campuses of research universities. This study therefore seeks to investigate the relevance of branch campuses of global research universities, whilst investigating their impact on students and the economy of the host country.

1.2 Research Problem

Higher Education Institutions (HEIs) have in the past decade sought to enter new markets to promote their curriculum, extend the scope of scholarship and attract a diverse student population (Ramjeawon & Rowley, 2018; Tari & Dick, 2016). In the quest to achieve such goals, these institutions, which are mostly research universities enter new markets to establish branch campuses, with the aim of facilitating the establishment of a research culture amongst students and lecturers in the host country (Abbas, Khalid & Yasmeen, 2017). In the process of doing so however, these branch campuses face many challenges such as institutional regulations, local government policies and cultural adaptation (Siraliova & Angelis, 2006). This often makes the

process of internationalisation cumbersome. There are also instances where when the curriculum and operational ethos of the branch campus does not fit into the local culture, a disparity can arise and possibly hinder the rate of admissions (Calitz, Bosire, & Cullen, 2018).

Some studies have attempted to investigate the phenomenon of transnational education with a focus on branch campuses. Shams and Huisman (2012) for instance presented an analytical framework that sought to delineate the institutional strategies for managing branch campuses. Chen and Kenney (2007) also looked at regional innovation systems in use by research universities in China. Wilkins and Huisman (2012) also examined the concept of international branch campuses as a transnational strategy in higher education. Whilst these studies have in various ways contributed to literature, there remain clear areas for contribution with regards to the relevance and impact of research universities. This study seeks to contribute to this area by examining the relevance of branch campuses to students and the host country.

1.3 Research Objectives

The study was underpinned by the following objectives:

- (1) To identify the motive for establishing branch campuses of research universities
- (2) To determine the major considerations involved in establishing branch campuses of research universities
- (3) To identify the benefits that students gain from branch campuses of research universities
- (4) To examine the benefits the host country gains from having branch campuses of research universities

- (5) To determine the challenges of establishing branch campuses of research universities

1.4 Research Questions

Based on the objectives of the study, the following research questions were asked:

- (1) What is the motive for establishing branch campuses of research universities in foreign countries?
- (2) What are the major considerations involved in establishing branch campuses of research universities?
- (3) What are the benefits students gain from the existence of branch campuses of research universities?
- (4) What benefits accrue to the host country from having branch campuses of research universities?
- (5) What challenges are involved in the establishment of branch campuses of research universities?

1.5 Scope of the Study

The study essentially focuses on identifying several factors associated with the establishment, existence and relevance of branch campuses of research universities in the United Arab Emirates (UAE). The study will thus seek to ascertain how the existence of branch campuses of research universities are impacting on the lives of students and on the socio-economic health of the host country.

1.6 Significance of the Study

The study carries some important benefits. First, the study contributes to higher education literature by delineating the motives, benefits and challenges of branch campuses of research universities. Additionally, the study provides a contextual overview of the issue of branch campuses of research universities from a UAE perspective. Thirdly, the implications of this study will provide insight to management and administrators of research universities, as well as local government councils. The findings of this study also provide insight on how both local governments and branch campuses can contribute to enhancing student well-being and overall experience during their stay in these universities.

Chapter Two: Literature Review

2.0 Introduction

This chapter presents a conceptual and empirical discussion of literature pertaining to internationalization of research universities. This chapter presents theoretical discussions that relate to the relevance, operations and significance of branch campuses of research universities.

2.1 Changing Spaces of Education in a Modern World

The 21st century has seen the transformation of the educational sector, particularly in terms of Higher Education Institutions (HEI) (Mohrman, Wang & Li, 2011; Huang, 2012). These changes have been predicated by many factors including the emergence of the internet (Selwyn, 2008) which has created a million opportunities in trade and commerce and also in every sphere of life (Kubey, Lavin & Barrows, 2001). That aside, increase in the global middle class has meant that consumers within a certain demography have more money to spend than previously, thus seeking new experiences and worthwhile adventures (Senauer & Goetz, 2003). Governments all over the world are actively seeking Foreign Direct Investments (FDI) (Papadopoulos, et al., 2016) which also point to the fact that multination organisations and institutions now have a greater chance of establishing branches in other nations and geographic settings. This has certainly impacted higher education institutions like research universities who have since the turn of the century begun exploring geographic advancements to hitherto unconsidered new markets (Akonwa, 2009). These developments have led to a changing global tertiary education landscape with students exposed to more options than at any other point in the history of mankind.

Brooks, Fuller and Waters (2012) report that there has been tremendous development of colleges in Europe and North America expanding their operations through branch campuses in the United Arab Emirates (UAE). History has it that as at the mid 1970's, the UAE did not boast even a single college in the entire nation. Now however, Brooks et al. (2012) report that there are over seventy (70) Higher Education Institutions (HEIs) (NBS, 2011). This certainly points to tremendous progress and internationalisation of research universities into the UAE. Part of this migration and expansion can be attributed to the development of the UAE into a major economic and socio-cultural hub (Balakrishnan, 2008). The interesting observation made by Brooks et al. (2012) is that an estimated seventy-five percent (75%) of these institutions sprung up after 2005 and were largely the efforts of outside institutions setting up branch campuses. Altbach (2010: 2) noted that these developments in the HEI sector can be likened to the eruption of mushrooms after heavy rain downpours. It appears as though Western colleges are now primed to expand into new territories with majority setting their focus on the UAE and parts of Africa and Asia. Clearly, the educational landscape is changing, and with it comes challenges as well as opportunities for research universities.

2.2 Internationalisation of Higher Education: Perspectives from the UAE

Internationalisation of Higher Education Institutions (HEIs) from Western worlds to the UAE is a phenomenon that has fast become a trend (Madichie & Kolo, 2013). Many American and European universities have established branch campuses due to the potential that UAE must be a hub of education in the sub-region (Miller-Iddris & Hanauer, 2011). Research indicates that in the past decade, the Unified Middle Eastern Emirates (UAE) has seen an influx of foreign research universities (Wilkins, 2010). These developments have influenced the UAE in terms of its policy

direction to ensure that it becomes a focal point in the Center East for attracting students from all walks of life. Previously, Mahani and Molki (2011) express that the core educational objective of the UAE “has been to make advanced education available to all understudies inside the UAE by furnishing them with quality learning assets. Be that as it may, over the past several years, notwithstanding furnishing its natives with quality instruction, the nation is moving in the direction of setting up itself”. This policy objective has led to several colleges being set up in the UAE to provide quality education to citizens and foreigners with the ability to pay for the kind of education they desire. Mahani and Molki (2011) further claim that the efforts of the UAE to enhance its educational framework through strategic partnerships with Western colleges has been deemed as successful enough to warrant further replication. It is also no secret that for decades, countries such as Singapore, Kingdom of Saudi Arabia, and South Korea have all sought to improve the quality of advanced education in their nation through empowering local institutions to partner with foreign institutions and also through welcoming foreign universities to establish branch campuses of their research universities (Alamri, 2011; Smith & Abouammoh, 2013).

Mohani and Molki (2011) further note that the educational framework in the United Arab Emirates has undergone major change since the nation’s establishment about forty years ago. The UAE was set up in 1971 through a relationship between the leaders of the seven emirates of Dubai, Abu Dhabi, Sharjah, Ajman, Umm Al Quwain, Ras Al Khimah, and Fujairah, with Abu Dhabi being the capital city. Dubai's economy is heralded for the significant economic gains achieved through a vibrant travel industry and other economic and financial activities, but that notwithstanding, Abu Dhabi's economy depends to a large extent on revenues from oil. In 2007 for instance, Abu Dhabi's commitment to the UAE's Gross domestic product was practically 55%,

while Dubai contributed simply over 30%, and the staying 15% was contributed from the other five Emirates according to a report from Bitar (2009). At the nation's foundation in 1971, only seventy-four (74) schools existed all through the seven emirates. This meant that individuals who sought after higher education had to travel to Europe or America. In 1977 the United Arab Emirates College (UAEC) was built up as the principal college in the UAE, trailed by Higher Universities of Innovation in 1988, which was at first a professional school however today offers both alumni and postgraduate degrees crosswise over 17 grounds. Zayed College was the third college that was established by the government in 1998. Today, Zayed College has extended its grounds from Abu Dhabi to Dubai and is intending to open a state of the craftsmanship lead grounds in September 2011. As indicated by Zayed College's executive, Dr. Daniel Johnson, the college gauges that their enlistment would increment from the current 4,820 to 9,000 out of 2014, mirroring a serious increment in the quantity of Emiratis arriving at college age (Bardsley, 2009).

It has been reported by Mohani and Molki (2011) that “almost 40 years after the foundation of the United Arab Emirates, the nation is moving towards turning into a contender to nations, for example, China, Singapore, and the Kingdom of Saudi Arabia who have each put extensively in setting up operation level research colleges. The endeavours of the UAE in contributing in its higher instruction framework will probably proceed given its riches and the vision of its pioneers. At present there are 73 advanced education foundations authorized by the UAE Commission for Scholastic Accreditation (CAA), of which 28 institutions are situated in Abu Dhabi, 28 foundations situated in Dubai, and the staying 17 establishments are situated in different emirates (Commission for Scholarly Accreditation, 2011). It ought to be noticed that not all organizations of advanced education are certified by the CAA; for instance, in the emirate of Dubai, 28 non

authorize institution advanced education are in activity (The Advanced education Scene, 2010)". The authors further claimed that "these institutions are situated in one of 5 Free Zones and are rather required to experience the University and Quality Affirmation Universal Board (UQAIB) quality affirmation process built up by the Dubai Knowledge and Human Development Authority (KHDA) which manages the nature of advanced education in establishments in the Free Zones. Numerous of UAE's higher instruction organizations are worldwide branch grounds, for example, Herriot Watt College, College of Wollongong, Middlesex College, College of Pune, and New York College, Abu Dhabi. What stays to be seen is the long-term scholastic and economic aftereffects of these organizations" (Mohani & Molki, 2011).

The advancement in the establishment of universities in the UAE have led some critics to suggest that the quantity of schools and colleges in the UAE surpass the present demand (Moussly, 2010). Lewin (2008) further notes that most private organizations in the UAE were set up after 2005. Over the past five years numerous colleges have opened their entryways in the UAE, with some succeeding while others troubling to convey results either scholastically or financially. Government authorities in the UAE keep on enabling worldwide establishments to set up grounds over the seven Emirates, with the expectation to not as it were serving the neighbourhood populace, however to set up the nation as a flourishing provincial instructive centre like Asian nations, for example, Singapore and Malaysia. As indicated by Becker (2009), between 2006 2009, 49 universal branch grounds began their tasks in the UAE, a large portion of which were American, Australian and English colleges. A research study showed that 62 % of students in the UAE concentrating in UK based organizations expressed that the UK offered the best advanced education on the planet (Wilkins, 2010). This probably is the reason why some students in the

UAE prefer to attend British universities. However, the general situation is that internationalization of higher education in the UAE has transformed the educational landscape, offering benefits for both students and the country, something that will be discussed in a later section in this review.

2.3 Research Universities: Conceptual Definitions

One of the important concepts that underpins this study is the role of research universities in establishing branch campuses. According to Furco (2001), research universities exist to advance research, but often set up branch campuses in other countries to enhance the quality of teaching and learning. Geiger (2017) also shares this view and notes that not all branch campuses share the same drive for research as the main campus and this may be partially due to the situational factors in that context. Nonetheless, as this is a review of literature, some definitions of the term research universities have been offered in order to provide some conceptual clarity given that the term will be widely used in this review.

The term research university is central to this research work and as a result warrants a discussion in terms of working definition. As this study intends to understand the factors accounting for the importance of branch campuses of research universities, it is imperative to understand what the concept means before proceeding to discuss other pertinent issues regarding the role and relevance of global research universities. Fram and Lau (1996) define research universities as institutions dedicated to research and the development of curriculum and students who are research-oriented and who can translate research findings into practical meaning and solutions in the real world. Gibson, Daim and Dabic (2019) noted that research universities existed to provide research output

that were targeted at solving problems identified in society. Morrison and Szumilo (2019) noted that the value and worth of a university increases in proportion to its ability to churn out relevant research which increases the global ranking of the university. Zhang, Chen and Fu (2019) also argued that research universities are institutions that are committed to investigating through scientific procedures and methods, the various challenges that society faces in a quest to propose solutions to solve them or ameliorate its effects. Research universities have thus become a mainstay in the higher education sector (Cavalheiro, Toda & Brandao 2019; Mtshali & Sooryamoorthy, 2019), with many students the world over craving an education from the recognised global research universities.

Research universities have become a critical component of the global education sector, with scholars such as Mtshali & Sooryamoorthy (2019) indicating that there is a global demand for the services of research universities and the packages (curriculum/tuition/research) that they offer. Unsurprisingly, research universities have begun establishing branch or satellite campuses in other geographical regions across the globe (Shah, Nair & Bennett, 2013), with the intention of reaching a vast market of students to provide quality research-focused education, whilst also making economic gains (Garwe, 2016). To achieve such ambitions, these research universities ensure that the quality of staff manning the satellite campuses are just as competent as those in the main campuses (Nafukho, Wekullo & Muyia, 2019). Staff competency is a key issue in the expansion and internationalisation of research universities as the quality of tuition is directly correlated to the quality of staff at these universities (Sassen, Dienes & Wedemeier, 2018). Research universities exist to spread knowledge and have been recognised as catalysts of change, with most communities feeling the impact of their presence socially and even economically (Chinta, Kebritchi & Elias,

2016). Undoubtedly, the quest to develop research-enabled professionals in every sphere of life has led to the proliferation of research universities across the globe.

Kazanskiy (2017) opines that research universities are remarkable different from other academic institutions in the sense that research universities have a core objective of enhancing research skills and competencies not just amongst faculty, but also amongst students. This sentiment is shared by Forrat (2016) who cited an example of how the President of Russia, Vladimir Putin was very much in support of research universities due to the unique role they play in society. Other scholars such as Hladchenko, de Boer & Westerheijden (2016) also noted that the establishment of research universities was very much needed in these modern times with the multiplicity of problems that society was facing. For the purpose of this research, the author presents a definition of research universities as “*educational institutions set up for individuals pursuing higher education who have the goal of equipping themselves with research skills to enable them contribute to effective solutions in society. Research universities are the educational equivalent of a teaching hospital*”.

2.4 Motives for Establishing Branch Campuses of Research Universities

Having examined a conceptual definition of research universities in the previous section, the present section examines the motives underpinning the establishment of branch campuses of research universities. The position of this study is that there are some reasons that propel research universities to set up branch campuses. These reasons are discussed in this section:

2.4.1 To tap into consumer demand in untapped markets

One of the fundamental motives driving the decision to establish branch campuses of research universities in other countries is the availability of huge and untapped student demand (Burley et al., 2012). Whilst research universities attract large numbers to their main campuses, it is also the case that in many foreign countries there are pools of untapped students who would very much like to enrol in research universities but may not possess the funds to study at the main campus. These students however jump at the chance to enrol in the same research university if it establishes a satellite campus in their home country. This has seen some research universities establish satellite campuses in places like Dubai, China and parts of Africa (Collins, 2013; Goastellec, 2008). There are many untapped markets where students are enthusiastic about research and thus when well-known and globally acclaimed research universities set up branch campuses, it is likely to result in good admission rates and demand because of the huge interest students and their parents have in pursuing research-oriented higher education.

2.4.2 To increase global brand awareness and positioning

Another motive driving the increased establishment of satellite campuses of research universities is the need to increase global brand awareness and positioning. Branding of higher education institutions has become an important activity (Williams Jr & Omar, 2014; Black, 2008) due to the consequences and impact of branding on consumer behaviour (Temple, 2006; Keller, 2003). Many higher education institutions establish satellite campuses not just because of the demand in those markets, but also because they want to increase brand awareness, build a brand architecture and position the university's brand as a global research university. Brand awareness has been identified as an antecedent to consumer brand choice, and as such, the more students around the world know

about the existence of research universities, the better it is for the brands of these universities. Universities are thus no longer being managed as ordinary academic institutions, but as brands (Lowrie, 2007; Pinar et al., 2011). Like all brands, one of the reasons for expansion is to enhance consumer awareness of the brand in order to stimulate purchase and repeat purchase of various academic programmes (Molesworth, Scullion & Nixon, 2010). When research universities set up in new locations across the globe, not only are they promoting their curriculum, expertise and academic staff, but they are also promoting the brand which is an intangible asset which produces tangible economic and financial results. The motive of extending brand awareness to increase brand equity of research universities should not be discounted or ignored because the reality on the ground is that research universities are being managed in the same way as business corporations (Chapleo, 2011).

2.4.3 To make economic gains complement main campus activities

Additionally, a motive underpinning the establishment of research universities in other regions and places is to consolidate economic gain. This point refers to the fact that aside from the core objective of research universities which is to promote the development of scholars and scientists who use research as an avenue to solve societal problems, research universities exist also to make economic gains and profits (Altbach & Knight, 2007). This reality is one of the catalysts for global expansion and it also opens up multiple revenue sources to complement the revenue and profits being made on main campuses. There is no denying the fact that research universities receive grants to be able to effectively operate and subsidise school fees for some students through full or partial scholarships (Yang, 2003; Bernasconi, 2015). That being said, research universities are not charities and also operate as viable commercial entities to some extent. Thus, this study identifies

the economic motive as one of the underpinning factors contributing to the internationalisation of research universities through the establishment of branch campuses in other nations.

2.4.4 To increase opportunities for interaction amongst students in satellite campuses and main campuses through exchange programmes

The fourth reason this study believes accounts for the establishment of branch campuses of research universities is the need to create social bonds and opportunities for students in various locations to explore new cultures, take advantage of emerging global cities and take in new experiences. Research universities gain greatly from the establishment of satellite campuses (Knight, 2008; Stella & Gnanam, 2004). Satellite campuses enable these universities to foster interaction amongst students and staff through exchange programmes between students on the main campus, and students in other satellite locations (Knight, 2011). This cross-cultural interaction enhances teaching and learning experiences and offers students the opportunity to gain global perspectives as well. It also provides the research university with the opportunity to interact with governments from across the world to collaborate and participate in solving local challenges through research output.

2.4.5 To contribute to the development of scholars in foreign markets

Lastly, research universities can be said to favour the establishment of satellite campuses due to the opportunity it allows for the development of local scholars in foreign markets (Yang, 2003; Graham, Woodfield & Harrison, 2013). Research universities tend to view this as a form of Corporate Social Responsibility (C.S.R.) and are as such, committed to ensuring that scholars are developed in each new global location, as part of the contribution of the university to the

development of society (Porter, Graham, Spring & Welch, 2014). This motive is crucial as well as it allows research universities to guarantee the development of new scholars and researchers to replace retiring and old scholars/lecturers. Also, the argument can be made that the motive for establishing research universities in foreign markets is also part of the policy of research universities to train students in new locations to become more research-conscious and to leverage on the transformative powers of research to make improvements in society.

2.5 Internationalisation Partnerships as Enablers of Market Expansion for Research Universities

Scholars like Kabir, Newark, and Yunnes (2016) have stressed that one of the strategies that research universities can adopt when seeking to establish branch campuses is that of internationalisation partnerships with other institutions in the host country. Kabir et al. (2016) report that there is a huge demand for higher education, and this is largely due to globalisation and its attendant effects. They report that due to globalisation, western innovation and certain policy initiatives have found their way to places such as Asia, Africa, the Center East and South America resulting in more opportunities for participation and inclusion in global commerce (Kabir et al., 2016). Additionally, based on a report from OECD (2010), it is evident that there is a growing community of understudies, with 3.3 million recorded in 2008. Calderon (2010) asserted that should the rate of enrolments in global research universities continue to spiral upward, it is very much possible that by 2020 the figure could rise to 6.7 million individuals. Now a key question that arises is how research universities will enter into new markets to capitalise on the growing rates of student enrolments and the global demand for higher education? The answer to this question is through strategic partnerships with local institutions in host countries. In Kabir et al.'s

(2016) study, one of the factors that determined whether strategic partnerships were possible or not was the use of the English language.

Foreign research universities seeking to establish strategic partnerships first look at how effectively local institutions are using English to teach. Kabir et al. (2016) noted that in societies where English is spoken and taught, it is easier to establish strategic alliances for the purpose of establishing satellite campuses of research universities. Statistics from UNESCO Organisation of Measurements (2014) reveal that large scores of United Arab Emirate (UAE) citizens travel abroad for education, and most of these individuals travel to English speaking countries because they seek to learn English related courses so they can fit into a global economy. According to UNESCO (2014), eight thousand, five hundred and twenty-six (8,526) nations went abroad for education in 2014. Out of this figure, three thousand and eighty-nine (3,089) representing 36.23% were based in schools in the United Kingdom, whilst one thousand, one hundred and thirty-three (1,133) representing 13% were based in Australia. Two hundred and fifty-five (255) representing 3% were based in Canada, whilst seven hundred and forty-eight (748) representing 9% were based in India, and two hundred and forty-eight (248) in France. Kabir et al. (2016) further report that interest in Western college education has increased to the extent that degree earned in English language tend to have more of a premium on the job market. It has further been identified that the UAE is undoubtedly one of the places that has been successful in drawing foreign universities to set up branch campuses. The UAE is reported to have 37 branch campuses, which is estimated to be more than in any other nation on earth. Clearly, the UAE stands as one of the most appealing areas for worldwide colleges to set up branch campuses. This is largely due to the alluring economic

conditions in the UAE and also the availability of talent and qualified labour. The next section identifies some key benefits of research universities to students in the host country.

2.6 Benefits of Research Universities to Students in Host Country

As research universities spread the gospel of higher education in foreign nations and new landscapes, a cogent question that must be asked is “how do these universities benefit students in the host country?” This section attempts to answer this question by discussing some key benefits of research universities to students in the host country.

2.6.1 Quality Education

The first conspicuous benefit of research universities to students in the host country is the provision of quality education (Bowden & Marton, 2003; Biggs, 2011). Said et al. (2015) emphasised that quality tuition and research was the hallmark of branch campuses of research universities. Students get to benefit from decades and centuries worth of experience and expertise in curriculum development, teaching styles and student-teacher interaction; this is what makes it a privilege for students to attend satellite campuses of research universities (Feller, 2016). Indeed, students gain a lot from attending branch campuses of research universities because these offspring usually bear the same identity as the main campus, meaning that students are equipped in just the same manner as other students in the main campus of the research university. As compared to the quality of tuition provided at some local universities, it is often the case that branch campuses of research universities offer students a more diverse, in-depth and vast experience through modern teaching styles, facilities and course structure (Amos, Bruno & do Amaral, 2008). Again, branch

campuses of research universities adhere to accreditation standards in both the host country, and the country of origin, leading to unrivalled levels of quality standards and Total Quality Management (TQM) (Koch, 2003; Venkatraman, 2007). These rigorous quality checks ensure that students truly get value for money especially when it comes to quality education, teaching and learning.

2.6.2 Global/Local Curriculum

The second benefit that students gain from enrolling in branch campuses is the curriculum they are exposed to (Bharuthram, 2012; Knight, 2002). Branch campuses of research universities offer students the opportunity to be tutored with a global curriculum that has been interspersed with local content and examples to make teaching and learning effective (Chatterton & Goddard, 2000). This allows lecturers to expose students to global issues which they may hitherto not be aware of, whilst also enabling students to glean new knowledge from different cultures and contexts (Fallows & Steven, 2000). Atuahene (2014) noted that dynamic changes in the educational system were needed to ensure that curriculums that were used in educating students were of the highest possible quality. Lanskoronskis, Ramoniene and Barsauskas (2009) opined that due to the innovative research management practices often used by the top research universities, students often had the chance of being taught using innovative methods and techniques. Padilla-Meléndez and Garrido-Moreno (2012) also highlighted the open innovation methods of research universities and stressed that it was key to creating an enabling environment for teaching, learning and research. Thus, another of the benefits that students gain from studying at branch campuses of research universities is innovative up to date curriculums which infuse global case studies with local case studies to offer a holistic education to students.

2.6.3 Top Level Staff

This benefit is critical as the quality of teaching staff often determines the quality of outputs that a university produces. In research university branch campuses, only top-level staff are chosen (Abankina et al., 2012). This is due to the need to maintain high global standards which is a hallmark of research universities. From recruitment through to training and development, staff in branch campuses of research universities are amongst the very best in terms of their research abilities, their student engagement and interaction competencies and their lecturing techniques and styles (Alonderiene & Majauskaite, 2016). This is one of the reasons students pay top dollar to study in such institutions; the benefit of having quality staff impart new knowledge to them that will shape their futures. As is the norm these days in the educational sector, there are certain minimum qualifications and competencies that lecturers and other academic staff need to possess before they can teach in research universities (Daouk, Bahous, & Bacha, 2016). These qualifications are standards against complacency and poor tuition which could tarnish the reputation of HEIs. By enrolling in branch campuses of research universities, students give themselves the best possible environment to succeed due to the quality of staff at their disposal.

2.6.4 Opportunities for Exchange Programmes

One of the benefits that students gain from attending branch campuses of research universities is the opportunity to participate in exchange programmes in other campuses of the research university (Messer & Walter, 2007; Altbach, 2004). Exchange programmes tend to add to the experience that students have when they visit research universities. Through exchange programmes, students can visit new cities, interact with colleagues from different backgrounds and cultures, and also experience the facilities in the main campus and other campuses of the

research universities. Exchange programmes add to the quality of education that students get and offer them diverse chances to enrich their student experience (Daly & Barker, 2010; Daly, 2011).

2.6.5 Overall Enhanced Experience

As mentioned in the earlier section, research universities through their satellite campuses offer students better experiences than they would otherwise have at other local universities. Research universities offer students the chance to gain diverse experiences in terms of interactions with staff, interactions with students and interactions with a specially curated ambience and environment for research and development (Km & Sax, 2009; Hu, Ku & Gayles, 2007). The high standards set at many research universities certainly contribute to better overall enhanced experiences of students (Umbach & Ku, 2006; Pike & Kuh, 2005).

2.7 Managing Research Universities

Smith (2011) notes that research universities need to be managed to ensure that they successfully manage the weight of expectation from various stakeholders. Smith's (2011) work reveals that most research colleges have moral codes that explain the impact and expectation of receiving research grants and the purpose of these grants. The need to manage these grants are imperative especially on satellite campuses to prevent any forms of misappropriation. More so, it is imperative that the fundamental structures that exist on main campuses are replicated on satellite campuses to ensure continuity and consistency in administration of research universities. Parker and Guthrie (2005) share the same opinion and posit that it is crucial for management to ensure that satellite campuses are managed just as effectively as the main campus. This applies to infrastructure, logistics, student care to name a few. Managing the satellite campuses of research universities is

an imperative that cannot be ignored (Soo & Carson, 2004; Mintrom, 2008; Numprasertchai, & Igel, 2005).

Scholars such as Taylor, Barringer and Warshaw (2018) in their study affirmed that there was the need for research universities to take strategic action. This was an imperative because market conditions and the global demand for higher education keep changing at a fast pace, requiring smart and proactive action-oriented leadership to identify opportunities in new markets, and capitalise on them. In this vein, it can be surmised that there is the need for research universities to adopt an entrepreneurial orientation (Simmons & Hornsby, 2014), which requires the identification of opportunities, and the mobilisation of resources to exploit these opportunities. Kondo (2011) was of the view that one of the ways through which research universities can effectively carry out their mandate is by having industry collaborations in the host country, to engage industry practitioners and organisations in enhancing student orientation and experience, and also in offering some opportunities for mutually beneficial collaborations. Clark (2000) also stressed that in managing research universities, management must ensure that the core objective and mandate of research universities are fulfilled; which is to be leading and advancing research in various fields and diverse areas of specialisation. To this end, it has been recommended that faculty and teaching staff develop a sense of mobility and innovation to constantly push the boundaries in research and acquire new knowledge, skills and techniques which can be passed down to students (Yano & Tomita, 2006).

Klaib (2011) noted that managing research universities also involved the daunting process of continually overcoming challenges and hindrance to research which could come in the form of sourcing for funding, infrastructure challenges, challenges with procurement of expensive equipment, amongst other logistical needs that a research university will have. As a matter of fact, managing a research university is an expensive activity (Ward & Wolf-Wendel, 2004; Geschwind & Brostrom, 2015), and one that administrators need to be conscious of in order to make the right decisions to cater for the needs of the university, its staff and students. In order to address the challenge of managing research universities, scholars such as Secundo, Elena-Perez, Martinaitis and Leitner (2015) proposed an Intellectual Capital Maturity Model (ICMM) as a strategy for improving management in research universities. In their research, Secundo et al. (2015) noted that there was the need for research universities to have a flexible, general and comprehensive Intellectual Capital Maturity Model, a model which defines and results in the implementation of intellectual capital management approach as part of the strategic onus of research universities. Interestingly, Guthrie et al.'s (2012) research highlighted that in the present age intellectual capital management was very much the responsibility of institutions such as universities, government departments, research organisations and even hospitals. The focus of this study however is on research universities, and given the volume of research these institutions produce, it is certainly required that some form of intellectual capital management be put in place to protect the research of lecturers and their students. In relation to this discussion, Thursby and Thursby (2007) also weighed in and asserted that “scientific knowledge has the characteristic of a pure public good”. For this reason, they are of the view that intellectual rights must be given to knowledge that is created and diffused. These assertions certainly provide management of research universities with an extra item of consideration to focus on. Furthermore, Cricelli, Greco, Grimaldi and Duenas

(2018) also claimed that management of intellectual capital had some correlation with the performance of research universities. Clearly, the effective management of intellectual capital within research universities could lead to effective attainment of the goals of these institutions. Other scholars have also suggested that mobilising and managing intellectual capital could improve the competitive advantage of research universities (Secundo, De Beer, Schutte & Passiante, 2017). Pedro, Leitão and Alves (2019) maintain that one of the things that gives higher education institutions a differential advantage is the management of intellectual capital. Iacoviello, Bruno and Cappiello (2019) also share this opinion and reiterate that as knowledge hubs and production centres for research, the management of intellectual capital plays a key role in the success of research universities.

Other aspects of the research university that require management and creative oversight is with regards to technology adoption, assimilation and transfer. Strandburg (2005) averred that research universities are home to curious scientists and researchers who stop at nothing to unearth truths about existing or new phenomenon. For that reason, managing a research university involves acquiring, managing and evolving technology on the main and satellite campuses to ensure that students are equipped with the necessary, relevant and latest technology to help them go about their research activities with ease.

2.8 Structural Reforms in the Establishment of Branch Campuses of Research Universities

The question has been posed as to whether structural reforms are necessary in the situation of branch campuses of research universities in other countries (Hladchenko, de Boer &

Westerheijden, 2016). This question is quite a loaded one given that as with the internationalisation of any form of enterprise or institution, there are several factors to be accounted for. However, using Ukraine as an example, Hladchenko et al. (2016) asserted that the nature of the educational system in a country determines whether structural reforms are needed or not. Fondermann and van der Togt (2017) for instance highlighted how Wageningen University initiated some reforms which served as a catalyst for improved quality in research publications by members of the university's staff as well as students. The reforms not only led to an increase in the quality of publications, but also resulted in greater impact and visibility of the university. Manring (2014) also noted that universities had an important role as drivers of societal and institutional change. This means that structural change is one of the core responsibilities of research universities. Research universities as part of the reasons for their existence and expansion must seek to inspire change, especially structural change within and without the university that can have a lasting impact on society. This is where the change and impact that is always spoken about will be felt. To position itself to instigate change and reforms, there is the clear need for strategic collaborations with important stakeholders (Numprasertchai & Igel, 2005). Stakeholder collaboration is essential for the progress of any institution. According to Donaldson and Preston (1995), stakeholder involvement is a foundational element that results in the attainment of any institutional goals. The identification and involvement of stakeholders in any cause is likely to result in positive outcomes (Freeman, 1994). It can therefore be posited that for research universities to achieve their objectives of establishing lasting change and positive structural reforms to benefit the host country they operate in, there would be the need for serious engagement with the necessary stakeholders in government and society in order to advance an objective for the improvement of society through research and innovation.

Jensen (2002) posited that structural change can be lasting if all stakeholders perceive to be receiving value. A key question therefore is “how do research universities offer value to the societies in which they find themselves in?” Hladchenko et al. (2016) noted that research universities were key institutions responsible for effecting social and economic change and development through creation and dissemination of knowledge. Research universities owe it to the societies they exist in to focus on challenges and problems facing society and developing solutions that can help to solve these problems. Every country has some challenges and problems, and for stakeholders to embrace branch or satellite campuses of research universities, they must perceive these universities to be offering and delivering transformational value. Geiger (2017) observed that American research universities have been contributing positively to society through research and relevant knowledge. There can be no doubting that American universities are amongst the most effective in terms of research and development, hence the desire of many students to enrol and study in American research universities (Feldman, Feller Bercovitz & Burton, 2002). This desire has also created an opportunity; the opportunity for American research universities to enter new markets and explore hitherto unconsidered geographical markets (Geiger, 2004; Feldman et al., 2002). It has birthed what can be referred to as entrepreneurial universities (Clark, 1998). These are universities that function in some aspects as enterprises, capitalising on existing opportunities and developing programmes, curriculums and packages to meet the existing and future needs of the market. Value creation as part of the prerogative of research universities is undisputed; this is because research universities do not just exist and function as profit making enterprises. They are institutional change agents tasked with bringing about visible and lasting changes in society. To be able to effectively carry out this mandate however, it is evident that the systems, structures and

environment in the host country must be accommodating and flexible enough to allow contribution from global research universities.

2.9 Major Considerations Involved in Establishing Branch Campuses of Research Universities

In the previous section, discussions were made regarding the role of research universities in instituting and effecting structural reforms in society. Whilst this mandate is commendable and certainly transformational, there are several factors that influence the effectiveness of a research university's ability to effect change and to be a change agent. This section discusses some major factors that must be considered in the establishment of branch campuses of research universities.

2.9.1 Political Considerations

The first set of factors that must be considered in the establishment and operation of branch campuses of research universities are political factors. Mowery (2005) stated that universities were assets in the national innovation system of any country. Indubitably, universities play a huge role in the quest for governments to educate and transform the lives of citizens through meaningful knowledge transfer. As such, political considerations are important in the establishment of research universities. This is because the needs of the state and the needs of the research university must converge and synchronise to ensure that there is a seamless operational efficiency. No research university can seek to thrive in any country without government support. It is certainly worth noting that even though universities are academic institutions, they cannot exist in isolation from politicians and government officials. Welch and Welch (2004) asserted that politics was a crucial

domestic force that must be considered in the internationalisation program of firms. This is because the political environment in each country comprises of influential elements that have the power to influence policy and bureaucracy. Whilst research universities are clearly non-political in their ambitions and operations, they cannot exist without co-operation from political institutions and entities. Herein lies the challenge that the establishment of branch campuses often encounters; the challenge of lobbying and navigating the murky waters of political negotiations. It should however not be conceived or imagined that the concerns of political actors and government institutions serve merely as bottlenecks or agents of corruption through bribes that are sometimes paid in the process of lobbying (Stensaker, Valimaa & Sarrico, 2012); Afterall, it is in the best interest of state institutions to ratify the reasons and purposes for which a global research university seeks to establish a satellite campus in a foreign country. It also entirely a cautious approach given that in the modern world of artificial intelligence and spying, it is not out of order to be suspicious of the motives for the establishment of branch campuses of research universities in international territories.

Enders (2004) certainly was of the view that the expansion of research universities involved political and governmental connotations which could not be ignored nor sidestepped. Gacel-Avila (2005) espoused that internationalisation of higher education be conducted through a multi-stakeholder approach, possibly involving government officials from the home country and the host country, as well as administrators and top officials/faculty from research universities to discuss the pros and cons of the establishment of research universities in the host country. The fact that globalisation has resulting in an interconnectivity of worlds and cultures does not automatically mean that the process of internationalisation would be a simple ‘walk in the park’ for research

universities. It is entirely logical to even suggest that the process of internationalisation may be more complex for research universities seeking to establish branch campuses, than for businesses seeking to establish offices or outlets in a foreign land.

In a study by Knill, Debus and Heichel (2010), it was discovered that political parties and political agencies have some influence in the internationalisation programme of foreign firms and institutions. This is because as stakeholder groups, their influence and input are critical for national development and cannot be ignored or understated. Johanson and Vahlne (1990) in their study rightly identified political systems as important elements in the mechanism of internationalisation. Higher education institutions must thus develop the knack for dealing with these political actors and state officials because they represent the interests of the people of the country and were elected to fight for and preserve those interests. That being said, if the motives for the internationalisation of higher education institutions such as research universities are genuine and geared towards the structural transformational effect as discussed in an earlier section of this review, then there is no need to worry because usually, every country seeks to enhance its national profile by the quality of higher education institutions within the country.

2.9.2 Economic Considerations

Another factor worthy of consideration in the establishment of branch or satellite campuses of research universities are economic considerations. According to Feldman (1994), universities even though primarily agents of knowledge transfer, are also economic agents of change. In establishing satellite campuses in other countries, research universities need to as a matter of importance

examine and critically assess the economic climate and stability of the host country in terms of economic indicators such as inflation, exchange rate, level of unemployment, interest rates to name a few. These economic indicators will affect the establishment of the satellite campus in terms of cost of establishment. If the economic conditions within a country are not entirely favourable, and feasibility reports carried out confirm same, then the research university may have an important decision to make. This is because establishing a branch/satellite campus involves the transfer of funds for activities such as building/construction/leasing and renting, accreditation and promotion of the university. If the exchange rate for instance is unfavourable, it means it will cost the research university more to set up the satellite campus. Also, the prevailing economic condition in the country will dictate and determine whether the citizens in the country will be able to afford the cost of educating themselves in satellite campuses of research universities. Etzkowitz (1990) claimed that research universities played a key role in economic development and that is also a truth that cannot be ignored. Consider the economic implications and outcomes of establishing a branch campus of a research university in a foreign country; there will be many jobs created in primary and auxiliary support roles, whilst should the branch campus be constructed from the scratch to meet the international standard, then it would mean that several jobs will be opened up in the construction, engineering and furnishing industry. This will have a positive ripple effect on the economy because money will be in circulation and there would be the injection of funds from the main campus of the research university. Thus, even though the establishment of satellite campuses of research universities are primarily for education and knowledge transfer, these research universities also act as economic catalysts and agents of change for which governments should be grateful. Aside from the creation of jobs, there will surely be some element of tax from

the government on both the institution and its workers, hence generating more revenue for the state.

2.9.3 Geographical Considerations

Additional considerations that must be undertaken in the establishment of branch campuses of research universities are geographical considerations. What is the relevance of geographical considerations in the establishment of research universities? Anselin, Varga and Acs (1997) stated that in the establishment of satellite campuses of research universities, there must be a consideration and evaluation of local geography to ensure that there is an alignment with the expectations of the management of research universities. Climate conditions and geography vary from place to place, and as such in the establishment of an all-important institution such as satellite campuses of research universities, there must be consideration for the geography. Geography will likely impact on lecturers being recruited from the main campus or elsewhere to come and teach, whilst foreign students who may want to enrol in branch campuses of research universities will also consider certain geographic considerations. Goddard, Coombes, Kempton and Vallance (2014) noted that universities were important anchor institutions in society, and where they were cited were of equal importance to a town or city just as the citing of basic amenities. This is the reason why it is important for administrators and management of research universities to consider the geographic and ecological factors in the establishment of research universities. Factors such as proximity to important infrastructure such as hospitals, police stations, town centres, shopping malls and other basic social centres must be considered in the location of research universities.

2.9.4 Security/Safety Considerations

The new age has brought in its wake certain unwanted vices not least terrorism. America as a country has suffered from some instances of violent terrorist attacks (Davis & Silver, 2004; Davis, 2007; Speckhard, 2003; Gillham, 2011), with their response to these attacks further making them targets of some radical groups in certain geographic regions. It is for this reason that safety and security must be considered in the quest to internationalise higher education institutions, especially American higher education institutions. By locating branch or satellite campuses in certain regions or places, these campuses may become targets of radical militia groups requiring that satellite campuses as much as possible have in place robust and indefatigable security and defence systems to protect students, staff and workers in the event of any attack. The threat on human life is as real today as it has ever been especially as even in the United States, there have been several reported cases of mass shootings in schools and universities (Muschert, 2007; Fox & DeLateur, 2014; Kleck, 2009). These events certainly warrant tighter security measures at branch campuses of research universities to ensure that havoc is not wrought on many innocent lives. Tighter security must be an utmost consideration and priority in the establishment of branch campuses of global research universities.

2.9.5 Human Resource Considerations

Apart from all the considerations mentioned in the previous sub-sections, one of the most important and vital cogs in the wheel of research universities are human resource. Postiglione (2011) affirmed that the recruitment of staff to research universities was an activity that carry great significance. Other scholars like Özoğlu, Gür and Gümüş (2016) confirmed that as the higher educational sector experienced rapid transformation and growth, the implication on human

resource development cannot be ignored. The rapid expansion of higher education institutions requires a need for continuous development of faculty and academic support staff to aid in the growth of these institutions. Taylor (2006) highlighted the important role of academic staff in the operations of higher education institutions. Thus, it must be a given that prior to the establishment of branch campuses of research universities, special attention is dedicated to the staffing needs of these institutions. Certainly, to uphold the standards held in the main campus of research universities, there must be equal quality in terms of the teaching staff (faculty), whilst non-academic support staff must also be oriented in the ethos of the organisation to ensure that they imbibe the values needed to impart seamless customer experience to students. Others have also cautioned that consideration must not only be given to the immediate staffing needs of research universities prior to its inception, but also consideration must be given to future needs (Brodin, Bennett, Appleton, Bonta, Feher, Fiehn, Greenspan, Hjorting-Hansen, O'Connell and Sidlauskas, 2002). Ennew and Fujia (2009) in their study on foreign universities in China noted that foreign universities in China were seeking to bridge the gap by recruiting and developing Chinese academic staff. This is certainly a good move as it represents the development of local talent and the integration of a larger percentage of local staff with foreign staff which creates a diverse academic environment where both parties can learn from each other. Salmi (2009) also clearly noted that one of the main challenges of establishing research universities worldwide had to do with recruitment of faculty staff. The issue is not in recruitment of higher numbers, but in quality control to ensure that the right staff are being recruited who will fit into the institutional culture and play an important role in driving the vision and mission of the institution. Afterall, it must be noted that staff often represent the frontline and agents of change during the service encounter with students (Callan, 2004; Ellinger, Keller & Bas, 2010; Boshoff & Allen, 2000), and their

disposition, expertise and people handling skills are crucial in the kind of impression that students and visitors may have in the university.

2.10 Value Co-Creation in Satellite Campuses of Research Universities: The interplay of socio-cultural factors

Having examined some important factors research universities consider during their internationalisation programme in the establishment of satellite campuses, it is imperative to now consider an important part of the relationships that exists within the research universities. Like all service institutions or organisations, the concept of value co-creation is relevant to research universities. Preikschas, Cabanelas, Rüdiger, and Lampón, (2017) in their research explained that value co-creation was key to the development of dynamic capabilities and could be applied to the higher education sector through adaptation, knowledge management, innovation and relationship management. Preikschas et al. (2017) further noted that in the service sector, organisations or institutions that had a closer bond with customers were likely to better serve their needs. This is very much the case in the higher education sector where in research universities, students and staff combine and interact to co-create value through teaching and learning. The bond that is developed between student and institution (via staff) can also result in cross-selling or upselling where students on degree programmes can decide to pursue a master's programme in the same university upon completion of the degree. These are opportunities that research universities can capitalise on.

The very concept of value co-creation suggests that service firms such as research universities cannot on their own create value for their target customers (students) (Lee & Qualls, 2010). To be

able to create and sustain value, these institutions would need to develop a mutually beneficial relationships with students which is necessary for value co-creation (Biong & Silkoset, 2006). Some scholars therefore advance the Social Exchange Theory (SET) as a theoretical lens through which higher educational institutions can examine the phenomenon of value co-creation (Briggs & Grisaffe, 2010). In the context of this study, the focus is on how socio-cultural factors influence value co-creation on the satellite campuses of research universities. Pitelis and Teece (2010) declared that to perfect value co-creation, institutions needed to develop certain dynamic capabilities. This view is shared given that in research universities, there exists a diverse community of individuals who come from different backgrounds and as such possess different paradigms and worldviews. The onus therefore lies with academic and non-academic staff to develop certain dynamic capabilities such as emotional intelligence capabilities which would help during interaction with these individuals. Without skills such as emotional intelligence, and values such as empathy, it would be difficult to facilitate value co-creation in research universities. The arguments for the development of dynamic capabilities by frontline staff for value co-creation with students stems from the fact that research universities are part of changing environments and systems which require constantly changing and upgradable capabilities to handle the dynamism in the environment (Moller, 2006; Tuli et al., 2007; Storbacka, 2011). This, according to (Wilkinson, 2008; Cabanelas et al., 2013) can foster a greater understanding of the essence of value creation.

Many students in research universities come from different cultural backgrounds which may be similar or different from that of frontline staff such as faculty members or non-academic support staff (Kim & Sax, 2009; Mamiseishvili & Rosser, 2010). This cultural divergence may have its drawbacks but often can be ascribed to be one of the allures of students patronising research

universities (Smelser, 1993; Brint, 2005; Heggins & Jackson, 2003). Based on this, it is prudent for managers of research universities to find the line of convergence between cultures in order to create unique and memorable customer experiences through value co-creation. Value co-creation has been identified to thrive in environments where institutions and their principle actors are seeking to cultivate and develop successful relational exchanges (Ghosh et al., 2004). In this vein, it is the responsibility of principal actors such as lecturers and other supporting staff to welcome students and make them feel part of a larger community. It is only in this manner that value can be successfully co-created in satellite campuses of research universities.

2.11 Branding and Customer Experience: An Examination of the Impact of Global Research Universities on Student Experiences in Branch Campuses

Keller (2013) noted that in this modern world any and everything can be branded; products, services, institutions and even nations. This section examines how branding is being used as a tool for enhancing customer experience on satellite campuses of research universities. Scholars such as Pinar, Trapp, Girard and Boyt (2011) posited that branding was an effective tool that could be leveraged on to delivery valuable outcomes for higher education institutions. In fact, Pinar et al. (2011) asserted that higher education institutions should adopt branding ecosystems in order to improve their global appeal and equity. Branding has been identified as an influential marker that adds value to organisations and influences consumer response to the organisation (Keller, 2003; Hoeffler & Keller, 2003). For this reason, most satellite campuses of research universities ensure that the mother brand is well represented and all forms of brand associations are leveraged on to give students and staff a sense of confidence that they belong to a global brand (Altbach, 2013; Brodhag, 2013; Dennis, Papagiannidis, Alamanos, & Bourlakis, 2016). Balmer, Mahmoud and

Chen (2019) explained that apart from the place where a satellite campus of a research university is located, the brand of the university also plays a major role in influencing stakeholder reaction towards the university. Hemsley-Brown, Melewar, Nguyen and Wilson (2016) also stated that it was imperative for research universities to create a unique and differentiated identity which can contribute to an enhanced corporate reputation. Hunt (2019) in his research also stressed that whilst branding was a good strategy, it was imperative for institutions to maintain ethical standards and principles. Yuan, Liu, Luo and Yen (2016) stated that research universities that developed competencies and dynamic capabilities in building their brands could leverage on it for brand extensions into other markets. This is the exact scenario for satellite campuses of research universities which can be described as brand extensions of main campuses of research universities. Palmer, Koenig-Lewis and Asaad (2016) stated that consumers wanted brands that they could identify, and this was true even in the higher education market. Ohnemus (2009) stated that consumers preferred to operate with brands that they could trust and relate to. Thus, for research universities, a possible secret to success is leveraging on branding to provide a unique and exceptional customer experience to students in satellite campuses of research universities.

2.12 Theoretical Framework: Institutional Framework as a Lens for Analysing the Operations of Research Universities in the Host Country

This section discusses the theoretical position of this study. Given that earlier sections of this review have discussed various concepts and perspectives of the establishment and operations of research universities, it is vital to tie these discussions to a theoretical framework that can explain the establishment of research universities. The institutional theory has thus been chosen as the theory for this research. According to Scott (1987), one of the initial proponents of the institutional

theory, there are three inter-related facets of organisational behaviour. The first part posits that organisational behaviour gains its origin from the values and beliefs in a specific context, whilst the second part emphasises that experiences and pressures result in the development of organisational culture, forms or archetypes. The third aspect postulates that institutional actors unwittingly embrace the prevailing code or norms as the established standard of doing things. These factors certainly point to the fact that in every institution, certain norms, beliefs and values have the potential and ability to shape and create an organisational culture that if embraced by the institutional actors can create a fabric within the organisation that defines how people within the organisation behave.

Additional commentary on the institutional theory also point to the fact that apart from the internal factors that explain or predict organisational behaviour, there are other factors as well which are responsible for how an organisation behaves (Greenwood and Hinings, 1996; Ferner et al., 2005). The first of these other factors is social forces (Dacin et al., 2002). Social structures, norms and accepted routines can influence how an institution behaves. For instance, in the case of research universities, it can be asserted that research universities that situate or locate themselves in Arab countries need to tailor service delivery to include aspects of the Muslim culture. Students must be given the freedom to dress as they would without any restrictions that may tend to give the perception of a marginalisation of culture or religion. Thus, the institutional theory advises organisations such as research universities to be mindful of social forces. According to scholars such as Delbridge and Edwards (2007), social forces can either support or limit change, and institutions always need to be aware of them. Ituma et al. (2011) assert that the role of institutional factors has resulted in the situation where the concept of legitimacy has arisen. Evans (2014, p.485)

defines legitimacy as “the actions of specific social actors (organizations), intended to influence, gain acceptance and approval of key stakeholders for specific actions”.

Institutional theory thus provides answers to the question of how and when social actors influence and change the agenda using their power (Zucker, 1987; Inhetveen, 1999; Jonsen et al., 2013). Therefore, it is imperative for research universities to always consider political, economic, technological and socio-cultural forces at play before settling on a country to establish a branch campus in. As discussed in section 2.9, these factors are pervasive forces that can influence legitimately the outcomes of research universities, and as such major consideration and thought must be given to how stakeholder analysis and integration can be used to create a form of synergy to the benefit of the satellite campuses of research universities.

Chapter Three: Methodology

3.1 Chapter Overview

This chapter discusses the research methods used in the conduct of this research. Gray (2013) stresses that research methodology is a crucial part of research as it embodies the systematic process researchers go through in designing and completing a research project. Kent (2007) also assert that methodology is crucial in ensuring that the objectives of a research are achieved by matching objectives with research methods which are effective in collecting and analyzing data. This chapter therefore presents the methodological framework of the study including the research design, participation and instrument used. The chapter also presents information related to data gathering and analysis.

Table 3.1- Overview of Research Methodology

Research Question	Why are branch campuses of research universities important?
Specific research questions	(1) What is the motive for establishing branch campuses of research universities in foreign countries? (2) What are the major considerations involved in establishing branch campuses of research universities? (3) What are the benefits students gain from the existence of branch campuses of research universities? (4) What benefits accrue to the host country from having branch campuses of research universities? (5) What challenges are involved in the establishment of branch campuses of research universities?
Approach: (Qualitative)	Qualitative (interview with staff)
Setting	(Five (5) research universities based in Dubai)
Participants	Staff of research universities

Instruments	a- Interview Guide (prepared by researcher)
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3.2 Research Approach

The study considered the various research approaches stated in literature; qualitative, quantitative and mixed methods research (Burns & Bush, 2006; Malhotra, 2008; Creswell & Creswell, 2017). These various research designs have their peculiar characteristics which may be beneficial to a researcher based on the objectives of the research being undertaken. For instance, quantitative research is the research approach dedicated to unearthing new knowledge through the application of statistical methods to identify, measure and evaluate a given phenomenon (Saunders et al., 2009; Hair et al., 2014). Qualitative research design entails the use of narrative and interactive research designs to obtain information from respondents and gain an in-depth understanding of the research phenomenon (Kent, 2007). Creswell and Creswell (2017) explain that mixed methods approach is the combination of qualitative and quantitative research approaches with the intent of gathering data from various sources and triangulating them to obtain deeper insight and meaning. Based on the objectives of this study which essentially entails the attempt to justify the relevance of branch campuses of research universities, a qualitative research design was selected.

3.3 Research Design

Scholars like Saunders et al. (2009) and Kent (2007) discuss research designs and classify them under exploratory, descriptive and causal research design. Exploratory research design has been defined as research design tailored to suit research that seeks to gain in-depth insight into a

phenomenon (Burns & Bush, 2006). Exploratory studies are mostly qualitative in nature and make use of interviews as the major data collection strategy (Malhotra, 2008). Descriptive research design refers to the research design that involves describing elements of the population being studied. As its name suggests, descriptive research is usually conducted to provide a comprehensive summary of the research objects (Lambert & Lambert, 2012; Williams, 2007). The third research design that is prominent in literature is the causal research design, also known as explanatory research design (Kent, 2007; Saunders et al., 2009). Causal research designs are used when researchers seek to investigate patterns of relationships and causal effects amongst variables in a research framework (Malhotra, Shaw & Oppenheim, 2006; Malhotra & Birks, 2007).

For the purpose of this research investigation on branch campuses of research universities, an exploratory research design was chosen. This choice was motivated by the need to gain insight into fundamental factors accounting for the establishment of branch campuses, and the impact that these branch campuses were having on the host country. An exploratory research design facilitated the design of an interview guide which was used to conduct in-depth interviews with key respondents in the sampled branch campuses of research universities.

3.4 Research Context and Setting

The study was conducted in Dubai. Respondents were selected from selected universities in Dubai. These universities were all branch campuses of research universities and as such met the selection criteria.

3.5 Research Population and Sample

Population has been described as elements within a large group from which a sample is selected for research purposes (Malhotra & Birks, 2007; Kent, 2007). The population for this study consisted of staff of branch campuses of research universities based in Dubai. Based on this population a sample was selected to facilitate the collection of data. Sampling is described as the process of selecting units from a population for the purpose of further research investigation (Kent, 2007). Sampling has been identified as one of the important activities in research (Ayres, 2007; Browne, 2005). This is due to the role that sampling plays in connecting researchers to sources for data collection through selected respondents (Suri, 2011). In this study, the purposive sampling technique was used in selecting the branch campuses of the research universities for the sample, whilst convenience sampling was used to select the staff of these universities who were willing to participate in the study. Purposive sampling is defined as the non-probability sampling method where the research relies on personal judgement based on the needs and objectives of a research to select respondents whose characteristics match the requirements of the research (Tongco, 2007; Barratt & Lenton, 2015). This research required the application of purposive sampling given that the nature of universities that needed to be selected for this research were specifically branch campuses of foreign research universities. To achieve that selection, a purposive sampling was used. When it came to selecting staff from these universities to participate in the study, another

sampling technique was required. This was because the researcher found out that not all universities were willing to participate in the study, thus convenience sampling was used to select universities that were willing to participate in the study. Based on this criterion, four (4) universities were selected as the sample for this study. These universities include: Amity University, Esmod University, Manipal University and Curtin University. Staff from these universities were interviewed and data was collected for analysis.

3.6 Data Collection Instruments

The study utilized an interview guide in the collection of data. This study was qualitative in nature and adopted an exploratory research design to achieve the objectives of the study which was mainly to determine the impact of branch campuses of research universities. To achieve these objectives, data was collected through interviews which were facilitated using an interview guide. The interview guide was designed based on the objectives of the study and literature. The interview guide was divided into five parts, with the first part (Section A) covering the profile of the university, the second part (Section B) covering motives for establishing branch campuses of research universities, the third part (Section C) covering considerations in the establishment of branch campuses of research universities, whilst the fourth part (Section D) examined benefits of branch campuses of research universities to students. The fifth part (Section E), examined challenges in establishing branch campuses of research universities.

3.6.1 Validity of Instrument

Some researchers have asserted that in the conduct of research, some ethical principles must be adhered to in order to validate the findings of the research and to ensure respondents are not

violated in any way by the questions being asked of them either through a survey or interviews (Crow, Wiles, Heath and Charles, 2006). To this end, the researcher ensured that consent was obtained from respondents before the research was conducted. Additionally, the researcher sent a copy of the interview guide in advance so that respondents could familiarize themselves with the questions and indicate if there were any questions in the instrument that they would not be able to answer or would not feel comfortable with. None of the respondents raised any issues with regards to the instrument and the questions.

3.7 Data Collection and Analysis Plan

The aim of this study was to investigate the motives for the establishment of branch campuses of research universities. Primary data was collected through interviews with staff of branch campuses of research universities. The data that was collected was analyzed using qualitative methods specifically thematic analysis (Yin, 2003). Thematic analysis was used to analyze the data according to the key themes in the work.

3.8 Ethical Responsibility of the Researcher

Scholars have consistently advocated the need for researchers to be ethical in their quest to obtain new knowledge (Crow et al., 2006; Kent, 2007; Saunders et al., 2009). Ethics in research refers to the process and way the researcher interacts with respondents and processes data that is collected. In the conduct of this research, the ethical principles of full disclosure, confidentiality and respect were practiced. Respondents were informed about the purpose of this research prior to the interviews, and the staff that participated in the research were assured of confidentiality. Again,

total respect was maintained during the interviews. This research complied with the standard ethical practices required from researchers.

Chapter Four: Data Analysis and Findings

4.1 Introduction

Data analysis is an important component of research (Malhotra, 2008; Hair et al., 2014). This section presents information pertaining to the data collected from respondents. This data is analyzed according to the major themes inherent in the objectives of the study. The major objectives of the study were:

- (1) To identify the motive for establishing branch campuses of research universities
- (2) To determine the major considerations involved in establishing branch campuses of research universities
- (3) To identify the benefits that students gain from branch campuses of research universities
- (4) To examine the benefits the host country gains from having branch campuses of research universities
- (5) To determine the challenges of establishing branch campuses of research universities

Based on these objectives a research methodology was designed which was qualitative in nature, and which involved the collection of primary data from staff of branch campuses of research universities in Dubai.

4.1.1 Response Rate

The researcher reached out to as many as ten (10) branch campuses of research universities in Dubai, but only four (4) universities were willing to participate in the study. In the end, interviews were conducted amongst these four universities namely: Amity University, Esmod University, Manipal University and Curtin University. Thus, the response rate was not as expected, but was still adequate for a qualitative study with a focus on case study analysis.

4.2 Case Analysis of Responses

In this section, the results of the interviews with respondents are provided. The results are provided in a case by case format according to the order of the interviews conducted. For the purpose of coding and confidentiality, each case has its own unique coding, for example the first respondent from Amity University will be represented by **R1AU**, the second respondent from Esmod University will be coded as **R2EU**, the third respondent was coded as **R3MU**, representing Manipal University, whilst the fourth and final respondent from Curtin University was coded as **R4CU**.

4.2.1 Amity University

The interview with the staff from Amity University began with a profile of the university. The branch campus is located at Dubai International Academic City- Dubai. The respondent stated that the university had branch campuses in other countries namely: India, UK, USA, China, Romania and Singapore.

Motives for Establishing Branch Campuses of Research Universities

The respondent was asked what the university's main motive was for establishing branch campuses. The response given was "***Amity university is India's leading research and innovation driven private university. The motive is to provide world class university campus and education to the masses***" R1AU. This response indicated that Amity University was originally established in India, but had been able to spread to five (5) other countries namely: USA, UK, China, Romania and Singapore. The response also indicated that the major motive the school had for establishing its branch campuses was "...to provide world class university campus and education to the masses" R1AU. When the respondent was asked whether the university's motives for establishing branch campuses were economical, socio-cultural or research based or all, the following answer was provided: "***Any campus that comes up from Amity University is always research based. The Amity University Dubai Campus is committed to nurture talent through world class education and conduct research in line with the UAE's vision for the future. Based out of the Dubai International Academic City, Amity University Dubai Campus rubs shoulders with the leading institutes and universities spread across North America, UK, Europe, and Asia, among others***" R1AU. This response indicates that the primary motive for Amity University's internationalization programme was to facilitate and promote research.

Considerations on the Establishment of Branch Campuses

The respondent was asked what other factors influenced the selection of a location for the establishment of a branch campus of research universities. The respondent answered and stated that "***As one of the most compelling cities in the Middle East, Dubai leads the region in culture,***

tourism and shopping, attracting people from all over the world. Home to over 150 nationalities, with expats comprising over 80% of the population, Dubai has proven to be the preferred regional headquarters for expatriates from around the world. UAE is known to be one of the safest countries in the world, with 24-hour security in most apartment buildings and monitored streets, living in the city or commuting solo or with a group is safe”. R1AU. This response indicates that the choice for the establishment of a branch campus in Dubai was due to its status as one of the leading and compelling cities in the Middle East. The culture and landscape of the city as well as its tourism potential is what influenced the selection of the city as a site for the establishment of a branch campus in Dubai. Again, safety was another factor considered with UAE being recognized world-wide as one of the safest countries in the world. This is certainly an illuminating piece of information as it establishes two key factors; the profile of the city/location and safety concerns. In the literature review section of this work, the issue of safety was discussed, and as such seeing it reflect in the respondent’s answers indicates that it is clearly one of the major considerations that research universities make when deciding on where to situate a branch campus.

Benefits of Branch Campuses of Research Universities to Students

In this section, the respondent was asked to highlight what benefits students stood to gain from the establishment of branch campuses of research universities. The following detailed response was provided: *“It’s a research- based. We do research and development to the whole market to the main region where we are going to set up our university. According to the needs and culture, we come up with the university and the courses. So, there are almost 368 courses that Amity university presents for that region. Depending on the region and demographics we come up with*

the courses which are suitable for the region and which are employment friendly. So, in Amity University Dubai, we are offering 38 courses only because of this demographic also. There are exchange programs. So, according to us, we are sending our students to other branches. There are no formalities. They can use the transfer option to transfer to UK, or USA campus. There, there is the invite courses program. And, they get to know new cultures. there they meet with cultural differences. Then, they don't have cultural shock. They will have the energy to see the global market. As for Indian students, if they are sent back to India, they can study at any university because there are many branches of Amity university in India, and almost each city of India is having a branch of Amity University" R1AU.

This response enumerated a number of benefits that students are gaining from enrolling in branch campuses of research universities, particularly the branch campus of Amity University. First of all, the respondent stated that Amity University provides a diversity of courses, specifically, three hundred and sixty-eight (368) courses for the region and thirty-eight (38) for Dubai based on the needs of the demographic. This broad curriculum and range of subjects offers students a unique opportunity to choose or pursue programmes that align with their goals or career ambitions. The diversity of courses offered certainly provides a welcome variety which impacts on the quality of student decision making. Again, another benefit of the branch campus is that it offers students the opportunity to apply for exchange programmes where they can transfer to other branch campuses in the UK or USA for further enriching experiences. This offers students the chance to expand their horizons and gain new experiences which broaden their horizons.

The respondent was asked whether the university and its staff perceived that students have been impacted by the existence of the branch campus in Dubai. The answer provided was given as

follows: *“While in the market of globalization, if you don’t have a campus globally anywhere, you’re behind. Since the courses we are presenting are global courses, students will have the courses which are globally accredited and accepted globally also. And this this means we reach everywhere, and the brand is everywhere in the world. Students benefit from this in so many ways”* R1AU.

Challenges in Establishing Branch Campuses of Research Universities

The respondent was asked what some of the challenges were during the process of establishing branch campuses. The respondent stated that *“There are some challenges, but the most important fact is that we accept the challenges. With the grace of the presence of the visionary team, we can face any kind of challenges we might face”* R1AU. When probed further on whether there were institutional barriers that hinder the establishment of branch campuses of research universities, the respondent answered *“No”* R1AU. The respondent was also asked whether local laws and government policies helped or hindered the establishment of branch campuses of research universities. They answered and stated that *“Of course they help”* R1AU.

4.2.2 Esmod University Dubai

The second case was developed based on the interview with a staff from Esmod University Dubai. The interview was quite brief and not as extensive as the first interview. The interview sought to know the profile of the university, motivations and considerations for the establishment of branch campuses of research universities, as well as challenges faced in the process of setting up the branch campus. By way of profile, the branch campus of Esmod in Dubai was established in 2006

and has fifteen (15) permanent staff employed. According to the respondent, 30% of the staff are from the local country of the branch campus (Dubai). The respondent also stated that the university had branch campuses in other countries.

Motives for Establishment of Branch Campus of Research University

The respondent was asked the university's motives for the establishment of the branch campus. The responses given was "***For producing education in fashion***" R2EU. The respondent stated that the university's motives for establishing branch campuses was not economical, but rather to spread education in fashion and its attendant issues.

Considerations in the Establishment of Branch Campuses of Research Universities

The respondent was asked what other factors the university considered before selecting the country as a location for the branch campus. The respondent answered and stated that "***the fashion culture of the country influenced choice of location***" R2EU.

Benefits of Branch Campuses of Research Universities to Students

The respondent was asked how students benefited from the existence of branch campuses of research universities. The respondent stated that "***Exchange programmes which offered students the chance to experience a change of environment and culture***" R2EU. When asked whether

students have been impacted by the existence of the branch campus, the response given was “*No answer*” **R1EU**.

Challenges in Establishing Branch Campuses of Research Universities

The respondent stated that the main challenge the institution faced in the establishment of the branch campus was “*long administrative processes*” **R2EU**. The respondent also affirmed that there were no institutional barriers that hindered the establishment of the branch campus. On the contrary the respondent stated that government policies and local laws helped in the establishment of branch campuses of research universities. The respondent also explained that the culture of a country was never a hinderance in the process of establishing a branch campus.

4.2.3 Manipal University

The third interview was with a staff of Manipal University Dubai. The interview provided answers pertaining to the motivation, considerations, benefits and challenges involved in the establishment of the branch campus. The main campus of Manipal University was establishment 70 years ago. The satellite campus in Dubai was established in the year 2000 and has a total staff population of 200. The percentage of staff who are from the local country or branch campus is 80%, whilst the student population for the past three years is as follows:

2016= 2,500 students

2017= 2,400 students

2018= 2,050 students

The university also has branch campuses in other countries such as Malaysia, Nepal, Antigua and India.

Motives for the Establishment of Branch Campus of Research Universities

The respondent was asked what the university's main motives were for the establishment of the branch campus. Their response is as follows: ***“To cater for non-resident Indian students, to increase the number of foreign students, to promote education and to create diversity and exposure”*** R3MU. This response is quite comprehensive as it outlines four main motives for the establishment of the branch campus. The interesting thing however to note is that the respondent did not make mention of the revenue factor. The respondent was asked further to categorize the university's motive for the establishment of the branch campus according to economical, socio-cultural or research based. The respondent stated that ***“It is socio-cultural and research-based”*** R3MU. This confirms the earlier observation about the respondent's silence on the economic motives for the establishment of branch campuses. It could imply that Manipal University does not consider economic motives to be its main reason for establishment of branch campuses.

Considerations in the Establishment of Branch Campuses of Research Universities

The respondent was asked what other factors the university considered before selecting the country as a location for a branch campus? The respondent answered and stated that ***“Growing economy and also government support for the Indian population in Dubai”*** R3MU. This means that the university considered the health and state of the economy and the government's position on

foreigners especially Indians. The presence of favorable economic conditions and immigration conditions facilitated the establishment of the branch campus.

Challenges in the Establishment of Branch Campuses of Research Universities

The respondent was asked to state some of the challenges involved in the establishment of branch campuses of research in research universities. The response given was “***there was a struggle to obtain resources initially, as well as difficulty in getting approvals. Also, there was the challenge of convincing the population of the quality of tuition at the university***” R3MU. As is to be expected, one of the major challenges faced in the establishment of branch campuses was gaining approvals and permits from the relevant authorities. The respondent was further asked whether there were any institutional barriers that hindered the establishment of branch campuses of research universities. The respondent answered “***Not as such. Only the language barrier in the year 2000***” R3MU. The respondent also stated that local laws and government policies were very supportive: “***Very supportive, especially the Knowledge and Human Development Authority (KHDA)***” R3MU. When asked whether the culture of the country was an enabler of a hinderance to the establishment of branch campuses, the answer was “***An enabler definitely, cultural tolerance is appreciable***” R3MU. These responses suggest that branch campuses of research universities are benefitting from government support and also cultural tolerance in Dubai.

4.2.4 Curtin University

The final interview conducted was with staff of Curtin University. The main campus was established in 1966 and the satellite campus in 2017. Total number of staff employed at the branch campus is sixty (60) and all the staff are expatriates. Student population in 2017 was 41, and in 2018 it was 246, indicating a growth in admissions. The university has other branch campuses in Singapore, Malaysia and Mauritius.

Motives for the Establishment of Branch Campuses of Research Universities

The respondent was asked what Curtin University's motivation was for the establishment of branch campuses of research universities. The response given was ***“To provide high quality Australian education to student for whom it would otherwise be unavailable. To diversify the student body and the university's revenue streams. To be a truly global university. To open research opportunities in other locations”*** R4CU. This response indicates that the major motive for the establishment of the branch campus was the internationalization of Australian high-quality education. Also, there was mention of the economic motive in the form of revenue streams. This shows that Curtin University also established branch campuses to diversify the university's revenue sources and streams of income. The respondent was further asked whether they considered the university's motives for establishing the branch campuses to be *economical, socio-cultural or research-based?* Their response was ***“All three play a significant role. The most successful and respected universities in the future will be those with a truly global presence. By establishing branch campuses, the university benefits from a more diverse student body, more diverse faculty, and more diverse research opportunities. Having branch campuses also benefits the university***

financially as it increases the number of students who can join the university and by being in multiple countries, diversifies the risk to student numbers based on a problem in a single country or region. Certain locations in the world, such as Sub-Saharan Africa have significant research funding available from the US, UK, and Australian governments which can enable the university to do significant research in areas where it can have a positive impact on a large number of people” R4CU.

Considerations in the Establishment of Branch Campuses

The respondents were asked what other factors Curtin University considered before selecting the country as a location for the branch campus. The following insightful response was obtained: *“The first thing that must be considered is the question of their being a viable number of students to make the campus sustainable. The second is the regulatory environment as many countries do not have a regulatory framework in place to allow for international branch campuses. The third is a consideration of the infrastructure being able to support a branch campus. For Dubai, the number of potential students was not an issue, KHDA and CAA both provide a regulatory framework for branch campuses, and DIAC/DKP provide world class infrastructure that was purpose built for startup campuses” R4CU.* This response indicates that the university considered the substantial nature of the market before establishing the campus. They forecasted admission levels and determined whether the location was sustainable over a period of time or not. Also regulatory functions were also considered as well as infrastructure.

Benefits of Branch Campuses of Research Universities to Students

The respondent was asked in what ways the establishment of branch campuses were beneficial to students. The answers provided are as follows: ***“International branch campuses allow students who due to financial, visa, or cultural reasons would not be able to attend the home campus, the opportunity to get a world class, highly ranked, research led education. The presence of the branch campus also raises the bar for all the local campuses and thereby improves the education even for students who do not attend the branch campus”*** R4CU.

Challenges in the Establishment of Branch Campuses of Research Universities

In this last section, the respondent was asked what challenges the university faced in the establishment of the branch campus. The respondent answered: ***“Finding an appropriate infrastructure provider who will fund the setup of the branch campus and provide the non-academic operations. Complying with the regulatory framework that exists in the target country. Starting from zero and halving to build the university’s reputation as well as the student numbers. In some countries, establishing the required infrastructure is also a challenge”*** R4CU.

According to the respondent, these were the major challenges faced by Curtin University in the establishment of its branch campus in Dubai. When asked whether there were any institutional barriers that hindered the establishment of the branch campus, the following response was obtained: ***“There are few barriers to Australian universities establishing branch campuses other than the trade embargos that would apply to any Australian business. If a non-Australian university wanted to establish a branch campus in Australia, the regulatory framework exists through TEQSA, which inspects / accredits Australian universities”*** R4CU. The respondent was

again asked whether local laws and government policies helped or hindered the establishment of branch campuses of research universities. The answer given was also insightful: *“This varies greatly by country. The UAE, for example, has a very well thought out and robust system for establishing and operating international branch campuses, while other countries such as South Africa explicitly forbid the establishment of international branch campuses”* R4CU. Lastly, the respondent was asked whether the culture of a country was an enabler or a hinderance to the establishment of branch campuses of research universities. The following answer was obtained: *“The culture of the country can be either an enabler or hindrance to the establishment of a branch campus. In a forward-looking country like the UAE, things that drive progress like universities are welcomed and the culture of tolerance allows for the open discussion of viewpoints. In other places, such as Northern Nigeria, Boko Haram are firmly against any form of “western” education and have gone to great lengths to prevent it”* R4CU.

Chapter Five: Conclusion and Recommendations

5.1 Summary of the Study

This study focuses on the motivations for establishing branch campuses of research universities, and explores the considerations, benefits and challenges that surround the establishment of branch campuses of research universities in Dubai. The aim of the study was thus to unearth the motivations for the establishment of branch campuses of research universities. The study applied a qualitative research approach, with an exploratory research design. Primary data was collected from staff of selected research universities in Dubai, namely: Amity University, Esmod University, Manipal University and Curtin University. Interviews were conducted with staff of these universities and the data obtained was analyzed using thematic analysis, a qualitative data analysis method.

Previous studies focused on the establishment of branch campuses as a form of internationalization, with a focus on market expansion and the provision of quality education to citizens of other countries (Altbach & Balan, 2007; Geiger, 2017). Further support exists in literature to highlight the aim of research universities to promote and facilitate a culture of research amongst students and faculty in other countries and geographical spaces (Altbach & Salmi, 2011). However, that being said, it was also observed that even though research universities set out to promote the development of research skills, when they set up branch campuses in foreign lands, the emphasis tends to be centered on quality teaching (Geiger, 2004). This study thus sought to determine what the motivations were in the establishing of branch campuses, as well as the

challenges that these institutions faced in their quest to promote quality teaching, research and learning.

5.2 Key Findings of the Study

The study collected data from four (4) branch campuses of research universities in Dubai. The data was primary in nature and obtained through interviews with selected staff of these research universities. In the interviews, respondents were asked simple questions which they could easily understand and relate to. The clarity of the questions facilitated a smooth data collection process. The key findings obtained in the study are as follows:

- (1) The major motive for the establishment of research university branch campuses in Dubai was the provision of quality education and research
- (2) Other motives for the establishment of branch campuses included: to increase the number of foreign students, to promote education and to create diversity and exposure. Again, additional motives obtained from the study include: to diversify the student body and the university's revenue streams. To be a truly global university. To open research opportunities in other locations.
- (3) Some of the major considerations research universities made before establishing branch campuses include: a viable number of students to make the campus sustainable, the regulatory environment and framework in place to allow for international branch campuses and the infrastructure support for the establishment of a branch campus.

- (4) The study found that the benefits students gained from the establishment of branch campuses of research universities include: Exchange programs which offered students the chance to experience a change of environment and culture.

5.2.1 Implications, Limitations and Recommendations of the Study

The study was conducted amongst four (4) branch campuses of research universities in Dubai. This limited the number of responses that could be obtained and the perspectives that were gained as a result. Future studies can consider a larger sample size and take it a step further by stratifying branch campuses according to country of origin, for example selecting two campuses each from research universities in the various continents. This would lead to better representation across cultures and diversity of perspectives. Another limitation of the study was the inability to sample students to gain their perspective and responses with regards to the benefits of branch campuses of research universities. Future studies can also consider this as is recommended in the next section.

In terms of recommendations to the branch campuses of research universities in Dubai, based on the findings of this study, it is recommended that branch campuses strive to include local content and recruit staff from the local market to aid in smooth transitioning. This would help to make the university's branch campus global but with relevant local content which would appease all stakeholders especially regulators and government officials in the host country. It is also recommended that market surveys and intelligence are conducted prior to the establishment of the branch campus to determine which courses will be better suited to the host country's students.

5.3 Scope for Further Study

The study has several limitations based on which areas for future studies have been outlined. The findings of the study and the applied methodology left out some areas that due to time and resource constraints could not be achieved. Future studies can therefore consider exploring the following areas:

- Investigating government policy and laws concerning the establishment of branch campuses of research universities from the perspective of the regulatory bodies
- The need to explore staff capabilities and sourcing of local talent/staff for human resource development in branch campuses can be explored as in the case of Curtin University Dubai, all staff were sourced from the home country and not locals
- There is the need to find out from students on these branch campuses their experiences in the branch campuses of global research universities and whether these experiences result in positive confirmation or disconfirmation and how that affects their recommendation of the branch campus to family and friends

5.4 Conclusion

This study set out to investigate the impact of branch campuses of research universities and specifically sought to determine their motivations, considerations, benefits to students and challenges. An exploratory research design was adopted to aid the qualitative research approach chosen. Primary data was collected through interviews with staff of four branch campuses of research universities in Dubai. Based on the data collected, it was evident that the major motivations for the establishment of the branch campuses of research universities centered on spreading education, increasing revenue streams, providing student access to new cultures and

facilitating exchange programs. The study also found that some of the considerations made was regards to the size of the market and the sustainability of the university over time, the state of the economy as well as government support and infrastructural considerations. The challenges faced also pertained to obtaining permits and regulatory approvals as well as infrastructure. Overall, the study concludes that branch campuses of research universities provide socio-cultural, economical and research benefits to the host country.

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