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UNIVERSITY OF SOUTHAMPTON

FACULTY OF BUSINESS AND LAW

School of Management

UK Cross Border Higher Education In China

by

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(MEng, MSc)

Thesis for the degree of Doctor of Philosophy

December 2013

ABSTRACT

FACULTY OF BUSINESS AND LAW

SCHOOL OF MANAGEMENT

Doctor of Philosophy

“UK Cross Border Higher Education In China”

by Zhan Zhan Liang

Within a constantly changing global higher education environment, cross border activities have become a strategic priority for universities around the world. The UK is indisputably one of the leading countries regarding the establishment of cross border higher education, ranging from large scale investments, such as a branch campus or joint venture, to programme partnerships, such as franchise programmes or twinning programmes in China. With regard to these cross border activities, some may be understood as an example of internationalisation and some may be treated as a response to globalization. The rapid development of such phenomena has stimulated the interests of the researcher, who is curious about the rationales behind UK higher education cross border activities in China. Moreover, through a literature review, it was found that few researchers have conducted detailed research on this topic. Therefore, this research aims to meet these gaps providing a knowledge contribution by research on UK cross-border higher education through a series of case-studies in China and by fulfilling a personal curiosity from an international student perspective. The research captures the key aspects of UK cross border activities. First of all, from the perspectives of internationalisation and globalization, it explains the rationales of UK universities establishing cross-border activities in China; secondly, it reveals their decision making criteria and processes for choosing partnership and collaborative models. Thirdly, it depicts the challenges when establishing and managing cross border activities in China. Further, the research takes the form of a comparative study, applied in order to reveal differences and similarities among the six case-study universities, which are divided into three groups by their types, namely research focused, mixed and teaching led. Therefore, the key aspects of cross border activities of these universities can be compared within and between the groups. More importantly, from the perspectives of internationalisation and globalization, the

differences among the universities are analyzed with respect to rationale, decision making process and challenges associated with cross border operation. It is believed that these findings add to our understanding of both internationalisation and globalization in higher education and provide a number of highly practical insights to UK universities regarding their management of cross border activities in China. Moreover, a new model of an internationalisation decision model is created providing a new contribution to knowledge in of internationalisation of UK higher education in China.

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Declaration

I, **Zhan Zhan Liang** declare that the thesis entitled “**UK Cross Border Higher Education In China**” and the work presented in the thesis are both my own, and have been generated by me as the result of my own original research. I confirm that:

- this work was done wholly or mainly while in candidature for a research degree that this University;
- where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
- where I have consulted the published work of others, this is always clearly attributed;
- Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
- I have acknowledged all main sources of help;
- where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
- the research is conducted in compliance with the university research procedure and guidelines;

With the oversight of my supervisor, Professor John Taylor, editorial advice was sought. No Changes of intellectual content were made as a result of this advice.

Signed: Zhan Zhan Liang

Date: December 2012

Acknowledgements

Finally, my academic journey in the UK ended at this point. It certainly has been a long but very enjoyable journey. When I decided to come to the UK in 1999, I never expected myself to have the opportunity to try to obtain PhD degree at that time. I think I am very lucky because I have met many supportive friends, who have helped me to achieve the level where I am now.

Professor John Taylor, thank you so much. Thanks for your determination and encouragement over the years. You have been a wonderful friend, who has always been here for me when I have been troubled by both academic and personal matters. Thanks for never giving me up when I feel frustrated! It's been a great honor to work with you and being your student.

Dad and Mum, thanks for being so supportive over the years. Dad, thanks for your endless, kind and encouraging suggestions. I have learnt many things from you, being determined, innovative, caring... Mum, thanks for your understanding and unselfish love. I love you all.

My dear wife, thanks for your patience, and being a wonderful company to walk through the journey with me.

Thanks to all participants in this research. Without your help, the research cannot be completed.

Thanks to all my friends from York University, Imperial College London and Southampton University for your kind help.

Chapter 1: Introduction

Research Overview

Chapter 1

Research Overview

Since the late twentieth century, with many advantages, such as an established international reputation and English language based teaching and learning methods, as well as a wide range of academic programme choices, the British universities have become a major popular overseas study destination for the Chinese students. With a continuous inflow of the Chinese students into the UK universities, many institutions have gradually recognized the enormous recruitment potential from China. Moreover, internationalisation for the UK universities cannot only be in the form of student recruitment. Both the UK and Chinese governments have been encouraging universities to be active in cross-border educational activities in order to fulfil their economic and educational purposes in the long term, such initiatives have been welcomed by the UK and Chinese universities. As a result, UK universities have established various forms of partnership with Chinese universities; for example, two universities in the thesis have a vision to become global institutions by taking a global approach such as establishing branch campuses or joint ventures and some institutions prefer to internationalize their programmes by forming franchise programmes and twinning programmes with Chinese partners.

As these cross-border activities have gradually taken place, they have presented significant internal and external challenges to the UK universities concerned, ranging from the macro-educational environment and university and programme management to student recruitment. First of all, from an internal perspective, when

Chapter 1: Introduction – Research Overview

the UK universities launch cross-border activities, instead of following traditional forms of organisation and delivery, the universities need to consider more flexible policies and systems in order to face different educational environments, especially in a fast developing country like China. Secondly, such initiatives challenge the university regarding its planning and management; for example, how universities plan and manage their cross-border programmes in an unfamiliar environment, and how universities position themselves in China in terms of competing with local universities. Moreover, unlike providing education within the UK environment, cross-border activities often require UK universities to teach in a bilingual language context, as with operating in China. Furthermore, cross-border activities may present challenges to standards in terms of recruitment, teaching and learning, and in quality assurance. Moreover, cross-border activities require different resource support. They require skilled lecturers with international experiences and/or understandings and sympathetic administrative staff to make sure that the cultural differences in teaching and learning are appropriately managed.

Different types of partnership can present various challenges to the universities concerned. For example, with partnerships operating on a large scale, such as the global approach, i.e. branch campus or similar joint venture, the initiative can lead to the challenge of building another university in an unfamiliar environment, especially in terms of infrastructure and staff recruitment. If an international approach is pursued, i.e. franchise programme or similar, the development may lead to challenges of brand protection and quality assurance in China.

Notwithstanding these challenges and impacts, UK universities are still actively forming partnerships in China. Against this background, the researcher set out to investigate UK education cross-border activities in terms of three aspects, motivation, decision making and implementation, and their associated influential factors and challenges at each stage. For example, the questions that most interested me

Chapter 1: Introduction – Research Overview

included the following: why do UK universities want to enter the Chinese market and establish various forms of partnership in terms of either a globalization approach or an internationalisation approach; how do UK universities make the decision to choose their partners and the type of partnership (in terms of internationalisation) to be adopted; what are the most influential factors during the decision making process; and what are the management challenges during implementation? Most importantly, the researcher would like to create a new internationalisation decision model to help understand the impact of globalization and internationalisation on higher education and to provide practical help for higher education institutions.

The research questions not only reflect the current interest in the UK cross-border activities, but also originate from a personal interest. As a Chinese international student, I started my education journey in the UK in 1999. I have witnessed the rapid internationalisation process in the UK universities where I have studied. For example, I saw how internationalisation started mainly with simply recruiting more Chinese students. Gradually, the universities began to internationalize their campuses. Moreover, teaching and learning methods were to some extent tailored for the Chinese students. As internationalisation in universities reached a larger form, they began to offer new cross-border activities. My views on internationalisation of the UK universities have evolved over the years. In early 2000, from my perspective, similar to many other Chinese students, my reason for coming to the UK for education was due to its international reputation, especially for teaching quality, as well as the good career prospects with a UK certificate. As more and more Chinese students enrol into UK universities, it is perceived that financial income can be beneficial to the UK universities. As UK universities offer various cross-border education activities into the Chinese market, my personal view is now rather mixed. First of all, I began to understand that universities can gain international brand awareness; secondly, it is clear that internationalisation can extend opportunities and bring education to students at lower cost in their home country; third, financial reasons can be a driver

Chapter 1: Introduction – Research Overview

for universities; and, fourth, cross-border activities from the UK universities can assist the internationalisation of Chinese universities. On the other hand, having cross-border activities in China can help UK universities embrace different and useful experiences and knowledge from within Chinese education. As for British students, cross-border activities or internationalisation on campus can allow them to experience what is like to be with Chinese students. These were, therefore, some of my pre-thoughts before the research, all of which were developed and extended by undertaking research as detailed in the following chapters.

More importantly, this PhD thesis was like the perfect ending or conclusion to my academic life in the UK. A decade ago, I came to the UK without understanding internationalisation or realizing that I was actually living in the internationalisation process all these years. Now, with this research, I wanted to find out why cross-border activities or its macro form of internationalisation, is vital to UK universities, and to find answers as to why I had chosen to take this path.

My thesis has a clear content and structure. The next chapter provides a literature review, including globalization, internationalisation and cross-border delivery in the education context. Moreover, the relationships between these three aspects are explained after reviewing a wide range of literature. Most importantly, the relationships are described within a newly developed approach that I have called the 'Box Approach'. This aims to assist readers in understanding the three terms in a more structured way, but is also intended to build a good background foundation for the research. Furthermore, the researcher would like to expand theory of both globalization and internationalisation by generating some original perspectives that are underpinned by studying the cases.

In the research questions and process chapter, the key research questions are introduced which will drive the research process and which will subsequently

Chapter 1: Introduction – Research Overview

underpin the research findings. The presentation of the research process starts with philosophy, the research approach (i.e. quantitative and/or qualitative), the research strategies (i.e. survey, case study, grounded theory and action research); and, finally, data collection methods and analysis methods are presented (i.e. why the interview method was more appropriate than a questionnaire or observation for this research). With respect to data analysis, the software, Atlas.ti, was chosen due to its comprehensive functionality, which demonstrates how key words and relationship are found out.

It is expected that the thesis can make a contribution to the field in a number of ways. It can help Chinese students to understand better their motivations for studying in the UK universities or participating in UK cross-border activities in China. Moreover, it will assist the Chinese students to be able to view all the risks and benefits of different types of UK cross-border education activities, so that they can make a better decision on which cross-border education activities they want to join. For the UK universities, the findings from the thesis will provide an insight for other universities which may not yet have a presence in China and for other universities wanting to have alternative cross-border activities from their current ones. In particular, using the case studies that are presented below, the universities could be able to find similarities and differences with one of the cases in terms of the three key aspects, motivation, decision making process and implementation. From the academic perspective, the thesis will contribute to current research outputs related to cross-border activities. However, rather than focusing on theoretical issues, it emphasizes the practical management issues at a detailed level, especially the issues facing senior university management teams. Moreover, the visualized form of the process in terms of motivation, decision making and challenges is created in order to reveal the differences caused by different characteristics between globalization and internationalisation. Hopefully, it might be treated as a guide to best practice for the universities.

Chapter 2: Literature Review

Introduction

Globalization and Higher Education

Internationalisation of Higher Education

Cross Border Higher Education

Summary

Chapter 2

Literature Review

Introduction

In 2006, the Prime Minister urged UK universities to strengthen their position on the international stage. In his initiative (British Council, 2007), it is stated that:

- *'The dramatic changes in international education suggest a very different landscape by 2010 – one in which both the UK's positioning and many of its markets will depend on strong strategic overseas partnerships.'*

Since then, the initiative has been enthusiastically followed up by UK universities, as is evident by their strategies and actions. Woodfield (2007) indicated that *'77% of higher education institutions refer to international activity or internationalisation in their strategic plans and internationalisation-abroad still appears more frequently in strategic documentation (of the UK institutions) than those that could be classified as internationalisation at home.'* Within the evolving global environment, clearly both the UK government and universities have identified the necessity of being internationalized in order to become competitive on the global higher education stage.

The traditional forms of internationalisation, such as international student recruitment or research student exchanges, are no longer the only major channels for the universities. Instead, internationalisation has been diversified into other forms

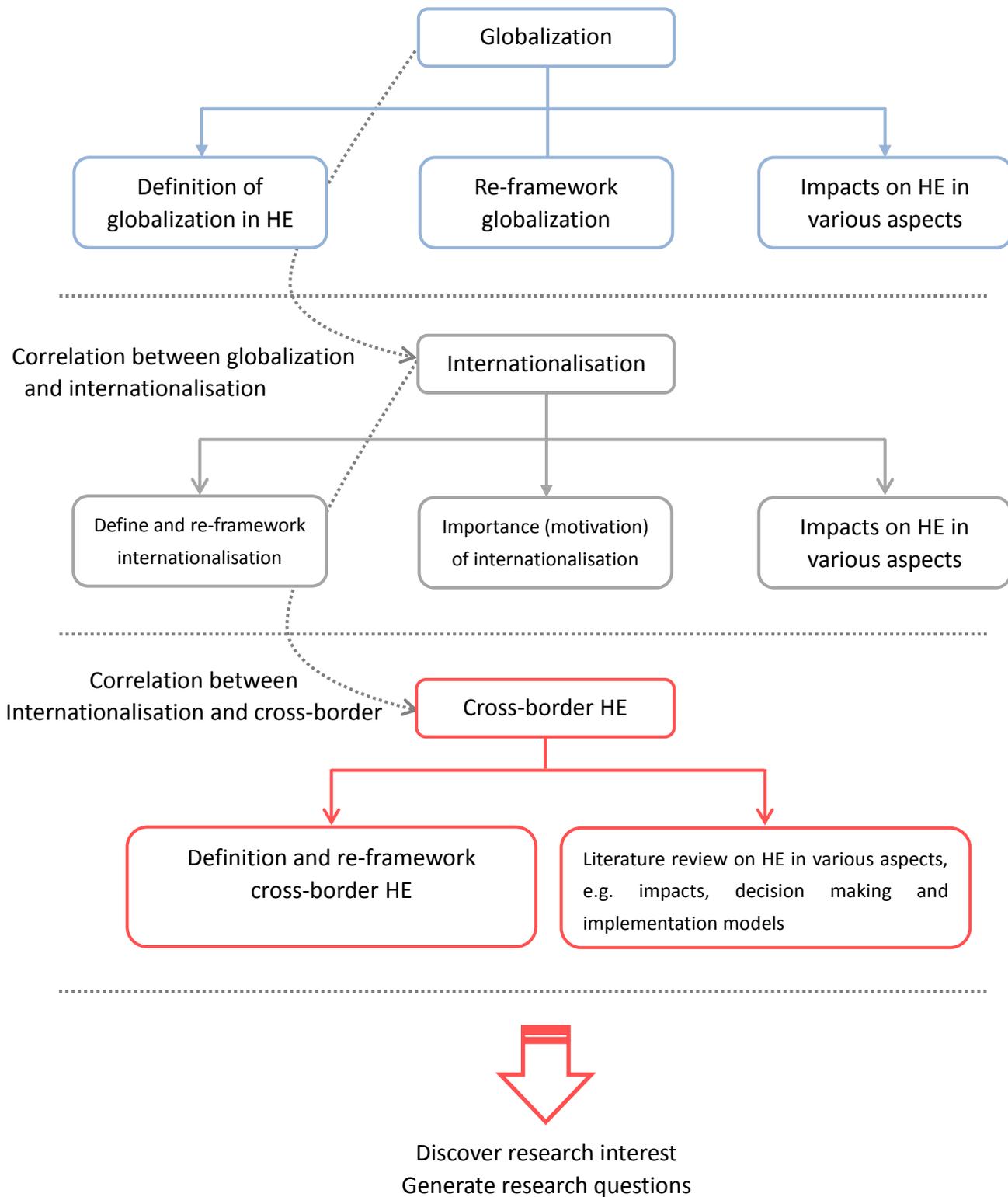
Chapter 2: Literature Review – Introduction

at the institutional level, such as a branch campus and joint campus, or at programme level, such as joint programmes and franchise programmes (Knight, 2006). These arrangements have crossed borders and are located in receiving countries.

As more cross border higher education activities have taken place between the UK and receiving countries, such as China, the increasing challenges and impacts originating from those activities have also required changes for the leadership and management of UK universities, including motivation for establishing cross-border activities, decision-making and implementation. For example, traditional motivations, such as preparing students for their future career development or acting as a source of knowledge generation, are not the only reasons for their cross-border activity. With cross-border activities, the universities are able to enrich their global view, knowledge and research experience, and to gain financial income and reputation. Moreover, it requires universities to establish different approaches to management in terms of strategies, organization, financial management and student services as new issues arise during implementation of their cross-border activities.

With a particular interest in UK cross-border higher education in China, the literature review begins with a discussion of the related macro-environment, and with globalization and its impact on higher education. Then, it reviews how the universities have responded to globalization through internationalisation as well as the detailed influences on the universities. Moreover, cross-border activity, as one of the internationalisation strategies, is reviewed. Most importantly, in reviewing current literature, new ideas for defining globalization, internationalisation and cross-border activity are generated. By critically reviewing the literature, a research gap is also identified in order to prompt the research questions. In Figure 2.1, the key focus of the literature review is displayed in a systemic structure in order to provide the best understanding.

Figure 2.1: Plot of the literature review on globalization, internationalisation and cross-border higher education



Literature Review

Globalization and Higher Education

What Is Globalization in the Context of Higher Education?

Is there a single answer?

Various definitions have been generated in order to provide a comprehensive understanding of globalization in higher education. For example, Beerkens (2004, P.24) defines *'globalization of higher education as a process in which basic social arrangements within and around the university become dis-embedded from their national context due to the intensification of transnational flows of people, information and resources.'* The definition implies that universities are gradually becoming globally oriented, and that nationality for the universities may not be important any more. Knight (2005; 2006, p.18), from a different perspective, defines globalization as *'a process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world.'* This definition implies that globalization is formed from multiple processes and does not hint whether globalization is a positive or negative influence. Although globalization is a single term, it has completely different meanings to different scholars. This illustrates two features of globalization: complexity and diversity. Therefore, globalization is often understood with different dimensions.

So far, the main frameworks of viewing globalization in higher education context can be grouped into the following approaches: (1) the 'Five Elements' of globalization (Knight, 2005) in Table 2.1; (2) the GACI framework in Table 2.2 (Geographical, Authority, Culture and Institutional) (Beerkens 2004, p.12) and (3) the STEP (Social /Cultural, Technological, Economical and Political) approach.

Chapter 2: Literature Review – Globalization & HE

Table 2.1: Five elements of globalization (Knight 2005, p.7)

Five Elements of Globalization	
Knowledge society	Increasing importance attached to the production and use of knowledge as a wealth creator for nations
ICTs (information and communication technologies)	New developments in information and communication technologies and systems
Market economy	Growth in number and influence of market based economies around the world
Trade liberalization	New international and regional trade agreements developed to decrease barriers to trade
Governance	Creation of new international and regional governance structures and systems

Table 2.2: GACI framework (Beerkens 2004, p.12)

Conceptualization	Past realities	New realities	Globalization equals:
Geographical	Unconnected Localities	The world system that come into existence around 1900.	Increasing interconnectedness
Authority	State sovereignty over clearly defined territories	Authority transferred upward, downwards and sideways	De-territorialisation
Cultural	Mosaic of cultures without significant routes for cross-cultural exchange	<i>Mélange</i> of cultures; existing in harmony or friction	Convergence or divergence
Institutional	Nation as the institutional container of society: identity, solidarity and citizenship based on nationality	Social organization and identity structured around a-spatial system	Cosmopolitanisation

The third framework, STEP (and its related ideas) is the most common framework used by scholars, who often choose one or several dimensions from this framework

Chapter 2: Literature Review – Globalization & HE

to understand globalization in the higher education context. For example, Wagner (2004) sees globalization as comprising three dimensions: economic, cultural and political. Economically, a world market is forming for certain industries, such as finance, but economic exchange is not yet fully global. Culturally, two contradictory aspects, convergence and divergence, are emerging. Convergence is developing due to global phenomena, such as Americanization, which is rapidly spreading around the world. Divergence is forming due to increasing immigration that causes the rise of multiculturalism. Political globalization is associated with a decline of national sovereignty, and economic and cultural globalization prevents nations from managing their own economies and supporting their cultures. Moreover, Wagner claims that political globalization is not as developed as the economic and cultural dimensions. Again, like other scholars, Wagner discusses how each dimension of globalization can influence higher education.

Although various scholars stress different views on globalization and its dimensions, their approaches still fall into one of these three types. Some of them are therefore repetitive within the above frameworks, as illustrated below in Table 2.3.

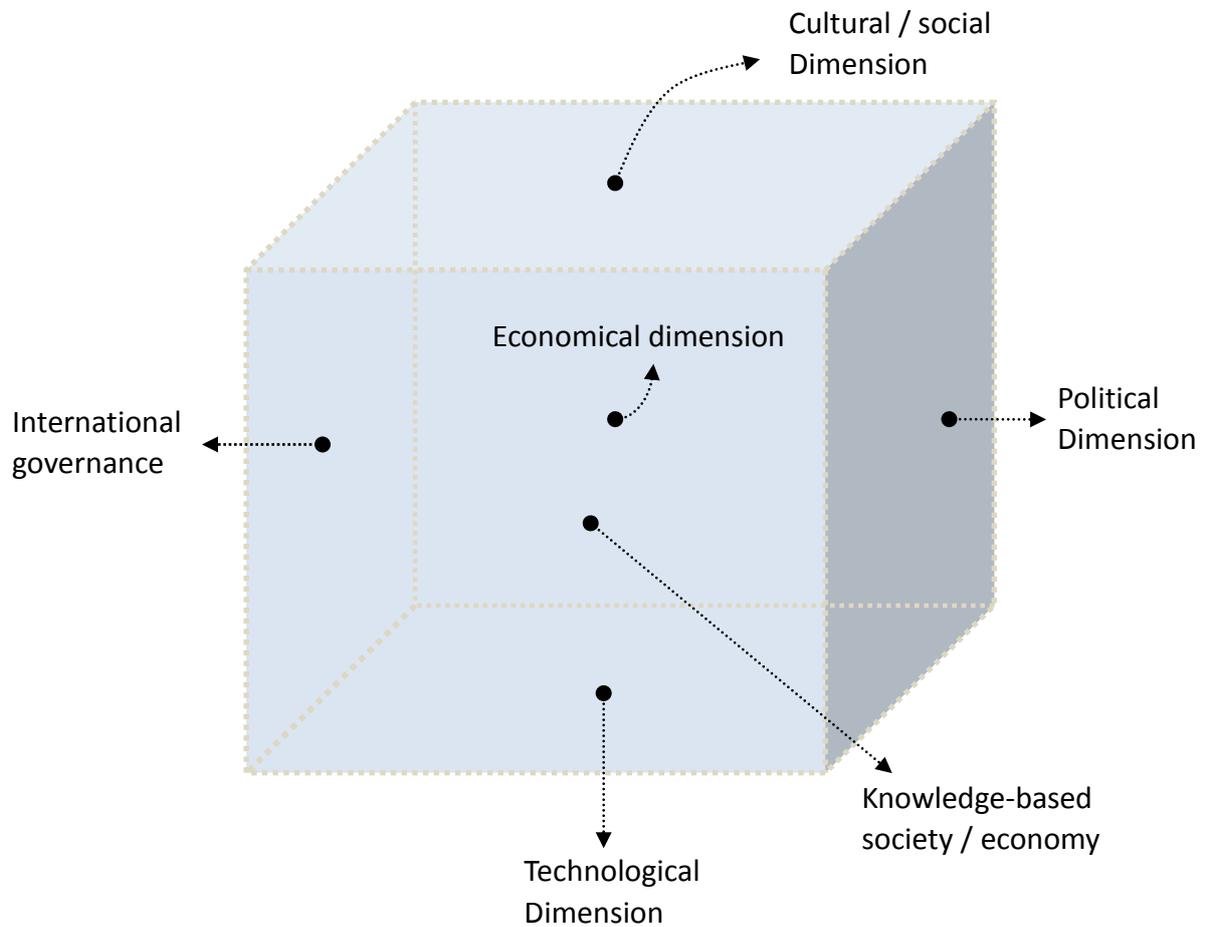
Table 2.3: Other frameworks for understanding globalization

Framework	Content
Rikowski (2002,p.3-6)	Four dimensions: culture, political-economy, social universe of capital and value.
Van der Wende (2002,p.40)	The flow of people and service across borders and ICT in this process; the changing role of nation state in relation to trends towards deregulation, liberalization and privatization; convergence and divergence; the role of stakeholder in the process of globalization.
Van Damme (2002, p.21-22)	The rise of the network society driven by technology; economic world system restructuring with a transformation to a post-industrial knowledge economy in the core; the political reshaping of the post-Cold War order; the growing real but also virtual mobility of people, capital and knowledge; the erosion of the nation-state; the very complex cultural development (i.e. homogenization and cultural differentiation).

Chapter 2: Literature Review – Globalization & HE

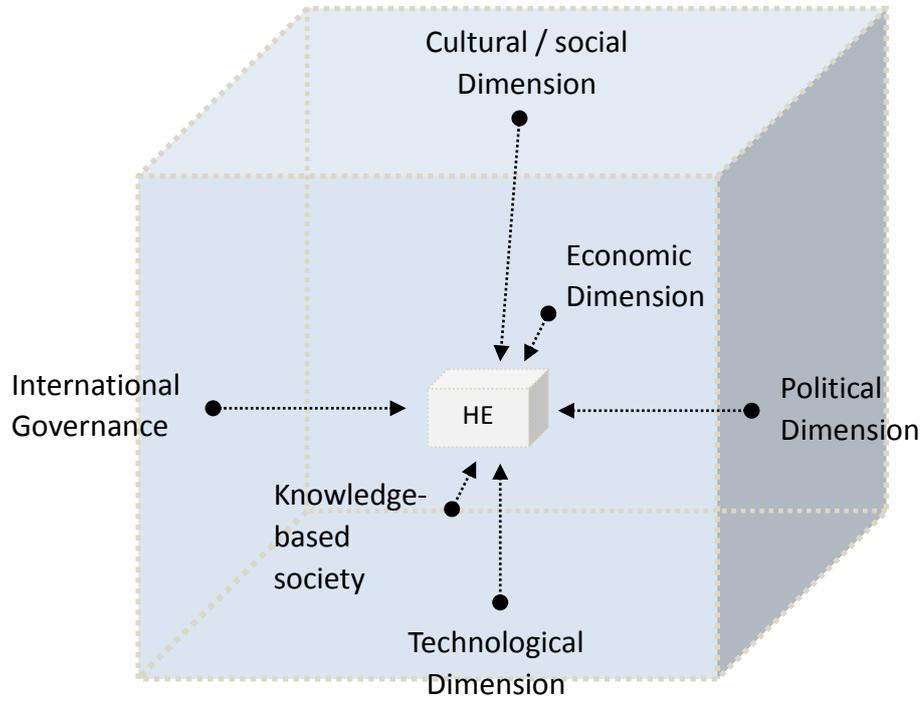
In this thesis, the author wishes to challenge the current frameworks by pointing out three weaknesses. First of all, overlapping dimensions have occurred across some frameworks. Secondly, it is argued that globalization can be confused with its effects (Beerkens, 2004) (i.e. erosion of the nation state is produced by globalization, rather than being treated as one of the dimensions of globalization). Thirdly, it is argued that current frameworks are very theoretical. Therefore, in this thesis, the framework of globalization is redefined by combining three general stereotypes of analytical framework; this is the Box Approach. It contains six dimensions: economic dimension, political dimension, technological dimension, cultural dimension, international governance and knowledge-based society, as demonstrated in Figure 2.2. Instead of describing globalization in endless and complex words, the three dimensional box to frame globalization can be introduced. The Box Approach is more direct and more visualized than other frameworks. Therefore, it is easier to understand the global environment (including the challenges and opportunities that higher education is encountering).

Figure 2.2: The re-defined framework, 'Box Approach'



Globalization and its dimensions pressurize the higher education environment and they act as inward forces that act towards the higher education institutions, as shown in Figure 2.3.

Figure 2.3: Visualization of globalization on higher education with the Box Approach



Global Impacts on Higher Education

Each global dimension has various impacts on higher education. From an economic dimension perspective, in recent years, terms such as marketization, consumerism and commercialization have been emerging, and have often been stressed among universities. By those terms, the conditions of higher education regarding academic learning, teaching and research, and the nature of the academic profession, as well as relations between various parties, such as academics, students and university administrators, have been changed. The traditional view that higher education exists as a public good is also challenged due to privatization, and the public good view of higher education seems to some to have become an empty promise (Mattoon, 2005; Currie et al, 2003; Devaney & Weber, 2003; Hufner, 2003; Couturier & Newman, 2002; The New York Times, 2002; Newman 2000; Marginson, 1997). The teaching function provides students with the skills to serve private organizations and gain personal benefits, and therefore, higher education is treated as a private good. The research function could also make higher education appear as a private good because the private organizations can capitalize upon the applied research outcomes. As a profession, for some universities, the Vice-Chancellor does not have to be excellent as an academic, but his/her ability to generate opportunities for profit may be rather more important. For some British universities, some departments are being sidelined or closed due to lack of profitability (Goddard, 2006). Moreover, degree programmes are becoming more consumer interest led, i.e. any courses can be established according to students' interests, or courses can be eliminated if students are not interested them (Yang, 2002; Brown, 2007). In the end, consumerism is now heavily stressed in higher education, and its emergence has turned students into the central attention of universities, not faculty members nor university administrators (Barblan *et al*, 2002; Magrath, 2000). As for academic research, it has also been transformed by the global economic dimension regarding its nature, direction of development and purposes. The partnerships between university research activities and industry are as

Chapter 2: Literature Review – Globalization & HE

opportunities to boost institutional income and stimulate the national economy (Schulte, 2004). For example, Burton Clark (1998) analyzed how universities can transform themselves by diversifying their funding base, which is evident by the case of Warwick University that established the Warwick Manufacturing Group to link with industrial companies.

Technology as a global force has definitely played a key role to influence higher education in two aspects: (1) Changing educational delivery methods and the emergence of online (distance) education; (2) Changes in academic activities: learning, teaching and research. The traditional bricks-and-mortar universities cannot survive in the 21st century without adopting new technology. In order to become competitive, universities must diversify their course range by offering online or blended programmes. Therefore, knowledge and information dissemination are not limited within the campus anymore; nowadays, it crosses borders and reaches a wider range of students. Online courses (e.g. distance education) are good examples of globalization, such as the ones from the Open University.

Furthermore, the traditional teaching and learning processes are altered by technology. The most obvious change is that teaching and learning are not contained in the lecture theaters anymore, i.e. by using the internet, the learning and teaching process can take place anywhere between students and lecturers. Moreover, it is argued by some that the traditional classroom is teacher-centered, and it is also suggested that this traditional instructional model is not effective in creating a modern learning environment (Odin, 2004). Certainly, with technology, interactive learning is emerging to provide what may be seen as better teaching and more successful learning effectiveness. What is more, technology has allowed universities to compete for top quality students without boundaries (Barblan *et al*, 2002).

The political dimension of globalization has always influenced higher education,

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including internal perspectives such as decentralization and deregulation. Applying decentralization policies to make universities at the same time more accountable and autonomous has been an increasingly popular move. In the UK, it started by following the proposals from 1981 Public Expenditure White Paper which obliged universities to review the range and nature of their contributions to higher education, and through which the UK government managed to reduce funding by 8%. As autonomous organizations, UK universities enjoy freedom with respect to management and administrative structure, staff recruitment, admission policies and teaching, learning and research activities, as well in the programmes they offer (Eurydice, 2000). From an international perspective, the UK government urged the universities to grasp opportunities under globalization by publishing the Prime Minister's Initiative (PMI). In this way, not only can the economy benefit from international students offering financial payments, but also other perceived benefits can be gained. For example, international students can meet the skills gap in local or national labour markets. With links through international students, the government can establish wider relations with the countries where international students come from, and therefore extend its international influence (Taylor, 2010). Therefore, with the emergence of globalization, not only have universities been changed regarding their internal behaviors and through accountability and autonomy by the government, but also their international activities have been influenced by the government in order to aim for wider targets.

From a social/cultural perspective, the most important social/cultural aspect is the English language. It still plays a dominant role despite the fact that Chinese is the most spoken language in the world in terms of population. So far, more than 70 countries recognize English as their official language. Its global influence on higher education is evitable. It is defined as *'the medium of instruction in many of the most prominent academic systems'* (Altbach 2004, p.10; 2007; Marginson & Van der Wende, 2007). For instance, it is argued that the English-speaking systems (America, Britain,

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Australia, Canada and New Zealand) attract more than half the world's international students (Altbach, 2007; Marginson & Van der Wende, 2007). Moreover, most academic publications and works as well as the majority of academic products in the market are in English because most editors and authors come from English-speaking countries (ibid). English also has an influence on core academic activities from teaching, learning and research in non-English speaking countries. In China, the universities have started to offer programmes (in English) by joining with overseas counterparts; Beijing University has over 200 partners for establishing research and teaching programmes; and Tsinghua University has agreements (for programmes) with over 150 prestige universities worldwide (Zhou, 2006). In addition to research work, research rankings and university rankings are also associated with English. Apart from the University of Tokyo, the top 20 universities in the world all come from English-speaking countries regardless of what ranking tables (e.g. Shanghai Jiao Tong Research University Rankings; The Times Higher University Rankings) have been used (Marginson & Van der Wende, 2007).

Three global phenomena have made international governance a very important issue, which is the concern of nations worldwide. First of all, knowledge economies create a high demand for higher education and continuing education, and universities in various forms (e.g. traditional universities and corporate universities) around the world try to capture this demand by crossing their borders. Secondly, Information Communication and Technologies (ICT) have introduced new methods of delivering higher education and have allowed new forms of educational delivery to become mobilized. Thirdly, both marketization and privatization help to liberalize the universities to offer programmes as tradable products (or services) in the international market. These three phenomena have paved the way for cross-border activities. As more and more international activities are undertaken by universities, higher education is no longer simply a national concern. In other words, in the 21st century, higher education has gradually become an international concern. Therefore,

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international governance is becoming increasingly critical with respect to its complementary use alongside national policies on cross-border higher education. For example, higher education regulatory frameworks vary from one country to another. So, when the universities provide education in overseas countries, several new challenges have emerged for them; hence the importance of having international governance in place. First of all, it concerns the regulation of new providers and various forms of transnational higher education. The second challenge concerns recognition of qualifications and international transferability. It is very difficult for the host countries to recognize qualifications from cross-border institutions due to a set of complex issues, such as the diversity of the providers in the market and accreditation systems, different modes of mobility - programmes and providers, i.e. franchising, twinning, double/joint ventures and overseas campuses, and different types of partnership and collaborative arrangements (Knight, 2004). Moreover, the third challenge for the cross-border institutions and the host countries is to develop an international approach to quality assurance and accreditation (Van Damme, 2002; Campbell & Middlehurst, 2003). Although the majority of countries have developed quality assurance systems, international quality assurance is a new realm (Van Damme, 2002). New educational provision models, such as online distance education or virtual education in general, are new to domestic quality and accreditation agencies and governments.

All in all, universities are nowadays operating in a global environment, in which universities are also influenced, shaped and directed by each dimension of globalization within a new era. On the other hand, instead of being 'controlled' by globalization, universities are also trying various channels to respond to globalization, and one of the responses is widely referred to as "internationalisation".

Literature Review

Internationalisation of Higher Education

Definition: a Three Dimensional Concept

Internationalisation of higher education has been widely discussed in recent years by a number of scholars (Schoorinan, 1999; Beerkens, 2004; Kalvemark & Van der Wende, 1997; Scott, 1998) with different areas of emphasis. For instance, Schoorinan defines internationalisation from a process perspective and emphasizes integration and the international dimension in the definition, but it is also criticized for being too abstract and complex to be useful (de Wit, 2002). Schoorinan describes:

'An ongoing, counter-hegemonic educational process that occurs in an international context of knowledge and practice where societies are viewed as subsystems of a larger, inclusive world. The process of internationalisation at an educational institution entails a comprehensive, multifaceted program of action that is integrated into all aspects of education' (Schoorinan 1999, p. 21; de Wit, 2002).

Francis (1993, p.13) defines internationalisation as a transformation process by using higher education to integrate a local community into the interdependent world. It can be argued that this interpretation is defined at the national level with definite purposes:

'Internationalisation is a process that prepares the community for successful participation in an increasingly interdependent world. In Canada, our multicultural reality is the stage for internationalisation. The process should infuse all facets of the post-secondary education system, fostering global understanding and developing skills for effective living and working in a diverse world.'

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Moreover, internationalisation is defined as a convergent process (de Wit, 2002; Yang, 2002). It is exemplified in the definition provided by Ebuchi (1989), as follows:

'Internationalisation is a process by which the teaching, research and service functions of a higher education system become internationally and cross-culturally compatible.'

So far, the definition proposed by Knight is acknowledged or at least partially accepted by a number of scholars (Beerens, 2004; de Wit, 2002; Kalvemark & Van der Wende, 1997) as follows: *'the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, service) and delivery of higher education'* (Knight 2006, P.18; 2005, P.13; 2003, P.1). It is argued that the definition should be neutral, and *'objective enough to describe a phenomenon that is universal but has different purposes and outcomes depending on the actor or stakeholder'* (Knight 2005, p.13).

Kalvemark and Van der Wende (1997) agree with Knight on two aspects: the process approach (i.e. internationalisation is ongoing and requires continuing effort) and the inclusion of a broad range of functions (i.e. research, teaching and service). However, by pointing out the following argument, it is suggested that the definition by Knight lacks a national context (de Wit, 2002):

'The term integrating refers in our view more to an effort that is undertaken in the context of institutional strategies and policies than to one undertaken by national governments' (Kalvemark & Van der Wende 1997, p.19).

Kalvemark and Van der Wende also argue that the definition lacks an indication of the future goals of the process of internationalisation. However, de Wit argues that *'the definition explicitly leaves the wider goals in order to give it a more workable and general meaning'* (2002, p.115).

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Kalvemark and Van der Wende define internationalisation in the globalization context and emphasize the role of governments as follows. The most important aspect in this definition is that they see internationalisation as a response to globalization. This definition also explains the relationship between globalization and internationalisation, which is discussed further in later sections. Kalvemark and Van der Wende identify:

'a systemic, sustained effort (undertaken by governments) aimed at making higher education (system of a certain country) (more) responsive to the requirements and challenges related to the globalization of societies, economy, and labour market' (Kalvemark & Van der Wende 1997, p.34).

It can be argued that there is no single definition that can be comprehensive enough to convince everyone. As international dimensions of higher education prevail, the definitions are provided according to individual purpose, which is exemplified through the above examples. Internationalisation and globalization are closely related. Although these two terms are sometimes confused, their relationship has been widely discussed and analysed, i.e. internationalisation is a response to globalization (Stromquist, 2007; Knight, 2006; de Wit, 2002; Van Vught *et al*, 2002; Kalvemark & Van der Wende, 1997). Internationalisation and globalization may be seen as two separate processes, as Scott and Knight have pointed out:

'Globalization cannot be regarded simply as a higher form of internationalisation. Instead of their relationship being seen as linear or cumulative, it may actually be dialectical. In a sense, the globalization may be the rival of the old internationalisation' (Scott 1998, p.124).

'Globalization is adopted: the flow of technology, economy, knowledge, people, values, and ideas . . . across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities.'

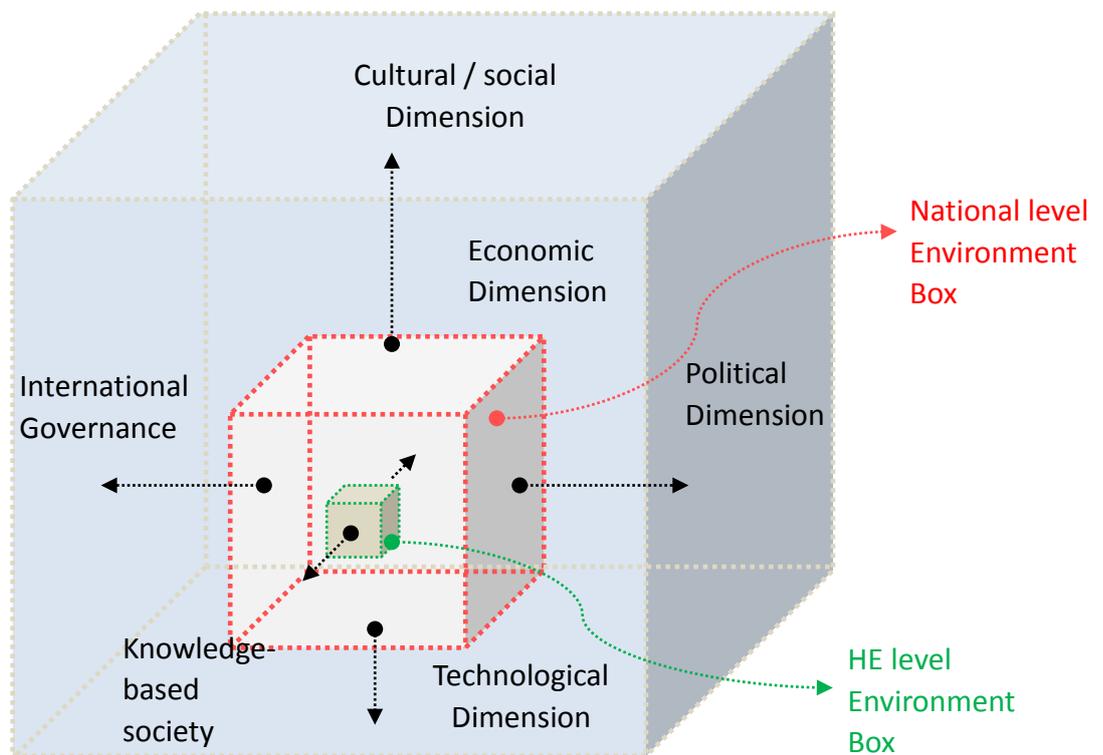
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Globalization is positioned as a multifaceted phenomenon and an important environmental factor that has multiple effects on education' (Knight 2006, p.18; 2003, p.1).

'Internationalisation of higher education is one of the ways a country responds to the impact of globalization yet, at the same time, respects the individuality of the nation' (Knight, 1997; de Wit 2002, p.143).

According to the above discussion, I have attempted here to turn these theories into a three-dimensional framework by applying the Box-approach, i.e. placing the definition of internationalisation within a three-dimensional framework. In the previous section, globalization was defined with the box, each side of which represents a global dimension, and each has pressurized the universities with unique forces (represented in inward arrows). The definition of internationalisation is built with this globalization framework. For internationalisation (represented in outward arrows), as a response to globalization, it flows in the opposite direction, as shown in Figure 2.4.

Figure 2.4: Internationalisation in three-dimensional framework

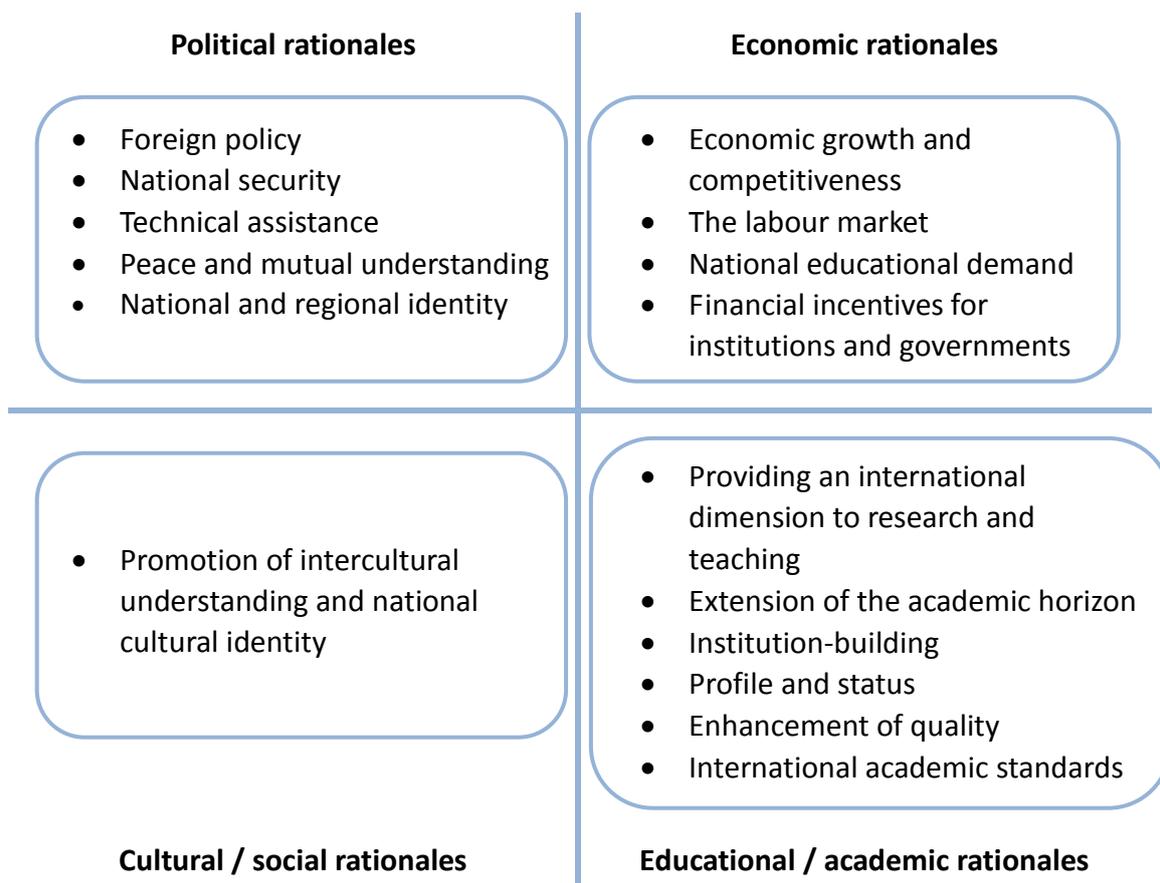


In Figure 2.4, internationalisation is divided into two levels: the national level (represented by the middle-size box) and institutional (campus) level (represented by the small-size box). According to the previous discussion, internationalisation is understood (by other scholars) as process, activities and philosophical ideas. All these understandings or interpretations of internationalisation in the framework are represented by the six (outward) arrows. In other words, the arrows can be understood as anything that depends on individual purposes. Therefore, this makes the definition of internationalisation neutral and general so that it leaves room for other scholars to develop and expand their ideas and/or works on the definition.

Rationales of Internationalisation

The rationales are widely understood as motivations for internationalisation (de Wit, 2002). As already mentioned, the rationales for internationalisation can be viewed from national and institutional perspectives (Knight, 2005). De Wit (2002) applies the SEEP (social/cultural, economic, educational and political) framework to categorize the rationales, which are shown in Figure 2.5.

Figure 2.5: National rationales of internationalizing higher education (adapted from De Wit, 2002)



With regard to the UK, according to Kalvemark and Van der Wende (1997), it is believed that the economic, educational and cultural rationales are the key reasons

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for their internationalisation within higher education, as shown in Table 2.4. Among all the rationales, the economic incentive is often seen to be the dominant rationale for the UK to internationalize its higher education (Elliott, 1997; Altbach & Knight, 2006). It has been estimated that overseas students, primarily from China and India, could bring £13 billion to the British economy each year (Ward, 2004); this will now be much higher.

Table 2.4: UK - the rationales of internationalisation of higher education

Country	Economic rationale	Educational rationale	Political rationale	Cultural rationale
The United Kingdom	Becoming more competitive trading nation; Generating income	International students and academics can broaden its knowledge base, increasing the breadth and reputation of its research and enriching the curriculum (Barty & Bruch, 1998)		Widening the horizons of students and staff; Promoting international understanding

Simply recognizing the economic incentive as the dominant factor for internationalisation may not reflect a comprehensive picture regarding the rationales of internationalisation within UK universities. Maringe (2010) found a correlation between the type of UK universities and the priority of their internationalisation rationales. Among 37 UK universities, the research found that student recruitment tends to be the most emphasized rationale by the newer universities. As for the older universities, student and staff mobility, and partnerships in research and enterprise are more focused than other rationales. Moreover, Foskett (2010) generated five strategic positions ('Imperialist', 'Domestic', 'Internationally Aware', 'Internationally Focused' and 'Internationally Engaged') to examine two groups (UK universities and

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the universities from the rest of the world). Each strategic position demonstrates what the universities aim to achieve through internationalisation. For example, two UK universities were identified with the 'Imperialist' university position, which indicates that the economic incentive was their focus for internationalisation. Three UK universities were seen as 'Internationally Engaged' universities; in this case, those universities aimed for both internationalisation abroad (e.g. institutional partnerships, student recruitment, research partnerships overseas) and internationalisation at home (e.g. providing international experience to students on the home campus ranging across the teaching, learning, service and living experience).

Impacts of Internationalisation on Higher Education

As internationalisation is broadly welcomed by both governments and universities worldwide, it is essential to realize that internationalisation can bring various impacts/challenges to all aspects of management within the university. First of all, certain organizational arrangements need to be made in order to deliver internationalisation. For example, Foskett (2010) identifies the following three common arrangements that are required for universities:

1. *'The President/Vice-Chancellor has the overall strategic leadership role for internationalisation vested in her/him';*
2. *'A senior member of the institution's leadership has a delegated responsibility for international activities';*
3. *'The university has an international office or office of international affairs'*
(Foskett 2010, p.47)

Moreover, it has been pointed out that driving internationalisation requires that the most senior management must have a personal history of extensive international engagement. Therefore, international leadership training should be a priority for senior management and staff involved in international operations (Foskett, 2010).

Furthermore, several areas, such as university financial management, marketing, student services and management of quality, are under influence from internationalisation (Taylor, 2010), as summarized in Table 2.5.

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Table 2.5: Impacts from internationalisation on university management

Management Aspects	Internationalisation Impacts
Financial management	<ol style="list-style-type: none"> 1. New sources of financial income through internationalisation to universities; 2. Reductions in income at home or other activities as internationalisation grow; 3. Requirement for investment before return as developing internationalisation activities (e.g. new international programmes and overseas campus); 4. Instead of focusing on academic planning and decision making, business analysis and decision making are involved as major international activities taking place (e.g. overseas campus establishment); 5. Challenge with distribution of fee income for various cost as opportunities for internationalisation are uneven among departments; 6. New demands for skilled financial staff;
Marketing	<ol style="list-style-type: none"> 1. New marketing techniques are applied due to competitive internationalisation activities; 2. Market research has influence on course design and delivery;
Student services	<ol style="list-style-type: none"> 1. Universities develop comprehensive and effective service (in both academic and welfare) for international students as reputation on student experience becomes vital to their internationalisation activities, and as a result additional costs and responsibility are required.
Management of Quality	<ol style="list-style-type: none"> 1. Balance between income generation and quality management on student recruitment, assessment and progress; 2. Concentration of students from the same country in the class leads to dissatisfaction for student; 3. Cross-border activities challenge the usual quality assurance arrangement; 4. Internationalisation on curriculum design and management;

Considering all the impacts from internationalisation, universities have been increasingly preoccupied with their international activities, which can be divided into both campus based activities and cross-border activities (Knight, 2006; Larsen & Vincent-Lancrin, 2004). Campus based activities include recruitment of international students, development of programmes for international students and research

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collaboration, whereas cross-border activities include offshore programmes, distance education programmes, twinning programmes, branch campuses, franchise arrangements, articulation programmes and virtual, electronic or web programmes and institutions (Knight, 2006, 2005; de Wit, 2002).

Literature Review

Cross Border Higher Education

Definition: a Three Dimensional Framework

By responding to the challenges from globalization, cross-border higher education is becoming one of the fastest rising phenomena in the 21st century. While the traditional cross-border activities (e.g. the flow of international students from developing countries to developed countries) are still continuing, new cross-border activities from higher education providers, such as the overseas branch campus and joint ventures, are rapidly emerging in the major educational importing countries, such as China, India and Malaysia. On the other hand, the major higher education exporters, such as America, Britain and Australia, have seen joint ventures and the overseas campus as new opportunities to expand their higher education globally and to satisfy other purposes (e.g. economic, political and cultural rationales).

Regarding various terminologies, two terms 'borderless' and 'transnational' have been applied interchangeably with 'cross border'. It is important to distinguish the terms, and hence to emphasize why the term 'cross-border' is applied in this research rather than the other two.

Borderless education refers to *'the blurring of conceptual, disciplinary and geographic borders traditionally inherent to higher education'* (Knight 2005, p.6; CVCP, 2000). Although this definition is welcome because it goes beyond geographic and jurisdictional boundaries to include temporal, disciplinary and conceptual borders, it is also possible to question the definition for two reasons. First of all, the emphasis of the definition remains at a conceptual level so that it is too abstract to apply to the real situation. Secondly, the definition acknowledges the disappearance of borders.

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However, it is argued that borders are still an important matter with respect to regulatory responsibilities related to quality assurance and accreditation. By comparison, the term 'cross-border' emphasizes the existence of borders, as discussed in later sections.

Transnational (higher) education was used by Australia to differentiate the international students recruited in Australia and other international students recruited by offshore programmes in their own countries. Then, the definition of transnational education was extended by the Global Alliance for Transnational Education (GATE) as follows:

'Transitional Education denotes any teaching or learning activity in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country)' (GATE 1997, p.1; Knight 2005, p.5; Mcburnie & Pollock 1998, p.1).

In this definition, the focus emphasizes both the location of the international students and the location of institutions providing education (Knight, 2005); UNESCO and the COE (Council of Europe) (2001) provides a similar definition as follows:

'All types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system.'

It is argued that this definition is almost comprehensive for two reasons. First of all, it includes all the important elements, such as all the types and modes of delivery. Secondly, it emphasizes that the location of the learner is different from the location

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of awarding institutions so that the notion of who awards the qualification becomes more important (Knight, 2005). However, this definition applies to the situations where either the programmes cross borders or where the programmes and providers are virtual. Other forms of delivery, like overseas campuses, are not included, in which the students and the awarding institutions are in the same location.

For the above reasons, cross-border is chosen because of its comprehensiveness. The definition given by UNESCO (2005, p.7; Knight, 2005, p.7) is as follows:

'Cross-border higher education includes higher education that takes place in situations where the teacher, student, program, institution/provider or course materials cross national jurisdictional borders. Cross-border higher education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities, in a continuum from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning).'

Not only does the definition refer to all the elements (i.e. people, programmes, providers and reference materials crossing borders by various modes), it differs from transnational education by placing national borders as the central concept (Knight, 2005).

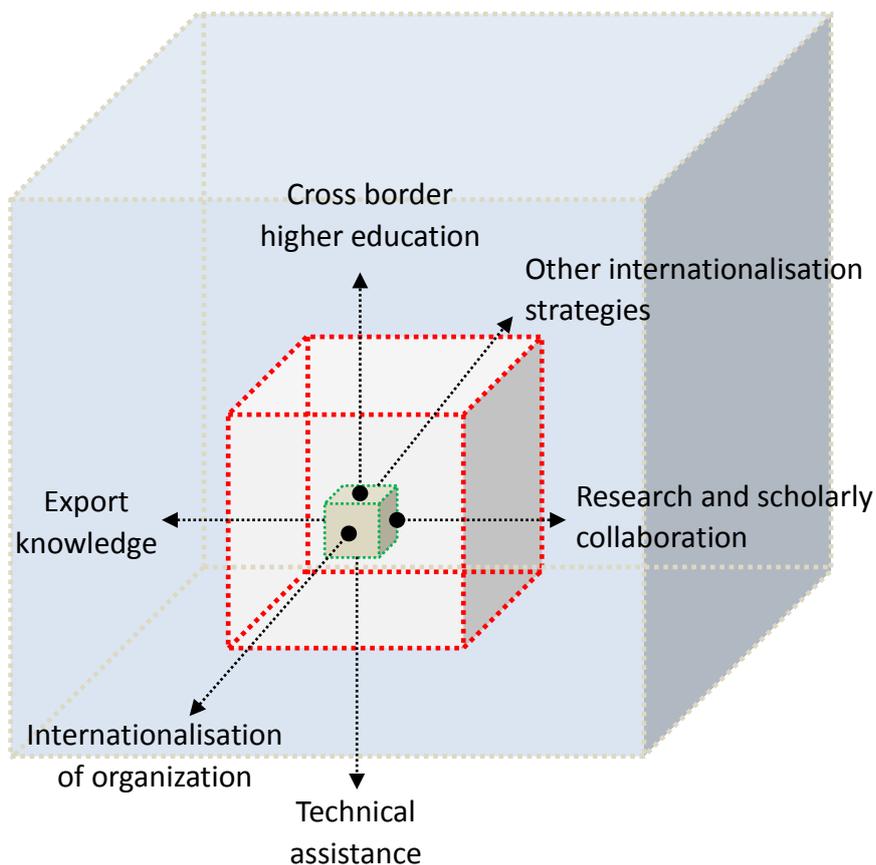
In order to define cross-border higher education with a framework, it is necessary to understand its correlation with the wider internationalisation of higher education. In fact, Knight (2006) and de Wit (2002) have offered a clear explanation of this relationship, as follows:

'Cross-border education is a subset of internationalisation of higher education and can be an element in the development of cooperation projects, academic exchange programs and commercial initiatives' (Knight 2006, p.18).

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In other words, internationalisation is a response to globalization. Thus, cross-border higher education is one of the ways (in the form of internationalisation) to respond to globalization. In this case, cross-border higher education can be easily explained with the Box-approach framework. In the figure, cross-border higher education is represented by one of the outward arrows originating from institutional and national level. This is In addition to the rest of outward arrows, which represent other internationalisation activities, e.g. internationalisation of academic programmes and international research collaboration, as shown in Figure 2.6.

Figure 2.6: Internationalisation in a three-dimensional framework



The introduction of this framework has two purposes. First of all, instead of denying the previous definitions, conversely, the framework is complementary to the existing definitions. More importantly, by using the framework, it is easier to view the integration of cross-border higher education with internationalisation and

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globalization, i.e. the relationships between the three terms are obtained in one framework. Secondly, for the purposes of this research, the framework establishes the foundation for building the key research questions.

UK Cross Border Higher Education

Although it is reported that accurate data are not available regarding UK cross-border activities, Garrett and Verbik (2004) estimated the number of students enrolled by UK cross-border programmes, as demonstrated in Table 2.6. Among all the regions, Asia is the largest market regarding overseas enrolment (i.e. 42,812) for UK institutions, followed by Europe (i.e. 33,218) and Africa together with the Middle East (15,508). Although UK cross-border activities have prevailed in Asia, especially in China, its presence is not as significant as either America or Australia. By comparison, the UK has 40 co-operative arrangements (with China), which is significant, but less than America (154) and Australia (146) (Larsen *et al* 2004, p.7). So far, the UK is not one of the top five educational partners with China (Fielden, 2007).

Table 2.6: Enrolments of UK cross-border programmes by region (Garrett & Verbik 2004, p.8)

Region & Sub Region	Enrolments	% of Total
Africa & Middle East	15,508	15.3%
Middle East	9,930	9.8%
North Africa	402	0.4%
Sub Saharan Africa	5,176	5.1%
Asia – Pacific	42,812	42.1%
Central Asia	161	0.2%
East Asia	16,535	16.3%
Oceania	381	0.4%
South Asia	3,619	3.6%
South East Asia	22,116	21.8%
Europe	33,218	32.7%
Central & Eastern Europe	13,481	13.3%
Western Europe	19,737	19.4%
Americas	10,268	9.9%
Caribbean	5,018	4.9%
Central & South America	625	0.6%
North America	4,154	4.1%

The Impacts of Cross Border HE on Importing Countries

As more and more cross-border higher education providers are entering developing countries, such as China and India, they also bring diverse benefits and challenges. Three benefits can be identified. First of all, as previously mentioned, some developing countries (e.g. in Africa) are unable to meet the internal demand for higher education, but cross-border higher education can assist the host countries to meet this demand. Moreover, some countries, such as China (especially its 211 universities – the top 100 ranked universities) emphasize the importance of capacity building with respect to quality of services (e.g. in teaching and research) and the diversity of their higher education system (Marginson & McBurnie, 2004; Vincent-Lancrin, 2005). Secondly, cross-border higher education provides access to specific knowledge or skills-based education and training (Magagula, 2005). Thirdly, with respect to cultural and political aspects, cross-border higher education can be utilized to bridge the differences between the countries (Magagula, 2005; Larsen *et al*, 2004).

In addition to the positive impacts, cross-border higher education presents several negative impacts (or challenges) to the importing countries. It is argued that higher education in developing countries is seen as a public good, but cross-border higher education is not necessarily driven by humanitarian motives or by the interests of developing countries. Instead, some of the cross-border higher education providers are driven by profit making. So, such developments challenge the governments of developing countries with respect to their regulatory frameworks and powers to manage, regulate and monitor these cross-border higher education providers (Magagula, 2005; Knight, 2004). Furthermore, commercialization and commodification of cross-border higher education challenge the mission and values of public higher education. Thirdly, foreign and private cross-border higher education

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providers may not share the same cultural values as developing countries (Mohamedbhai, 2003; Magagula, 2005).

What is more, the digital and social divide is one of the major concerns to the higher education sector. It is argued that unregulated cross-border higher education may extend this gap. Moreover, the financial costs of establishing cross-border higher education (i.e. online education) can be expensive, especially the activities offered by the institutions with a for-profit motivation, and therefore new activities can escalate the social gap (Magagula, 2005).

The quality of cross-border providers is probably the most challenging concern for the importing countries (e.g. especially the developing countries). With the WTO/General Agreement on Trade in Services (GATS) encouraging liberalization of higher education, it is possible that low quality higher education providers will flood into the developing countries, and will function as 'diploma mills' (Mohamedbhai, 2003; Knight, 2004). Additionally, local brain drain can occur as more cross-border universities (providers) enter the developing countries. It is argued that cross-border universities can attract high quality (but poorly paid) staff away from the local universities with better salaries (Mohamedbhai, 2003).

Similar to globalization, it is very difficult to judge whether cross-border higher education carries more positive or negative impacts for both importing countries, like China, and exporting countries, like the UK. However, it is certain that for-profit, low quality higher education providers must not be tolerated. Therefore, it is recognised that appropriate quality frameworks are needed for the developing countries in order to regulate cross-border higher education providers and protect their students (Mohamedbhai, 2003; Magagula, 2005).

How Do Programmes and Institutions Cross Borders?

As mentioned before, there are various types of cross-border higher education. Knight (2005, p.14-15; 2006) identified six different forms of cross-border programme mobility, as shown in Table 2.7 and six different forms of cross-border provider mobility, as illustrated in Table 2.8.

Table 2.7: Typology for cross border programme mobility (Knight 2005, p.14-15)

Category	Description
Franchise	An arrangement whereby an institution/provider in the source country A authorises a provider in another country B to deliver their course/programme/service in country B or other countries. The qualification is awarded by the institution/provider in Country A. This is usually a for profit commercial arrangement.
Twinning	A situation whereby an institution/provider in source country A collaborates with an institution/provider located in country B to develop an articulation system allowing students to take course credits in country B and/or source country A. Only one qualification is awarded by the institution/provider in source country A. This may or may not be on a commercial basis.
Double / Joint Degree	An arrangement whereby institutions/providers in different countries collaborate to offer a programme for which a student receives a qualification from each institution/provider or a joint award from the collaborating providers. Normally this is based on an academic exchange model, not a commercial model but this is changing especially for MBA programmes.
Articulation	Various types of articulation arrangements between institutions/ providers in different countries permit students to gain credit for courses/programmes offered/delivered by collaborating institutions/providers.
Validation	Validation arrangements between institutions/providers in different countries which allow Provider B in receiving country to award the qualification of Provider A in source country.
Virtual / Distance	Arrangements whereby institutions/providers deliver courses/programmes to students in different countries through distance and online modes. May include some face to face support for students through domestic study or support centers.

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Table 2.8: Different typologies of cross border provider mobility (Knight 2005, p.14-15)

Category	Description
Brach Campus	Provider in country A establishes a satellite campus in Country B to deliver courses and programmes to students in Country B (may also include Country A students taking a semester/courses abroad). The qualification awarded is from provider in Country A.
Independent Institution	Foreign Provider A (a traditional university, a commercial company or alliance/network) establishes in Country B a stand-alone higher education institution to offer courses/programmes and awards.
Acquisition / Merger	Foreign Provider A purchases a part of or 100% of local higher education institution in Country B.
Study Center / Teaching Site	Foreign Provider A establishes study centres in Country B to support students taking their courses/programmes. Study centres can be independent or in collaboration with local providers in Country B.
Affiliation / Networks	Different types of ‘public and private’, ‘traditional and new’ providers from various countries collaborate through innovative types of partnerships to establish networks/institutions to deliver courses and programmes in local and foreign countries through distance or face-to-face modes.
Virtual University	Provider that delivers credit courses and degree programmes to students in different countries through distance education modes and that generally does not have face-to face support services for students.

It has been argued that universities entering foreign markets with the above types of cross-border provision face complex issues (Knight, 2005) For instance, Knight points out that *‘the key factor in program mobility is ‘who’ awards the course credits or ultimate credential for the program’* (2005, p.14; 2006).

Other issues include:

‘Who owns the intellectual property rights to course design and materials?’

What are the legal and moral roles and responsibilities of the participating partners in terms of academic staff, recruitment, evaluation, financial and administrative matters? How is profit or loss shared?’

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These issues are critical to the decision making process when universities choose which type of cross-border activity to adopt in entering the foreign market. In addition to the above issues, it is suggested that universities need to pay attention to national regulations with respect to the status of the entity, total or joint ownership with local bodies, tax laws, for profit or non-profit status, repatriation of earned income, identities of boards of directors, staffing and granting of qualifications (Knight, 2005). In order to resolve these complex issues or to avoid unnecessary incidents, various models have been implemented by universities and have been discussed by research scholars as well.

Models for Internationalisation and Cross-Border Higher Education: Decision Making and Implementation

Very little has been written about decision making and implementation models for internationalisation and cross-border higher education. So far, seven internationalisation models have been developed in the last several years (de Wit, 2002), as shown in Table 2.9. Before that, Neave (1992) developed two models, 'Leadership Driven' and 'Base Unit', as shown in Figure 2.7.

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Figure 2.7: Task analysis, strategic planning and administrative models (Neave 1992, p.168)



Table 2.9: Organization models for internationalisation and cross-border of higher education (de Wit 2002, p.103-120)

Author	Model	Emphasis	Critical review
Neave	<ul style="list-style-type: none"> Two paradigmatic models: <ol style="list-style-type: none"> (1) leadership driven (2) base unit driven 	<ul style="list-style-type: none"> Two models are seen as managerial rationales versus academic consensual; Centralization and decentralization approach of internationalisation; 	<ul style="list-style-type: none"> Lack of practical application and self-evidence
Rudzki	<ul style="list-style-type: none"> The reactive model of internationalisation The proactive model of internationalisation The fractal process model of internationalisation 	<ul style="list-style-type: none"> The reactive model, in essence, it is a decentralization approach comprising five stages, by which institutions are internationalized: (1) contact; (2) formalization; (3) Central control; (4) conflict; (5) maturity or decline; The proactive model, in essence, it is centralization approach comprising five stages, by which institutions are internationalized: (1) analysis; (2) choice; (3) implementation; (4) review; (5) redefinition of objectives-plan-policy; The fractal process model: a hierarchical process, by which institutions are internationalized; 	<ul style="list-style-type: none"> Hierarchical order is criticized; Not enough aspects are included in the model;
Davies	<ul style="list-style-type: none"> Two factors and six elements Four strategies in a matrix: <ol style="list-style-type: none"> (1) a central systemic strategy (2) an ad hoc-central strategy (3) a systemic marginal strategy (4) an ad hoc-marginal strategy 	<ul style="list-style-type: none"> The models emphasizes three internal and three external factors, all of which are influential to the development of internationalisation of institutions; <ol style="list-style-type: none"> (1) A central systemic strategy: a large volume of international activities, which are managed according to institutional missions and purposes; (2) An ad hoc-central strategy: many international activities within institutions, which have not established any concepts regard internationalisation; (3) A systemic marginal strategy: a limited number of international activities, which are purposefully established by institutions; (4) An ad hoc-marginal strategy: a limited number of international activities within institutions, which have established any plans regard internationalisation; 	<ul style="list-style-type: none"> It is useful for institutions to assess their organizational strategy in general and discovers where it wants to go in the future

Table 2.9: Organization models for internationalisation and cross-border of higher education (de Wit 2002, p.103-120) – (Continued)

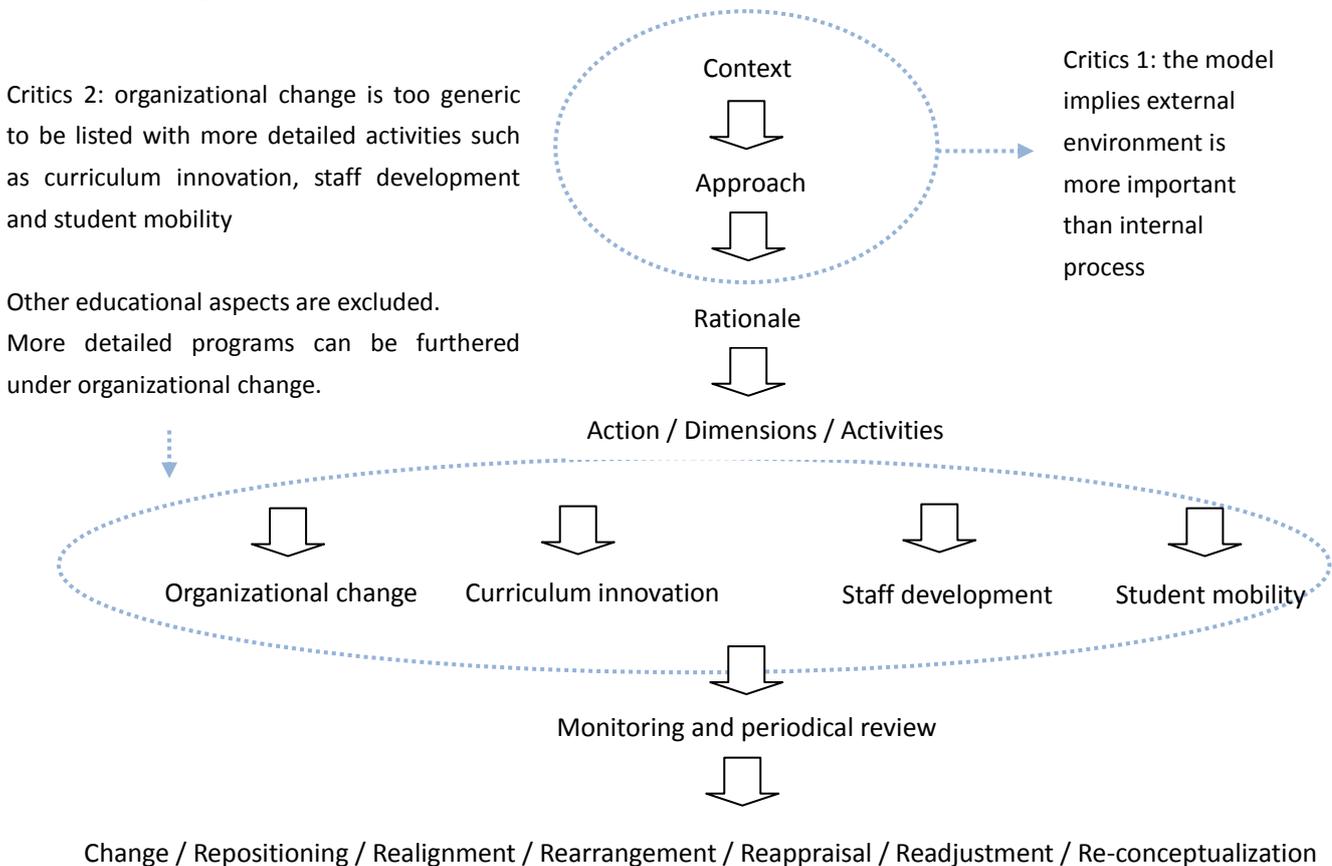
van Dij	<ul style="list-style-type: none"> Internationalisation cube 	<ul style="list-style-type: none"> This model is the further development of Davies’ model. It introduces three dimensions of internationalisation: policy, support and implementation. According to their view, policy can be marginal or priority, the support can be one sided or interactive and the implementation can be ad hoc or systematic. The model is to distinguish different processes of development within an institution. 	<ul style="list-style-type: none"> The application of the model is limited to organizational level, and is not considered as new paradigm for strategies of internationalisation.
. van de Wende	<ul style="list-style-type: none"> NUFFIC Model 	<ul style="list-style-type: none"> The model identifies three factors: <u>goals and strategies</u> established by institutions, its <u>implementation</u> and <u>effects</u> on various parties (i.e. students, staff, education, quality of education, output, and position institution). 	<ul style="list-style-type: none"> It concentrates educational aspects, but other aspects aren’t included such as research and technical assistance; It is narrative regard describing motivations.
Knight	<ul style="list-style-type: none"> Internationalisation as a continuous circle 	<ul style="list-style-type: none"> The model presents internationalisation as a continuous circle, which has six phases from awareness, commitment, planning, operationalize, review to reinforcement. Institutions internationalize themselves by following the circle. 	<ul style="list-style-type: none"> It lacks of central-departmental link.
de Wit	<ul style="list-style-type: none"> Internationalisation as a continuous circle (modified version) 	<ul style="list-style-type: none"> The model combining Knight’ model together with and Van de Wende’s model to emphasize the integration of the circle (i.e. all the phases). The model addresses both institutional and departmental aspects. 	<ul style="list-style-type: none"> It is only general guidelines for institutions, but it is not specific enough to understand how institutions make decision and implementation of the strategies

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These models are described as opposite ends placed on the continuum, in which *'structures administering international co-operation which would around one paradigm may in certain specific conditions, move towards the opposite end of the continuum'* (Neave 1992, p.166; de Wit, 2002, p.126). By using 'definitional' and 'elaborative', Neave combines two models together in order to distinguish decentralization and centralization of organizational internationalisation. However, the differentiation is implicit (de Wit, 2002). Moreover, the model is conceptual so that it cannot be applied into reality (Rudzki, 1998; de Wit, 2002).

By identifying four dimensions of internationalisation (i.e. organizational change, curriculum, staff development and student mobility), Rudzki (1998, p.220) developed the Fractal Process Model to describe internationalisation of institutions, as illustrated in Figure 2.8.

Figure 2.8: The Fractal Process Model of internationalisation (Rudzki 1998, p.220)

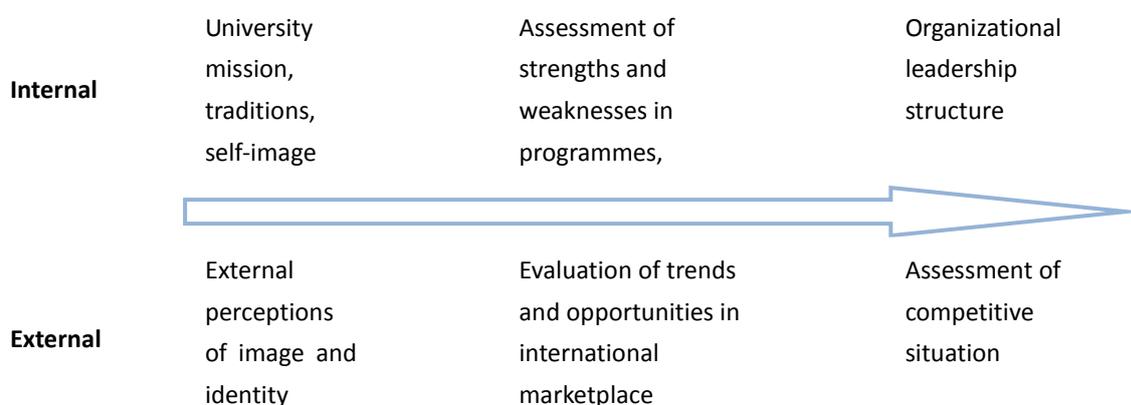


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The model may be criticized from two perspectives (de Wit, 2002). First of all, this model places context above approach, and implies that context (i.e. external environment) is more important in planning than the internal process. Secondly, it is argued that organizational change is a general term and should be described in more detailed programmes, such as curriculum innovation, staff development and student mobility in the model. Moreover, it is argued that other educational aspects are not included, such as research activities.

By applying Keller’s (1983) work as a foundation, Davies (1995) summarized three external and three internal factors that influence the development of institutional internationalisation, as demonstrated in Figure 2.9 (Davies, 1995).

Figure 2.9: Influential factors for developing institutional internationalisation
(Davies 1995, p.5)

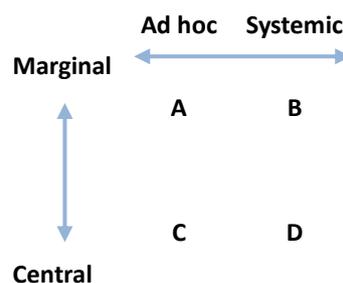


Furthermore, Davies identifies four strategies, in the form of a matrix, by which internationalisation strategies of institutions are differentiated in four types, as shown in Figure 2.10. First of all, a central-systemic strategy (A) means that a large number of international activities take place, based upon planned and specific institutional policies. An *ad hoc* central strategy (B) means that, although many international activities take place, these activities are not based upon clear concepts. Thirdly, a systemic-marginal strategy (C) means that institutions have a limited number of international activities based upon their clear decisions. Moreover, an *ad*

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hoc marginal strategy (D) means that institutions have a limited number of international activities and have not made any clear decisions to internationalize themselves. Again, this model provides a general guideline regarding the introduction of various ways of internationalisation to institutions.

Figure 2.10: Institutional internationalisation strategies (Davies 1995, p.16)



Van Dijk and Meijer (1995) further developed Davies' model by introducing new terms, "policy", "support" and "implementation", as shown in Figure 2.11.

Figure 2.11: Internationalisation Cube (Van Dijk & Meijer, 1995)

Cell	Policy	Support	Implementation
1	Marginal	One-sided	Ad hoc
2	Marginal	One-sided	Systemic
3	Marginal	Interactive	Ad hoc
4	Marginal	Interactive	Systemic
5	Priority	One-sided	Ad hoc
6	Priority	One-sided	Systemic
7	Priority	Interactive	Ad hoc
8	Priority	Interactive	Systemic

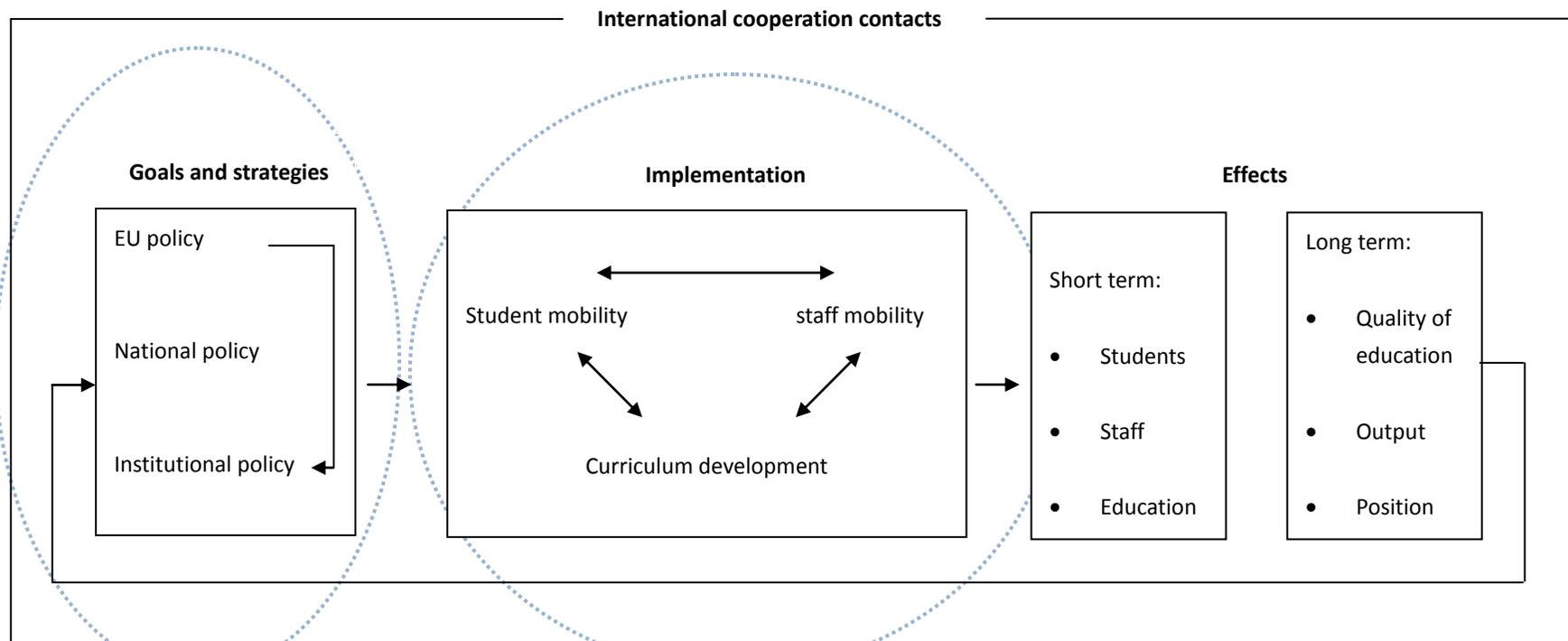
The model is used to examine the development of institutional internationalisation based on three aspects: policy, support and implementation. For instance, Van Dijk and Meijer (1995) applied the model to examine Dutch higher education, and argued that the internationalisation of Dutch higher education was placed in cell 7 or 8. This means that internationalisation is given high priority in policies and that support

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is emphasized at all levels within institutions. However, implementation is not systemic, i.e. the implementation is not yet well organized.

In addition to the above models, Van de Wende (1996), Knight (1994) and De Wit (2002) have generated different internationalisation models. In their models, internationalisation of institutions is treated as a continuous process. In Van de Wende's models, three factors are identified: goals and strategies, implementation and effects, as shown in Figure 2.12.

Figure 2.12: NUFFIC model for internationalisation of higher education (Van de Wende, 1996 p.8; de Wit 2002, p.134)



Critics 1: the model does not provide sufficient description regard motivation of internationalisation

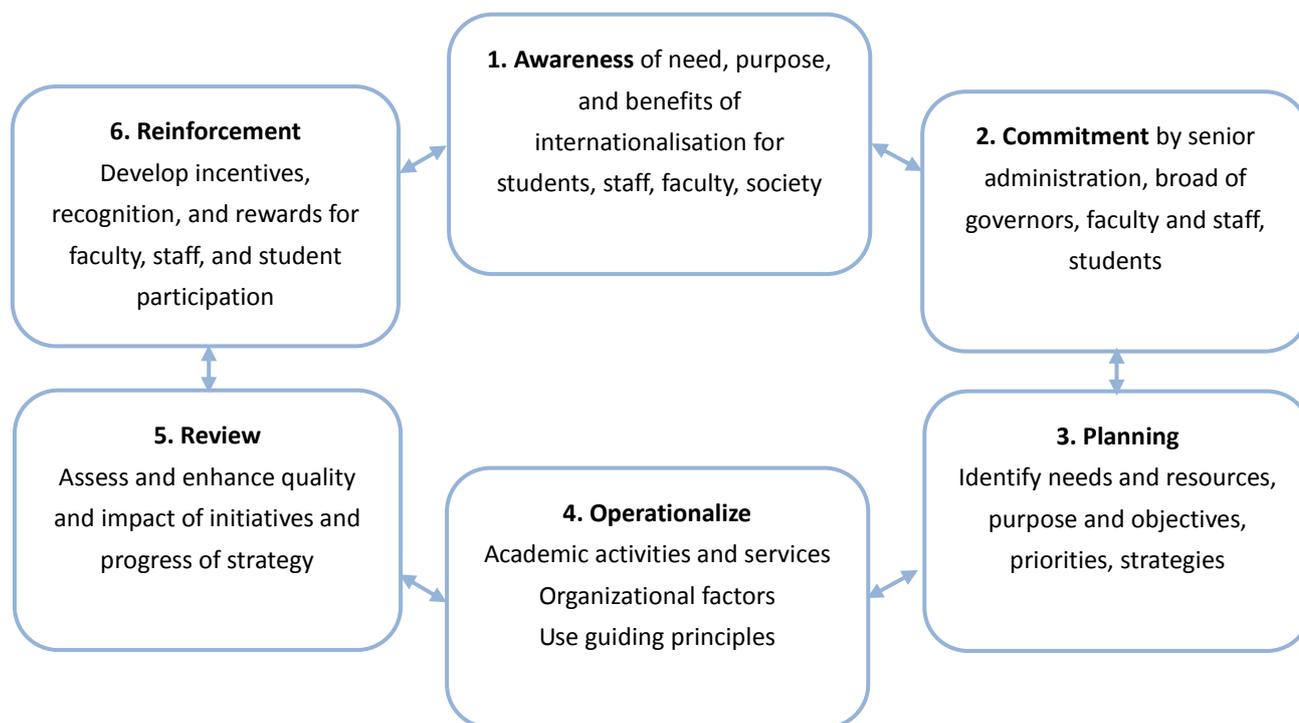
Critics 2: other aspects are not included

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According to this model, institutions are influenced by policies at the macro level (e.g. EU policy) to make institutional policy regarding internationalisation. By following these policies, the goals and strategies are established, and are implemented into the educational aspects: staff development, student mobility and curriculum. Eventually, the results of implementing the strategies are reflected through various aspects such as students, staff and education in the short term, quality of education, output and positioning the institution in the long term. However, it is argued that the model is not ideal due to two aspects. First of all, the model only includes the policies as the motivation of internationalisation, and other motivations are simply ignored. Secondly, the model excludes other educational aspects, such as research (Van de Wende, 1996).

Knight (1994) offers an alternative model that also describes internationalisation as a continuous process. In the model (i.e. Internationalisation circle), six phases are identified, by which internationalisation is integrated into institutions.

Figure 2.13: The Internationalisation Circle (Knight 1994, p.12)

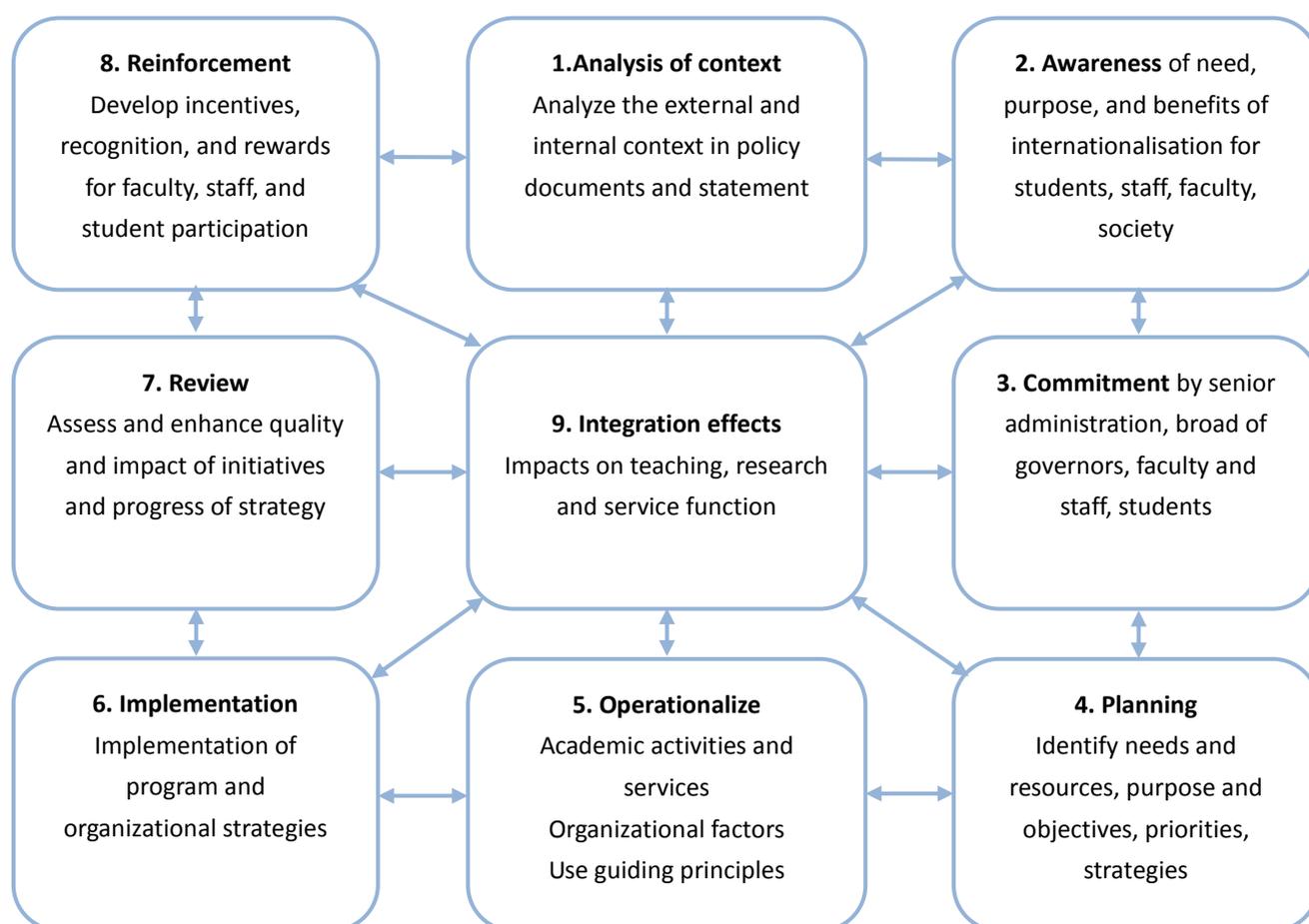


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Moreover, although it is suggested that institutions internationalize the various activities by following the phases, it is important to know that institutions can step back from one phase to their previous phases. Therefore, it is critical to maintain the two-way flow in the model.

Furthermore, it is argued that the model lacks a central, departmental link (de Wit, 2002). So, by combining Knight's model together with the model from Van de Wende, de Wit provided a modified version of the Internationalisation Circle, as illustrated in Figure 2.14.

Figure 2.14: Modified version of internationalisation circle (de Wit 2002, p.136)



By adding these three phases (i.e. analysis of context, implementation and effects) in this model, it is argued that both institutional and the specific departmental aspects

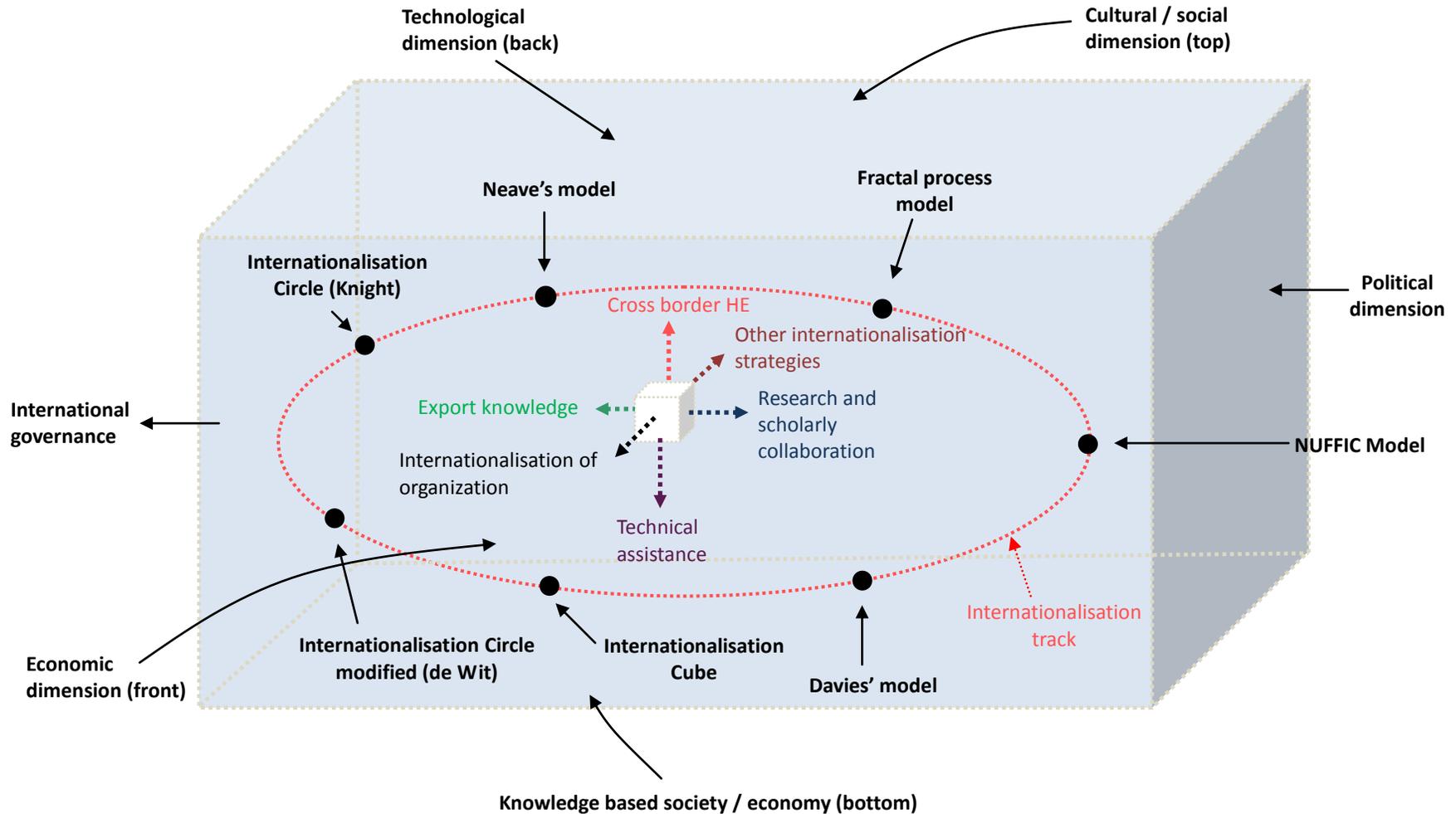
are addressed, as well as their links.

Although other internationalisation models may exist and are not included here, it can be argued that the above seven models are good examples to represent the existing research on internationalisation models. However, it is argued that these models are not specific enough to satisfy the needs of institutions for two reasons. First of all, it is argued that the differentiation between domestic internationalisation and internationalisation abroad is not reflected in these models. It is clear that the considerations and models involved with these two types of internationalisation are different. By using the Box-approach in Figure 2.15, this aspect can be visualized and more easily understood. As previously mentioned, internationalisation of higher education can be further divided into several aspects, such as cross-border higher education, research and scholarly collaboration, and technical assistance. These seven models in the Box approach are located on the internationalisation track and only behave as guidelines to direct institutions which want to internationalize themselves with one of the options, such as cross-border higher education (i.e. internationalisation abroad) or research and scholarly collaboration (i.e. domestic internationalisation), but none of the models have been very clear with respect to which ones are for internationalisation abroad, and which are for domestic internationalisation. Secondly, these models do not provide insights regarding how institutions go about internationalizing themselves with one of the specific strategies (i.e. cross-border higher education or campus internationalisation). For these two reasons, instead of using these general models, there should be a detailed model for each internationalisation strategy, e.g. a model for campus internationalisation, a model for cross-border higher education and a model for research collaboration. Therefore, by identifying this research gap, this research project is established, to investigate one of the internationalisation strategies, namely cross-border higher education, with regard to its aspects, such as motivation, decision making and implementation. With respect to research on these aspects (i.e. motivation, institutional decision making and implementation) of cross-border higher education,

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very little research has been forthcoming to date. So far, work by Connelly, Garton and Olsen (2006) is probably the most relevant for this research. Their work '*Models and Types: Guidelines for Good Practice in Transnational Education*' offers a "Good Practice Model for Transnational Education", a model that is generated based upon experiences drawn from Australian universities together with examples (e.g. 36 precepts on collaborative provision) from the UK Quality Assurance Agency's '*Code of Practice for the Assurance of Academic Quality and Standards in Higher Education*'.

Figure 2.15: Position of existing internationalisation models



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The model identifies four major aspects that are critical to cross-border higher education, as demonstrated in Figure 2.16. The model incorporates many aspects ranging from quality and strategy to clients (i.e. students), in order to provide a comprehensive picture which assists the development of cross border higher education for institutions.

Figure 2.16: Good practice model for transnational education (Connelly *et al* 2006, p.17)



Connelly *et al* (2006) then provide detailed advice under each aspect within the model. For instance, two forms of advice are included in the decision making process as follows:

'Transparent decision making: Responsibilities for TNE programmes should be clear to

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all concerned, with identifiable bodies or committees with documented roles on the public record, together with a register of TNE programmes identifying partners and the nature of the collaboration'

'Clearly identified decision making processes and management structures: a balanced and flexible set of decision making process is required for TNE programs, so that new initiatives can be accommodated, whether top-down or bottom-up, while at the same time paying attention to strategic issues, risk assessment and resource allocation' (Connelly *et al* 2006, p.20).

The remaining aspects are explained in a similar way to the above example. However, the advice concentrates on what issues should be considered when institutions are involved with cross-border higher education, but fails to explain how these decisions are made with regard to cross-border programmes. By comparison, these seven internationalisation models indicate how institutions make decisions (i.e. the procedures of internationalisation), but the models are too general to provide in-depth detail on specific internationalisation strategies (i.e. cross-border higher education, research collaboration and campus internationalisation).

Furthermore, as previously mentioned, cross-border higher education is undertaken in various types (e.g. joint programmes, the overseas campus and franchise programmes). It can be argued that, in order to understand truly decision making and implementation for each type of internationalisation, it is necessary to have detailed guidelines and analysis. However, it can also be argued that existing good practice fails to address this aspect. By applying the model, it is very difficult to differentiate which aspects within the model are aimed at establishment of the overseas campus, joint programmes and franchise programmes.

Kwan (2005) offers similar views from a legal perspective. Instead of using models, she presents the issues involved with cross-border higher education by stages:

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pre-contractual considerations, contractual issues and post-contractual considerations. The key aspects at each stage are listed in Table 2.10. Although this analysis provides a fairly comprehensive framework to cover vital issues regarding cross-border higher education, again, it can be argued that it does not differentiate the detailed issues regarding each type of provision (e.g. overseas campus, joint programmes or franchise programmes) of cross-border higher education.

While Kwan concentrates on the contractual matters of cross-border higher education, Fen and Gong (2006) focus on implementation issues of cross-border higher education by using a case study, SILC (Sydney Institute Language & Commerce), founded by Sydney University of Technology together with Shanghai University.

The research identifies eight aspects drawn from SILC experiences which include an internationalized education philosophy, organizational structure and teaching and management team, comprehensive introduction of up-to-date courses from abroad, an internationalized teaching model, foreign intellect, English as a teaching and working language, independent personnel and finance management, and mutual recognition of credits and credentials. According to these aspects, the implementation of SILC is introduced. For example, instead of adopting Western style courses, SILC has modified its courses to fulfill the demand from local students. With respect to its teaching model, SILC has applied English-language teaching, modules and small classes to replace the traditional teaching models.

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Table 2.10: Legal considerations of cross-border higher education (adopted from Kwan 2005, p. 1-18)

Pre-contractual considerations	Contractual issues	Post-contractual considerations
<ul style="list-style-type: none"> • Searching wide context • Risk assessment and solutions • Partner selection • Due diligence: <i>'process of seeking information from the other party by submission of formal questionnaires and the subsequent analysis of information and documents provided'</i> (P.4). e.g. information such as partner institution's legal status and financial situation • Organization chart: personnel and responsibilities • Details of any litigation: past and present • Details of insurance cover • Strategy of staffing • Data / information exchange • Health / safety assessments • Professional / international accreditation / memberships • Quality of assurance organizations • Governmental approvals / permits 	<ul style="list-style-type: none"> • Number of parties involved • Institutional liability • Tax transparency • Transfer of assets between institutions • Exit issues • Ownership of executing activities • Contractual arrangement • Partnership • Company • Limited liability partnership • EEIGs (European Economic interest Groupings) • The contract route: governance, rights/responsibilities, intellectual property, financials, local laws, dispute resolution, termination, Boilerplate clauses 	<ul style="list-style-type: none"> • Contract management • Amendments • Liability

Verbik (2007) argued that overseas campuses are currently implemented using one of three possible models. The first model for implementing an overseas campus is 'fully funded by (home) institution'. This model becomes less common as institutions look for collaboration and try to reduce their financial risks. It was reported by Verbik that only six overseas campuses were established with this model after 2000, compared with 16 before this date (Verbik 2007, p.14). The second model of implementing an overseas campus is through external funding. In other words, the overseas campuses

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are founded by various channels, such as by host countries' central or regional governments and private companies, rather than by home institutions alone. For instance, universities, like US Temple University in Japan, University of Nottingham in Malaysia and Mason University in Ras Al Khaimah, all received funding from private and public organizations (Verbik 2007, p.15). The third model of implementing overseas campuses is where facilities are provided by other bodies. Overseas campuses operating with this model normally gain facilities provided by companies or governments in the host countries, such as in Knowledge Village in Dubai, United Arab Emirates and Education City in Qatar. It is predicted that the second and third models will become increasingly prominent, because the financial risks associated with applying these models are less than the risks of applying the first model.

Furthermore, Altbach and Rumbley (2007) in *'International Branch Campus Issues'*, provide detailed risks and benefits analysis and motivations, as demonstrated in Table 2.11. The analysis is comprehensive, but it can be argued that the analysis is also generated based upon experiences from American institutions in foreign countries. Therefore, it can be argued that UK institutions may have different experiences when their overseas campuses are operated. In addition to other rationales (e.g. generalization of current models on cross-border higher education) for undertaking this research, this is another reason why the research needs to be undertaken.

Although some key lessons have been drawn from case studies, such as SILC, these are insufficient to gain a comprehensive understanding of cross-border higher education, especially regarding its implementation. For example, the implementation of cross-border higher education might be different depending on the types of universities (i.e. research universities or teaching universities). So far, several scholars have provided general frameworks, models and suggestions, all of which have failed to address this aspect, i.e. by examining cross-border higher education from the perspective of university type. Therefore, this aspect became a primary focus of this

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research in order to fill in the research gap.

Table 2.11: Overseas campus: motivations, benefits and risks (Altbach & Rumbley 2007, p.2-3)

Motivations / rationales	Benefits / opportunities	Risks / challenges
<ul style="list-style-type: none"> • To diversify modes of delivery to international students and be less dependent on recruitment to the home campus • To collaborate more easily with foreign academic institutions and industries • To generate revenue • For strategic internationalisation • To reach new markets and students • To contribute to HE capacity building in countries with less developed HE sectors • To enhance overall international profile and reputation • To contribute to HE capacity building in countries with less developed HE sectors 	<ul style="list-style-type: none"> • Control over education provision and quality • Simplicity - no need to enter into potentially complicated partnerships • Establishment of “a full and distinctive corporate presence in another country” • Brand name enhancement • Competitive advantage over competitors’ offerings 	<ul style="list-style-type: none"> • Risk areas include: <ol style="list-style-type: none"> (1) Financial loss (2) Operational challenges (3) Market fluctuations (4) Damage to institutional reputation Regulations: <ul style="list-style-type: none"> • Complex and fast-changing landscape for national regulation of transnational provision • Relatively few countries have specific regulations in place for foreign providers, but this number is growing—South Africa’s effort to tighten its regulatory framework has had a major impact on foreign providers there by demanding a much higher level of commitment to quality, planning, oversight, and transparency of operations (OBHE <i>Breaking News Article-6th August, 2002</i>) • Also growing are the numbers of countries seeking to regulate the export activities of their HE institutions (major examples being the UK and Australia)—trying to ensure that provision abroad is comparable in quality to provision at home

In this chapter, several aspects have been introduced regarding cross-border higher education, such as re-defining cross-border higher education and assessing current major cross-border providers in the market and types of cross-border higher education. However, the most important aspect of the chapter was to review critically existing literature on the models of cross-border higher education, especially regarding motivation, decision making and implementation so that the

research gap is ultimately identified, as shown in Figure 2.17. The current literature on internationalisation and cross-border higher education models displays several important characteristics. First of all, the models are only general guidelines. It can be argued that these models have limited use, especially when institutions require more detailed models and insights regard their internationalisation strategies, such as cross-border higher education and its sub-strategies (e.g. the overseas campus and joint programmes). Secondly, the models do not differentiate between two general types of internationalisation (internationalisation abroad and domestic internationalisation). It is anticipated that the findings from this research can address this issue. Thirdly, none of the models have been generated from the perspective of university type, and this issue is demonstrated in Figure 2.17. Furthermore, it can be argued that the models are generated within insufficient contexts. For example, the internationalisation models operated in the Chinese context are different from the ones in the Malaysian context. Moreover, the countries operating these internationalisation models vary significantly among each other. So, it is urged that further studies are needed. For instance, in this research, instead of having general models presented in a general context, the focus is on UK cross-border higher education in the Chinese market with respect to three aspects: motivation, decision making and implementation of three different types of universities: the research focused university, the mixed (research and teaching) university and the teaching-based university.

Figure 2.17:
Identifying the research gap

✓ - Yes, it is included

 Gap in the topic

		Are there any motivation mentioned in the model	Are there detailed motivation mentioned for cross border higher education	Are there general steps of internationalisation	Are there any details regard strategic models regard cross border higher education	Are there any general guideline regard decision making on cross border HE	Are there any details regard decision making on choosing entry strategies (i.e. types of cross-border HE	Are there any general guidelines regard implementation type of cross border HE	Are there any detailed analysis indicated regarding implantation for each HE	Are there any models / frameworks / suggestions provided regarding motivation, decision making and implementation based upon the type of university	
Internationalisation (general guidelines)	Internationalisation Cycle	✓	Focused Research Gap	✓		✓		✓		Focused Research Gap	
	NUFFIC Model	✓		✓		✓					
	Internationalisation Cube	✓		✓				✓			
	The Fractal Process mode	✓		✓		✓					
	Davies' model			✓				✓			
	Neave's Model	✓						✓			
Cross border HE (general model)	Good Practice Model				✓	✓		✓			
	Contractual model					✓		✓			
Detailed models & suggestions on cross-border	3 models regard branch campus						Focused Research Gap				
	Overseas campus analysis (by Altbach)	✓						Focused Research Gap			

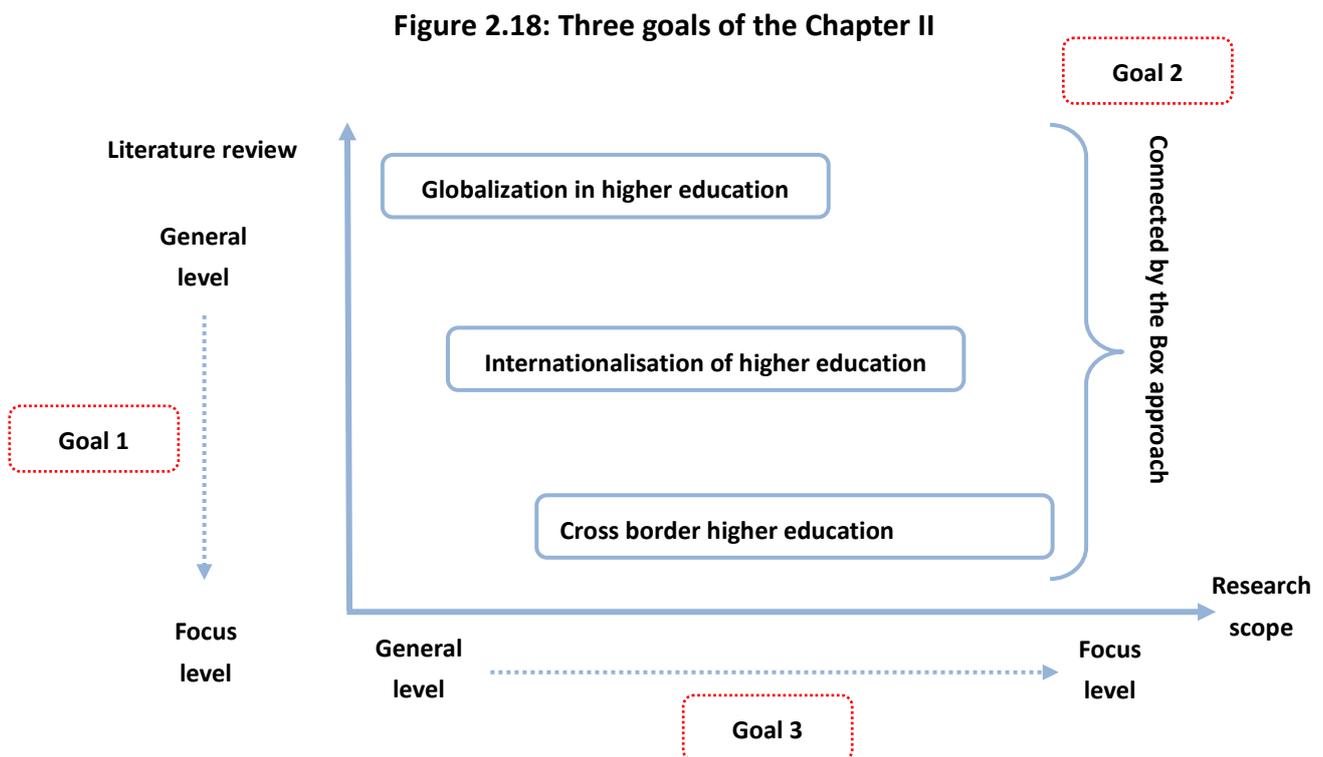
Literature Review

Summary

In this chapter, three goals were set in order to establish the foundation for generating the research questions in the next Chapter. These three goals were:

- Goal 1: to develop a critical literature review related to this research
- Goal 2: show the originality of the research literature review
- Goal 3: to identify the research gap

all of which are demonstrated in Figure 2.18.



In order to achieve the first goal, the research literature review focused on three key terms: globalization, internationalisation and cross-border higher education. The literature review starts by examining various definitions and frameworks of

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globalization in the higher education context. With the 'Box Approach' idea, globalization is further analyzed in the higher education context with six dimensions (i.e. economical, technological, cultural/social, political, international governance and knowledge based society/economy) within which universities are subjected to various challenges and impacts.

Internationalisation is widely accepted as a response to globalization. In this literature review, its various definitions are reviewed, and, with a similar approach as applied to globalization, internationalisation is also re-defined. More importantly, the motivations of internationalisation and its impacts on university management are closely examined. It is concluded that motivation is linked with university type and their strategic positioning. The key university management areas, such as financial management, organizational arrangement, staff development, marketing and student services, are all affected by internationalisation in one way or another.

It can be seen that internationalisation and globalization are related, but both are also distinct concepts. Globalization possesses the following characteristics: global, strategic, generic, broadly based, long-term and multilateral. First of all, from the researcher's perspective, it is a global phenomenon impacting upon many organizations, and this phenomenon has been experienced by many countries. Secondly, globalization is distinguished by strategic actions decided by top management for the future. Thirdly, globalization has a generic character, which can influence all institutions and areas of activity. Moreover, globalization is broadly based, which can be applied by all institutions. Moreover, globalization is not a short term phenomenon, but it lasts for long period. As for the last character of globalization, that it is multilateral, it may be described by the previous 'Box Approach' including several aspects such as political, economic and social aspects.

By comparison, Internationalisation has characteristics being local, tactical, specific,

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focused, short or medium term and unilateral. First of all, internationalisation has local aspects. It represents one specific behavior of an institution, which can be different from others. Secondly, internationalisation can be tactical rather than strategic, i.e. it can be seen as a solution to challenges or influences. Thirdly, internationalisation can be specific as one type of cross border activity such as franchise programme or articulation programme. Moreover, internationalisation can be a short or medium-term solution. Finally, internationalisation can take the form of a unilateral relationship rather than the multilateral activities normally associated with globalization. It is thought that these characteristics can be reflected through institutions' cross border activities in terms of motivation, decision making and challenges to their implementation.

Regarding cross-border higher education, its relationship with internationalisation is reviewed, and combined with globalization and internationalisation by the Box Approach. Moreover, it is recognized that cross-border higher education can be both positive and negative for the importing countries. Furthermore, six types of cross-border programme mobility are identified: franchise programmes, twinning programmes, joint degrees, articulation, validation and virtual programme. Similarly, six types of institutional mobility are found: branch campus, independent institution, acquisition/merger, study centre, affiliation/network and virtual university.

Additionally, the seven decision making and implementation models on internationalisation and cross-border higher education are critically viewed in order to provide a general understanding of internal decision making and implementation processes with universities.

Finally, through a detailed literature review, the research gaps are identified. First of all, the current research on cross-border higher education is highly generalized. Secondly, the detailed research on cross-border higher education in terms of

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motivation, decision making and implementation is not sufficient. With those identified gaps, the research questions are formed in the next chapter.

Chapter 3: Research Questions & Process

Research Questions

Research Process

- Introduction
- Research Philosophy
- Research Approach
- Research Strategy
- Research Time Horizon
- Data Collection Methods
- Data Quality
- Data Analysis

Summary

Chapter 3

Research Questions and Process

Research Questions

The research questions are divided into three sections as demonstrated in Figure 3.1. The questions in the first section aim to understand UK universities' views on Chinese higher education and partnering universities. The second group of questions concentrates on the core of the research, i.e. institutional motivation, decision making and implementation in cross-border higher education activities in China. Thirdly, the research embraces a series of comparative studies based upon the types of universities in order to examine the differences between them and to discover if their types (i.e. teaching led, mixed and research focused) have an influence on their motivation, decision-making and implementation.

Figure 3.1: Research questions

1st Section: views on Chinese higher

- What is your view regarding Chinese higher education?
- What do you think about your Chinese partnering institutions with respect to their research and teaching?

2nd Section: motivation, decision making and Implementation on cross border

- What are your rationales (motivations) for collaborating with the Chinese partners?
- Do you have any criteria for choosing the Chinese partners?
- Why and how do you decide which types of cross-border higher education to be used?
- What are the challenges you have encountered when you make those decisions on (choosing both the types of cross-border higher education and the institutions)?
- What are the challenges / risks you have encountered when establishing / running the programs / the (overseas) institutions?

3rd Section: comparative cases

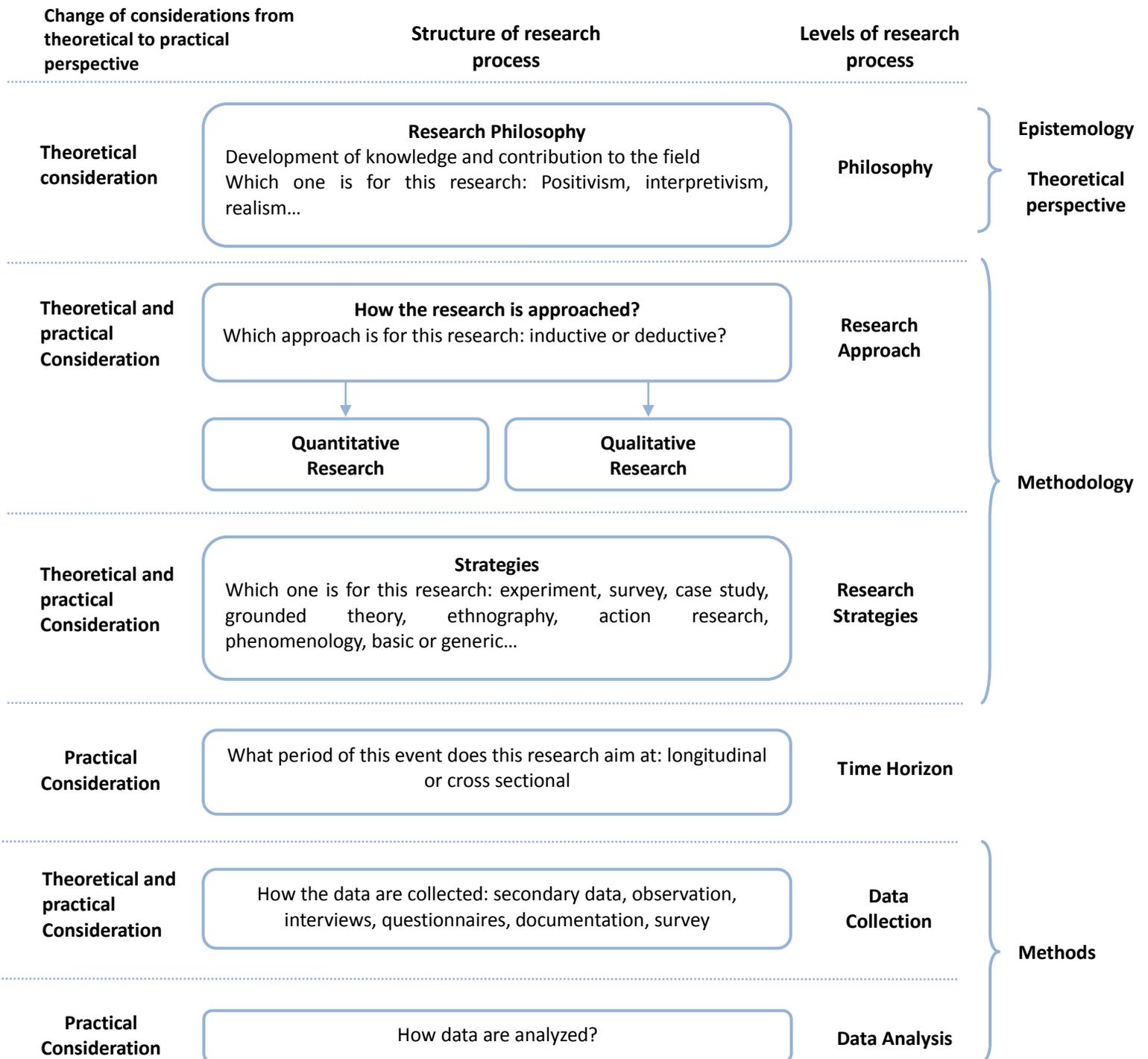
- Among the cases considered (research focused / mixed / teaching led institutions), are there any similarities and differences regarding their motivation, decision making and implementation as well as their associated challenges, both within their own group and cross groups?
- What are the similarities and differences between the institutions in the form of globalization and internationalisation approach?
- Can a new theoretical model be generated through research?

Research Process

Introduction

Understanding the research process brings together various issues. For example, the research process is said to contain four elements; methods, methodology, theoretical perspective and epistemology (Crotty, 2003; Gray, 2004). It can also be presented in terms of the 'Onion' model in terms of five layers, research philosophy, research approaches, research strategies, time horizons and data collection methods (Lewis *et al*, 2003). For this research project, Figure 3.2 demonstrates both the structure and the process of completing the research, which is divided into five sections. In the first section, some philosophical views are discussed in order to identify the philosophical underpinning. The research approach is associated with the philosophy, and the distinction between deductive and inductive approaches is explained; in particular, the inductive approach is emphasized because of its application in this research. More importantly, the use of qualitative methods is justified in terms of its appropriateness for this project. For example, it is acknowledged that the application of qualitative methods is strongly related to the inductive approach (Bryman 2004, 2008; Merriam, 1998, Lewis *et al*, 2003). With respect to the research strategies, the case study, together with comparative design, is emphasized regarding its application for this research. Additionally, it is very important to recognize the time horizon for this research, i.e. the period of the UK universities' internationalisation activities that this research is focusing on. The execution of this research project is also considered; data collection is explained in the form of the questions, and the choice of interviews and documentation analysis as the primary tools for this research is justified. Then, the process of analyzing data is explained, such as an introduction to the software, how the key data were identified, extracted and interpreted, and how conclusions were drawn.

Figure 3.2: The research process (design) for the project



Research Process

Philosophy

Interpretivism

Universities are not uniform regarding their motivations for internationalisation, the criteria for choosing partners, the collaborative models adopted and the challenges for implementation. Such differences commonly reflect the personal ideas and perceptions of key individuals. In most cases, they are the result of subjective human decisions and judgments, informed by data and predictive models, but ultimately reliant upon the ideas of key university leaders. In order to understand such complexity and gain knowledge from it, it is necessary to adopt an interpretivist approach, i.e. interpretivism, which *'respects the differences between people and the objects of the natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action'* (Bryman 2008, p.16). This understanding is also shared by Lewis (2003) who writes that *'rich insights into this complex world are lost if such complexity is reduced entirely to a series of law-like generalizations'* (Lewis et al 2003, p.84), and that *'it is therefore the role of the interpretivist to seek to understand the subjective reality of those that they study in order to be able to make sense of and understand their motives, actions, and intentions in a way that is meaningful for these research participants'* (Lewis et al 2003, p.84).

Additionally, interpretivism is associated with constructionism (Gray, 2004; Lewis et al, 2003). Constructionism is the view that *'all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context'* (Crotty 2003, p.42). A similar view is presented by Bryman (2008, p.19) saying *'that social phenomena and their*

meanings are continually being accomplished by social actors.' In the case of this research, the knowledge is produced based upon UK universities and their staffs' interactions with their partners within a globalized higher education context. Moreover, from a constructionism perspective, Lewis (2003, p.84) argues that *'people may place many different interpretations on the situations in which they find themselves. These different interpretations are likely to affect their actions and the nature of their social interaction with others.'* Again, this research shares a similar view. One of the key purposes from this research is to distinguish different views (including, for example, meanings of internationalisation and reasons for internationalizing their universities) among different universities, and it is argued that the different interpretations of internationalisation from the university senior staff have stimulated the universities to respond differently from the challenges from globalization.

Positivism and Realism

Positivism and realism are other philosophical paradigms. However, this research does not share these underpinning views. For example, the positivist approach *'seeks to identify universal features of humanhood, society and history that offer explanation and hence control and predictability'* (Crotty 2003, p.67). In a similar fashion, Bryman (2008, p.13) offers the key principles associated with positivism such as *'the purpose of theory is to generate hypotheses that can be tested and that will thereby allow explanations of laws to be assessed.'* It is argued that *'for the positivist, both the natural and social worlds operated within a strict set of laws, which science had to discover through empirical inquiry'* (Gray 2004, p.18). If this philosophical view was adopted in this research, then all the universities would have behaved within a single set of logical rules, and the internationalisation activities among the universities would have become very similar and predictable. However, in fact, as has been stressed before, the universities are not uniform and the

Chapter 3: Research Process – Philosophy

surrounding and changing global environment cannot simply be understood as a set of laws/rules.

Realism in a business and management context is understood as *'there are large-scale social forces and processes that affect people without their necessarily being aware of the existence of such influences on their interpretations and behaviors. Social objects or phenomena that are external to, or independent of, individuals will therefore affect the way in which these people perceive their world, whether they are aware of these forces or not'* (Lewis et al 2003, p.85). In the case of this research, it can be demonstrated that internationalisation activities are undertaken by the deliberate decisions of universities and their senior staff who are aware of the effects and opportunities arising from globalization.

Therefore, interpretivism is more appropriate to be the philosophical grounding for this research. By reaching this decision, the choice of which research approach to adopt (i.e. inductive and deductive approach) is also influenced.

Research Process

Research Approach

The two approaches, inductive and deductive, have been frequently discussed and compared by scholars (Bryman, 2008; Gray, 2004; Lewis *et al* 2003; May, 2001). The key features of these two approaches are shown in Table 3.1.

Table 3.1: Differences between two approaches

	Deductive	Inductive
What is the process like in each approach?	Theory ↓ Observations / Findings	Observations / Findings ↓ Theory (Bryman 2008, p.11)
What does it mean?	Testing theory	Building theory
What are the characteristics of each approach?	<ul style="list-style-type: none"> • <i>'Deductive theory represents the commonest view of the nature of the relationship between theory and social research'</i> (Bryman 2008, p.9); • Explaining causal relationships between variables by testing hypotheses (Lewis <i>et al</i>, 2003); • Collecting quantitative data (Lewis <i>et al</i>, 2003); • Highly structured methodology (Lewis <i>et al</i>, 2003); • <i>'Concepts needs to be operationalized in a way that enables facts to be measured quantitatively'</i> (Lewis <i>et al</i> 2003, p.86); • Generalization by selecting samples of sufficient numerical size (Lewis <i>et al</i> 2003, p.86); • It is associated with positivism (Gray, 2004; Lewis <i>et al</i> 2003; Merriam, 1998) 	<ul style="list-style-type: none"> • <i>'Gaining an understanding of the meanings humans attach to events'</i>; • <i>'A close understanding of the research context'</i>; • <i>'The collection of qualitative data'</i>; • <i>'A more flexible structure to permit changes of research emphasis as the research progresses'</i>; • <i>'A realisation that the researcher is part of the research process'</i>; • <i>'Less concern with the need to generalize'</i>; (Lewis <i>et al</i> 2003, p.89)

Three factors have confirmed the author's thinking that the research should be led by an inductive approach. First of all, from the research philosophical perspective, both

Chapter 3: Research Process – Research Approach

interpretivism and constructionism fit nicely with some of the characteristics of an inductive approach.

As mentioned before, both philosophical views emphasize some key aspects, such as respecting differences, and grasping subjective meanings of their motives and actions. For an inductive approach, it also focuses on '*gaining an understanding of the meanings humans attach to events*' and '*a close understanding of the research context*'. Secondly, some of the above characteristics are a necessity for enabling this research to be completed, as described in Table 3.2.

Thirdly, in the current research field on internationalisation of UK universities in China, it is argued that very few projects have been conducted at PhD research level. Some reports have been produced, such as *British Universities in China: 'The Reality Beyond the Rhetoric'* (2007), a discussion report consisting of papers written by some academic and managerial staff based upon their experiences of working at China. However, there is very little, more conceptual research. By contrast, the present research is set to investigate this rapidly emerging phenomenon that has occurred in the UK higher education sector in last ten years, and aims to recognize patterns or generate frameworks in order to assist UK universities in the long term. Therefore, for this research project, theory or frameworks will be generated from the data, and hence the definition of an inductive approach – collecting data and developing the theory as a result of data analysis (Lewis *et al* 2003, p.85; May, 2001) – is highly appropriate.

Chapter 3: Research Process – Research Approach

Table 3.2: Why an inductive approach is ‘fit for purpose’ for this research project

Characteristics of inductive approach	Characteristics of this research project
<i>Gaining an understanding of the meanings humans attach to events</i>	The research focuses on the events – UK’s cross-border higher education activities such as branch campuses, joint / dual awards, franchise and articulation programs.
<i>A close understanding of the research context</i>	The research is to understand university senior staff’s motivations, decision making and implementation around the events (i.e. their cross-border higher education activities in China)
<i>Less concern with the need to generalize</i>	The overall research requires good understanding, why UK universities want to internationalize themselves by entering the Chinese market within general context – challenges from globalization of higher education
<i>A realisation that the researcher is part of the research process</i>	The research focuses on different internationalisation activities operated by the universities with different status: research intensive (E.g. Russell Group), hybrid universities and teaching led universities.
<i>A realisation that the researcher is part of the research process</i>	Not only did I conduct many interviews with the university staff, but as a student also I have gone through and been part of UK’s universities’ internationalisation process in last ten years.

By comparison, it can be argued that a deductive approach is not appropriate for pursuing this research. First of all, a deductive approach emphasizes generalization by testing some “law-like” theories. In reality, it can be argued that it is almost impossible to draw a generalization for the various international activities undertaken by over a hundred universities in the UK. Secondly, it is a theory driven process, i.e. ‘*theorizing comes before research, research then functions to produce empirical evidence to test or refute theories*’ (May 2001, p.32).

So far, there are two key points. First of all, it is necessary to distinguish some key features between the inductive and deductive approaches. Secondly, it is important to place the inductive approach into the context of this research. Both approaches have direct links with the decision regarding which research methodologies to use for this research. It is argued that a deductive approach is related to quantitative methodology and that an inductive approach is associated with qualitative methodology (Bryman,

Chapter 3: Research Process – Research Approach

2008; Lewis *et al* 2003). This is just one of many sets of criteria for deciding and selecting which methodology is most appropriate for this research. The following sections focus on two key aspects: the distinguishing features between qualitative and quantitative methodologies, and the practical and theoretical considerations for choosing a particular methodology from among the three commonly identified (i.e. quantitative, qualitative and mixed method).

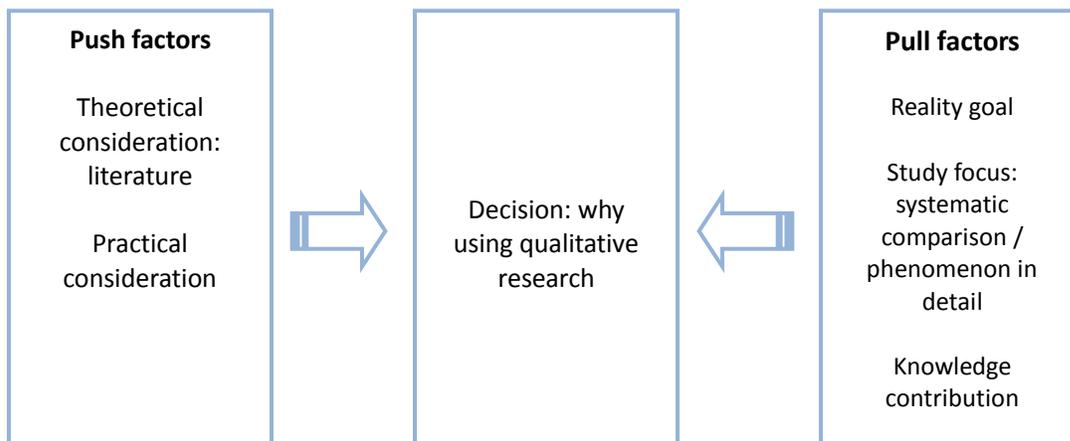
Scholars (including Bryman, 2008; Lewis *et al*, 2003; Merriam, 1998; Silverman, 2000) have offered comparative examples and frameworks to distinguish the fundamental characteristics of qualitative and quantitative methodologies, all of which are summarized in Table 3.3.

Table 3.3: Characteristics of quantitative and qualitative research methodology

Characteristics	Quantitative	Qualitative
<p>What is the typical process of each methodology?</p>	<p>The process is divided into 11 steps: (Bryman 2008, p.141)</p> <p>(1) Theory; ←</p> <p>(2) Hypothesis;</p> <p>(3) Research design;</p> <p>(4) Devise measures of concepts;</p> <p>(5) Select research sites;</p> <p>(6) Select research subjects / respondents;</p> <p>(7) Administer research instruments / collect data;</p> <p>(8) Process data;</p> <p>(9) Analyze data;</p> <p>(10) Findings / Conclusions;</p> <p>(11) Write up findings / conclusions</p>	<p>Six main steps of qualitative methodology: (Bryman 2008, p.370)</p> <p>(1) General research questions;</p> <p>(2) Selection of relevant sites and subjects;</p> <p>(3) Collection of relevant data;</p> <p>(4) Interpretation of data;</p> <p>5(b): collection of further data</p> <p>5(a): Tighter specification of the research questions</p> <p>(5) Conceptual and theoretical work;</p> <p>(6) Writing up findings / conclusions;</p>
<p>What is the role of theory in relation to research?</p>	<p>Deductive: testing theory (Bryman 2008, p.22)</p>	<p>Inductive: generating theory (Bryman 2008, p.22)</p>
<p>What is the philosophical / epistemological orientation?</p>	<p>Positivism, Logical empiricism (Bryman 2008, p.22; Merriam 1998, p.9)</p>	<p>Interpretivism, Phenomenology, symbolic interactionism (Bryman 2008, p.22; Merriam 1998, p.9)</p>
<p>What is the research focus in each methodology?</p>	<p>Quantity (how much, how many) (Merriam 1998, p.9)</p>	<p>Quality (nature, essence) (Merriam 1998, p.9)</p>
<p>What are goals by operating each research methodology?</p>	<p>Prediction, Control, Description, Confirmation, Hypothesis testing (Merriam 1998, p.9)</p>	<p>Understanding, Description, Discovery, Meaning, Hypothesis generating (Merriam 1998, p.9)</p>
<p>What samples are like by conducting each methodology?</p>	<p>Large, Random, Representative (Merriam 1998, p.9)</p>	<p>Small, Nonrandom, Purposeful, Theoretical (Merriam 1998, p.9)</p>
<p>What are the major data collection methods in each methodology?</p>	<p>Inanimate instruments (scales, tests, surveys, questionnaires, computers) (Merriam 1998, p.9)</p>	<p>Researcher as primary instrument, interviews, observations, documents (Merriam 1998, p.9)</p>

Clearly, it can be argued that qualitative and quantitative methodologies are distinctive, ranging from their philosophical views to data collection methods. So, which one is more appropriate for this research? Although it seems that the qualitative method is more appropriate given the above characteristics, the author applied further in-depth steps (notably the push-pull method) to confirm his choice of qualitative research.

Figure 3.3: Influential factors for choosing qualitative research



The push and pull factors are invented by the researcher based upon six key aspects identified by Punch (1998, p.244-245; Silverman 2005, p.7) regarding the question ‘Should I use qualitative research?’

The six questions are:

1. What exactly am I trying to find out?
 2. What kind of focus on my topic do I want to achieve?
 3. Will we learn more about this topic using quantitative or qualitative methods?
What will be the knowledge pay off from each method?
 4. What seems to work best for me?
 5. How have other dealt with this topic?
 6. What practical considerations should sway my choice?
- Right side labels:
Pull factors (bracketed next to questions 2, 3, and 4)
Push factors (bracketed next to questions 5 and 6)

Pull factors are more concerned with ‘what do I want to achieve/ generate/ contribute’ type of questions, and push factors are concerned with ‘what are the theoretical considerations (e.g. literature) and practical considerations related to your research’ type questions. Each is explained in the following sections.

(1)What exactly am I trying to find out?

The research focuses on the motivation, decision making and implementation associated with UK cross-border activities, and on differences among universities in these aspects, as demonstrated in the matrix in Figure 3.4. The researcher strongly believes that cross-border activities are the result of human interaction, and that the success of cross-border activities strongly depends on ideas, beliefs, interactions and relationships between UK and Chinese universities. The research aimed to test these ideas.

(2) What kind of focus on my topic do I want to achieve?

This question is further expanded into two sub-questions as follows in order to gain clarity. (1) *‘Are we interested in making standardized and systematic comparisons, sketching contours and dimensions, or (for example) in accounting for variance?’*

(2) *‘Or, do we really want to study this phenomenon or situation in detail, holistically and in its context, finding out about the interpretations it has for the people involved, and about their meanings and purposes, or trying to see that processes are involved?’* (Punch 1998, p.245; Silverman 2005, p.7). It can be argued that this research is concerned with the latter question. By applying some of the characteristics of qualitative research shown in Table 3.3 and which are matched with the research, such as its purposes and planned research strategy, as demonstrated in Table 3.4, the questions can be further understood.

Figure 3.4: Research questions in matrix format – what exactly am I trying to find out

Universities		Research Focused		Mix Group		Teaching Led	
Institution		A	B	C	D	E	F
Motivation for entering China and collaborating with Chinese universities							
Selection criteria	why choosing that particular institution(s) as partner(s)						
	why choosing that particular collaborative model (s)						
Implementation: what are the challenges and risks by operating different models?							
What are the differences /similarities between the universities in the same group regarding their motivations / selection criteria for partners / challenges & risks by collaborative models		Comparative studies within the group					
What are the differences /similarities between the universities in different group regarding their motivations / selection criteria for partners / challenges & risks by operating collaborative models		Cross group comparative studies					

Phase I Individual Case

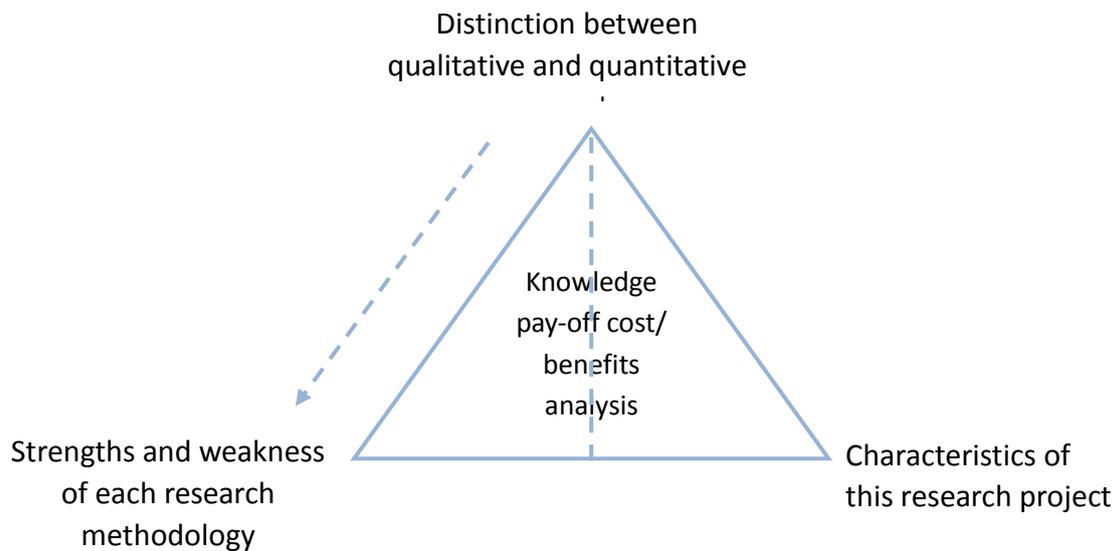
Phase II Group Case

Table 3.4: ‘Match’ between research project and characteristics of qualitative research

Characteristics of qualitative research (adopted from Punch 1998, p.243)	Characteristics of this research project
<i>The qualitative approach deals more with cases</i>	Yes, the research is concerned with several UK universities.
<i>Qualitative approach is sensitive to context and process, to lived experience and to local grounded-ness, and the researcher tries to get closer to what is being studied.</i>	Yes, this research is originated from what’s been happening in last several years to the UK universities regarding their internationalisation activities.
<i>It aims for in-depth and holistic understanding, in order to do justice to the complexity of social life.</i>	Yes, this research intends to find what’s occurring (motivation and decision making) behind recent phenomena (i.e. a large number of UK universities have set up cross-border activities in China.) as well as its associated issues (e.g. challenges & risks regarding operating different collaborative models)
<i>Samples are usually small, and its sampling is guided by theoretical rather than probabilistic considerations.</i>	Yes, instead of investigating all UK universities, this research intends to investigate a small number of samples (i.e. universities) based upon theoretical considerations such as internationalisation in different modes (overseas campuses and programs) in respond to global challenges in higher education sector.
<i>They are multidimensional, more diverse and less replicable.</i>	Yes, as mentioned before, the selected samples (i.e. the UK universities) are different in terms of their various internationalisation approaches to Chinese market as well as their status (research focused, mixed teaching led). Clearly, the research can only represent a few typical UK universities. it is difficult to be replicated due to the changing global environment and evolving internationalisation within each university.
<i>Qualitative methods are the best way we have of getting the insider’s perspective, the ‘actor’s definition of the situation’, the meanings people attached to things and events.</i>	Yes, in order to understand how UK universities perceive internationalisation and conduct its related activities, it is necessary to get closer to the insiders (i.e. Vice Chancellors, overseas program leaders, international office directors).
<i>Because of their (qualitative research) great flexibility, they are well situated for studying naturally occurring real-life situations.</i>	Yes, because universities are changing all the time towards their international activities, so it is better to maintain flexibility during the research.

(3) Will we learn more about this topic using quantitative or qualitative methods? What will be the knowledge pay off each method? & (4) What seems to work best for me?

Figure 3.5: Knowledge pay-off cost / benefit analysis model by research approach



By applying the researcher's invented cost and benefit model in Figure 3.5, the methodology that produces the maximum knowledge pay-off is analyzed in Table 3.5.

Table 3.5: Comparison: knowledge pay-off from each approach

Aspects involved cost benefits analysis	Quantitative	Knowledge pay-off in research context	Qualitative	Knowledge pay-off in research context
How distinctive aspects involved both approaches (qualitative and quantitative) affect knowledge pay if the research methodology is applied	If positivism is the philosophical base in this research.	If positivism is applied, the knowledge produced will be law like and perhaps more generalized explanation.	If Interpretivism is the philosophical base in this project	If interpretivism is applied, the knowledge is produced in order to provide understanding of what, how and why things occurring, and hence understanding complexity at great detail within small scale context.
	<i>The quantitative approach conceptualizes reality in terms of variables, and relationship between them. It rests on measurement, and therefore pre-structure data, and usually research questions, conceptual frameworks and design as well.</i>	The knowledge payoff is limited. Internationalisation within these UK universities is evolving. It cannot be conceptualized in terms of variables, certainly not on measurement term.	<i>It aims for in-depth and holistic understanding, in order to do justice to the complexity of social life. It is sensitive to context and process, to lived experience and to local grounded-ness, and the researcher tries to get closer to what is being studied.</i>	With qualitative methodology, the knowledge pay-off is maximized, because the nature of this research is to investigate deep understanding with respect to why and how the UK universities form partnership in China.

Table 3.5: Comparison: knowledge pay-off from each approach (continued)

Aspects involved cost benefits analysis	Quantitative	Knowledge pay-off in research context	Qualitative	Knowledge pay-off in research context
<p>How each methodology's both strengths and weaknesses affect knowledge pay off if this methodology is implemented.</p>	<p><i>It doesn't see context as central, typically stripping data from their context.</i></p>	<p>The context is the key in this research. It contains important background information such as less mathematical / quantified data, historical background information, all of which help to understand why certain universities operate with different collaborate models and partners in China.</p>	<p><i>They are multidimensional, more diverse and less replicable.</i></p>	<p>Knowledge pay off is widened, because the research methodology can capture several key areas regarding internationalisation within sampling universities.</p>
	<p><i>Its methods in general are more uni-dimensional and less variable than qualitative methods, it is therefore more easily replicable.</i></p>	<p>It can be argued that the knowledge development focuses on very limited areas with a few defined variables. By replicating the research, knowledge advancement on this research could not be achieved due to changing nature of higher education environment.</p>	<p><i>Qualitative methods are flexible. They can also be more easily modified as a study progresses.</i></p>	<p>The internationalisation activities within the sampling universities are still developing. So, flexibility is required in case of any changes during the research.</p>

Table 3.5: Comparison: knowledge pay-off from each approach (continued)

Aspects involved cost benefits analysis	Quantitative	Knowledge pay-off in research context	Qualitative	Knowledge pay-off in research context
<p>How each methodology's both strengths and weaknesses affect knowledge pay off if this methodology is implemented.</p>	<p><i>Quantitative data enable standardized, objective comparisons to be made, and the measurements of quantitative research permit overall descriptions of situations or phenomena in a systematic and comparable way.</i></p>	<p>Knowledge development on internationalisation issues such as universities' motivation, decision making and implementation can't be compared based upon some quantitative data, although the research intends to make some comparisons among universities' international activities. The knowledge pay-off is minimum by this way, because the deciding factors (data) for universities going into China are not quantitative ones, such as motivation, reasons for selecting certain collaborative models.</p>	<p><i>Qualitative methods are the best way we have of getting the insider's perspective, the 'actor's definition of the situation', the meanings people attach to things and events.</i></p>	<p>Internationalisation activities are normally decided, managed and implemented by several key university staff. So, getting their views are critical to completing the project. By this research approach and methods such as interviews, knowledge pay-off is maximized.</p>

Table 3.5: Comparison: knowledge pay-off from each approach (continued)

Aspects involved cost benefits analysis	Quantitative	Knowledge pay-off in research context	Qualitative	Knowledge pay-off in research context
How each methodology's both strengths and weaknesses affect knowledge pay off if this methodology is implemented.	<p><i>It brings 'objectivity' to the research in the sense that they increase the chances that the results of the analysis do not depend on the researcher doing the analysis.</i></p> <p>(Punch 1998, p.242 -243)</p>	<p>The research requires personal judgment on non-quantitative data analysis due to the nature of the research that internationalisation activities are purposeful action operated by university staff, and therefore it needs manual analysis to interpret those purposeful actions.</p>	<p><i>Qualitative research, especially grounded theory, is well suited to investigating process.</i></p> <p>(Punch 1998, p.242 -243)</p>	<p>It can be argued that knowledge payoff is maximized, because this methodology enable author to understand the process of internationalisation regarding motivation, decision making to implementation.</p>
	<p><i>The measurement process possesses an artificial and spurious sense of precision and accuracy;</i></p> <p>(Bryman 2008, p.159-160)</p>	<p>It can be argued that knowledge pay-off could be affected by data manipulation if the project process is purely based upon quantitative measurement.</p>	<p><i>Qualitative research is too subjective</i></p>	<p>It can be argued that maximization of knowledge pay off in this research is not influenced in terms of quantity, but the quality of knowledge pay off may be questioned in terms of being subjective.</p>

Table 3.5: Comparison: knowledge pay-off from each approach (continued)

Aspects involved cost benefits analysis	Quantitative	Knowledge pay-off in research context	Qualitative	Knowledge pay-off in research context
<p>How each methodology's both strengths and weaknesses affect knowledge pay off if this methodology is implemented.</p>			<p><i>Problem of generalization</i></p>	<p>It is argued that the knowledge pay off in this project might not be advanced in terms of finding commonalities for all UK universities regarding their internationalisation activities. However, by qualitative software such as Atlas.ti, commonalities among the investigated UK universities in this research can be found, and hence a few generalizations can be made about the investigated universities.</p>
			<p><i>Lack of transparency</i> (Bryman 2008, p.391)</p>	<p>Again, it can be argued that the maximization of knowledge pay off in this project might not be influenced due to this reason (lack of transparency), but the quality of knowledge pay off is questioned. However, it can be argued that with application of Atlas.ti, the qualitative analytical software, coding and generating knowledge can be made transparent.</p>

By measuring knowledge pay off, as demonstrated in Table 3.5, it can be argued that qualitative methodology is appropriate for this research, although there are important issues raised, such as the generalization of research findings and the transparency of both the coding process and the interpretation of research findings.

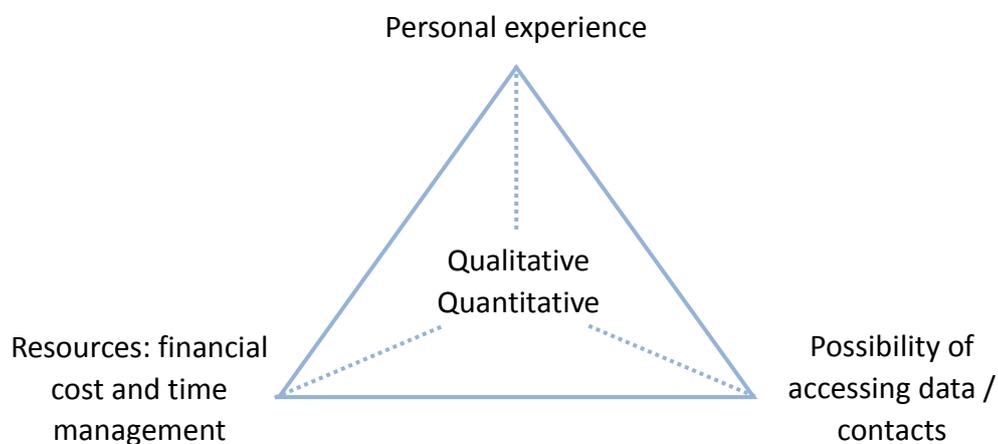
(5) How have other researchers dealt with this topic?

Previous research projects can build a good foundation in areas such as research methodology and preparation of the literature review for current and future research projects. Regarding the present topic – cross border higher education and internationalisation of UK universities in China - it must be recognised that only a small number of research projects have been undertaken. As mentioned before, so far, the most relevant publication for this research is *'British Universities in China: The Reality Beyond the Rhetoric'* (2007), which contains several papers written by experienced academics or administrative staff from UK universities. Among the articles, three universities (Nottingham, Liverpool and Queen Mary) were studied by applying a qualitative approach in the form of case studies. However, the case studies only focus on general aspects, i.e. the background to how the academic link was established between institutions and some general aspects regarding institutions' motivation for going to China and collaborating with Chinese universities. Additionally, other studies conducted in a qualitative manner on internationalisation of universities in China have been undertaken, but the cases are not related to UK universities. For example, in the paper *'Sino-Foreign joint education ventures: a national, regional and institutional analysis'*, (Feng & Gong, 2006) the research focuses on challenges and risks, and on a key successful framework associated with cross-border higher education management regarding an Australian institution (i.e. Sydney Institute of Language & Commerce) in Shanghai. Although these studies may not present the cases in great detail and did not attempt any conceptual analysis or interpretation, they have demonstrated how the qualitative approach can be applied within a similar topic at a general level.

(6) What practical considerations should sway my choice?

It is necessary to recognize the importance of practical considerations. Three practical factors were identified in order to provide further confirmation of the qualitative methodology, as demonstrated in Figure 3.6.

Figure 3.6: Researcher's 'triangle' considerations



First of all, personal experience refers to the author's understanding and experiences of internationalisation in UK universities. It can be argued that, although the author's study in the University of Southampton for this thesis is an example of internationalisation, his personal experiences and understandings regarding internationalisation of UK higher education were very limited, and were restricted to the student level. Although the literature review can assist the author to obtain a good understanding of these issues at the general level, it can also be argued that the current literature on UK higher education internationalisation activities in China is limited, except for the publication mentioned above. So, from this perspective, without solid theories or secondary data, it is very difficult to generate a hypothesis and also to produce a survey which requires the author to have sufficient understanding and experience of the topic. However, it is suggested that, by using

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qualitative research, the concerns with respect to having less experience of UK internationalisation activities in China is eased, because it allows the author openly to ask questions through interviews instead of generating a survey beforehand based on prior knowledge.

Secondly, the possibility of accessing the data is a very important practical factor, and it has direct relevance to both the quality of data and the feasibility of this research. With very limited information resources (regarding decision making and implementation of UK higher education international activities in China) available to the public, it is very difficult to obtain data, and hence the feasibility of this project is restricted. Therefore, it is suggested that the only possible way of gaining data of sufficient quality and quantity is to engage the author actively in the process of data collection, i.e. by interviewing people who have insight, knowledge and experiences of UK higher education international activities in China. In other words, the quantitative research approach is not practical due to the lack of sufficient availability of data in the public domain. Moreover, it can be argued that universities may feel very reluctant to share sensitive/confidential information or data, such as financial investments in China and decision making details, with a third party, whom they may feel to be untrustworthy. However, by employing interviewing as the main method for data collection, this dilemma can be solved by making personal contact at the time of the interviews.

Thirdly, resources might have been a drawback to the completion of this research project. It is argued that data collection is a major factor that determines the duration of completing the research project. Therefore, it is necessary to identify which research approach can provide a quick route with a high response rate in collecting high quality data. According to the statistics (Lewis *et al* 2003, p.284), qualitative research in the form of interviews has a higher response rate (i.e. 50-70%) than quantitative approach (i.e. surveys with about 30% on average). Moreover, very

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limited data availability exists in public to extend the research completion time; the research will be almost wholly dependent upon the interview data.

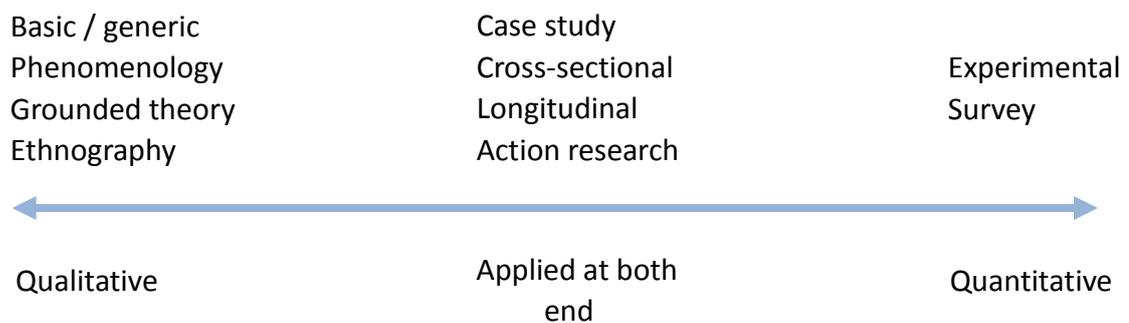
So far, in practice, the above sections have focused on the question of why a qualitative research approach was preferable to a quantitative approach for this research. The first section starts with an argument regarding the topic at the macro-level by distinguishing between inductive and deductive approaches, and it is argued that an inductive approach is more suited to this project due to its characteristics (e.g. less concerned with generalization and an additional focus on understanding of the meanings that humans attach to events). Then, the qualitative research approach is further examined and confirmed by putting its application in the context of six questions, as discussed, in order to depict the initial thoughts behind the decision to choose qualitative research methods. The next stage of the research process is to select an appropriate strategy, by which the research questions can be solved.

Research Process

Research Strategy

Research strategy is described as ‘a general plan of how you will go about answering the research questions you have set’ (Lewis et al 2003, p.90). So far, several strategies (or designs) are suggested by various scholars (Bryman, 2004; Gray, 2004; Lewis et al, 1998; Merriam 1998, Punch, 1998), and are categorized by relating back to qualitative and quantitative approaches, as demonstrated in Figure 3.7.

Figure 3.7: Research strategies based on qualitative and quantitative approaches



Following from the previous explanation, it has been ascertained that the qualitative research approach is more suited to this research. Therefore, the emphasis is placed on the research strategies that are associated with qualitative research. Each research strategy exists to reflect their unique purposes, and, because of their unique purposes and rationales, some of them were not appropriate for this research. For example, ethnography focuses on ‘the cultural and symbolic aspects of behavior and the context of that behavior, whatever the specific focus of that research’ (Punch 1998, p.160; Gray, 2004; Merriam, 1998), whereas phenomenological research is concerned with ‘the question of how individuals make sense of the world around them and how in particular the philosopher should bracket out preconceptions concerning his or her grasp of that world’ (Bryman 2008, p.697;

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Gray, 2004; Merriam 1998). Another form of qualitative research, grounded theory, is defined as *'how the discovery of theory from data – systematically obtained and analyzed in social research – can be furthered'* (Glaser and Strauss 1967, p.1). It is acknowledged that the *'aspect separating grounded theory from other research strategies is its emphasis upon theory development'* (Merriam 1998, p.17).

This research is based upon the case study in comparative design. For this research project, case study *'comprises an all encompassing method – covering the logic of design, data collection techniques, and specific approaches to data analysis'* (Yin 2003, p.14). It focuses on *'gaining an in-depth understanding of the situation and meaning for those involved'*, and *'the interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation'* (Merriam 1998, p.19; Lewis *et al*, 2003; Punch, 1998). Moreover, case study differs from other strategies, such as ethnography and grounded theory, in terms of its theoretical development before data collection. It is argued that *'these related methods deliberately avoid specifying any theoretical propositions at the outset of an inquiry, and as a result students confusing these methods with case studies wrongly think that by having selected case study method, they can proceed quickly into the data collection phase of their work'* (Yin 2003, p.28). Additionally, from the perspective of potential contributions, it is argued that *'only the in-depth case study can provide understanding of the important aspects of a new or persistently problematic research area'* (Punch 1998, p.156). Moreover, case study can be used together with other research strategies to make a wider contribution (Merriam, 1998; Punch, 1998). In this research, although case study is the main strategy, it is conducted in a comparative manner in order to maximize the research findings. Additional reasons have also persuaded the author to choose the case study approach, which are explained by adopting Yin's three criteria: types of research question, extent of control over behavioral events and the degree of focus on contemporary events in the context of this research, as demonstrated in Tables 3.6

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and 3.7. Again, Yin’s three criteria also assisted me to distinguish some research strategies in terms of their application and purposes, and hence to confirm why other research strategies were not appropriate for this research. However, some shortfall in the case study approach should also be recognized. For example, its findings cannot be generalized, because of their limited evidence and narrow focus (Bryman, 2008).

Table 3.6: Yin’s three criteria for applying different research strategies (Yin 2003, p.5)

Strategy	Form of research question	Requires control of behavioral events	Focuses on contemporary events
Experiment	how, why?	Yes	Yes
Survey	who, what, where, how many, how much?	No	Yes
Archival analysis	who, what, where, how many, how much?	No	Yes / No
History	how, why?	No	No
Case study	how, why?	No	Yes

Table 3.7: The research fits with the criteria

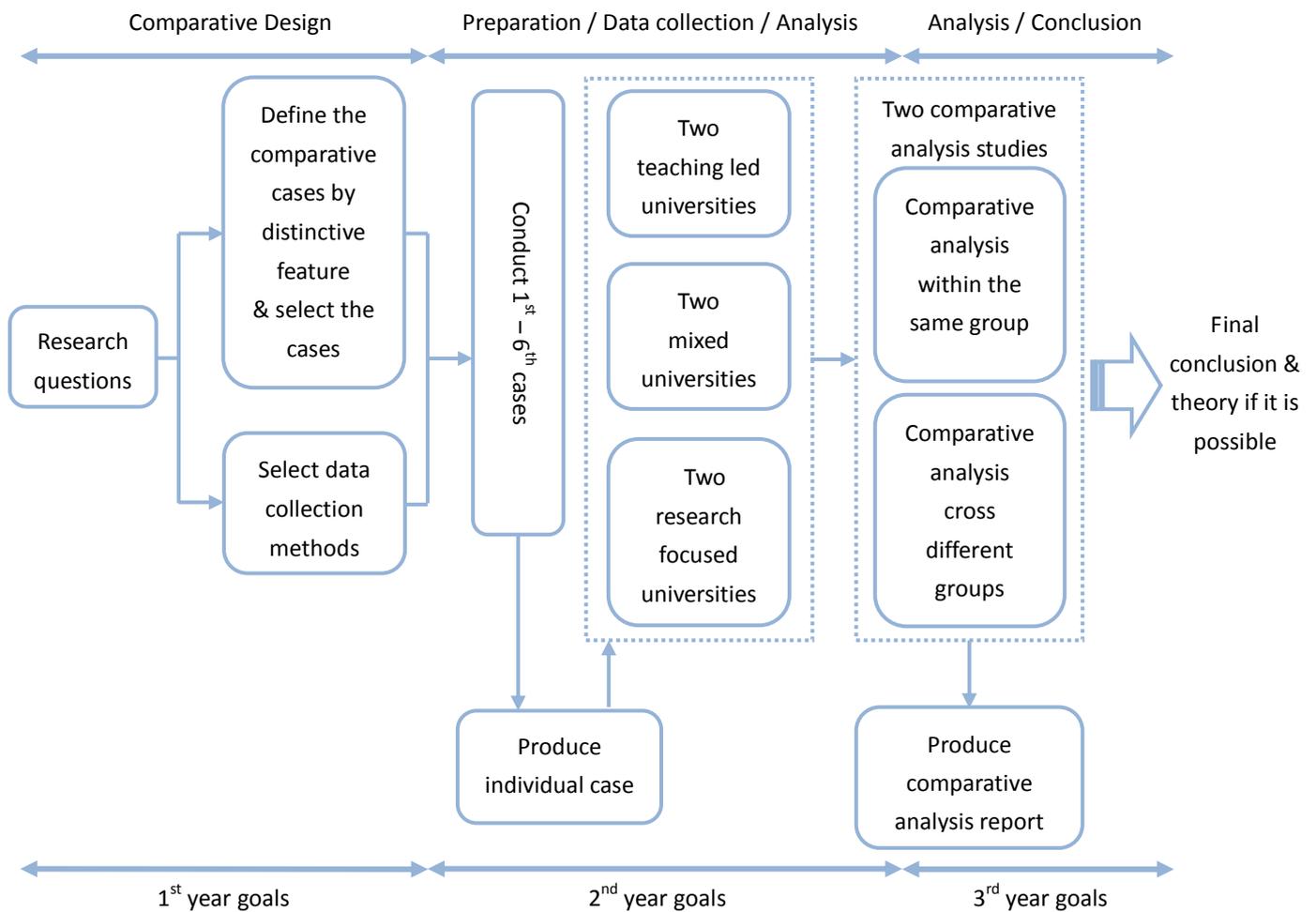
Case study	The characteristics of this research	
Form of research question	how, why	In this research, as mentioned before, some of the fundamental questions including: (1) why UK universities enter China and partner with Chinese universities; (2) why do they enter China with different collaborate models; (3) how do they (the universities) differ from each other in terms motivations and operations
Requires control of behavioral events	No	No, it is because I am outsider to those actual events.
Focuses on contemporary events	Yes	Yes, although a few UK universities have been operating in China for a while, internationalisation activities of majority UK universities in China really have just begun especially in terms of large scale operations such as overseas campuses.

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Furthermore, with regard to comparative design, it is understood that this design *'entails studying two contrasting cases using more or less identical methods'*; it is also argued that *'it embodies the logic of comparison in that it implies that we can understand social phenomena better when they are compared in relation to two or more meaningfully contrasting cases or situations'* (Bryman 2008, p.58). Therefore, it was believed that, by combining case study and comparative design, they could provide deep understandings regarding various UK universities' internationalisation activities in China.

The case study and comparative design for this research is laid out in Figure 3.8, and the justification for choosing certain methods at each step is explained. The process shown in the figure is almost self-explanatory. At the first stage, the research questions are developed, based upon the literature review, and some of the key questions are provided at the beginning of this chapter. Some theoretical frameworks, such as the 'Internationalisation Circle', are also introduced in the first place. At the second stage, two critical questions are considered: (1) how the cases (i.e. universities) are divided into different groups, and by what kind of distinctive features are they identified? (2) How the cases are selected? Then, the universities are researched by using collected data, and an individual report for each university is completed. Moreover, the universities within the same group are compared and analyzed based upon the data. In the end, universities from different groups are compared and it is anticipated to discover some distinctive features, from which conclusions can be drawn.

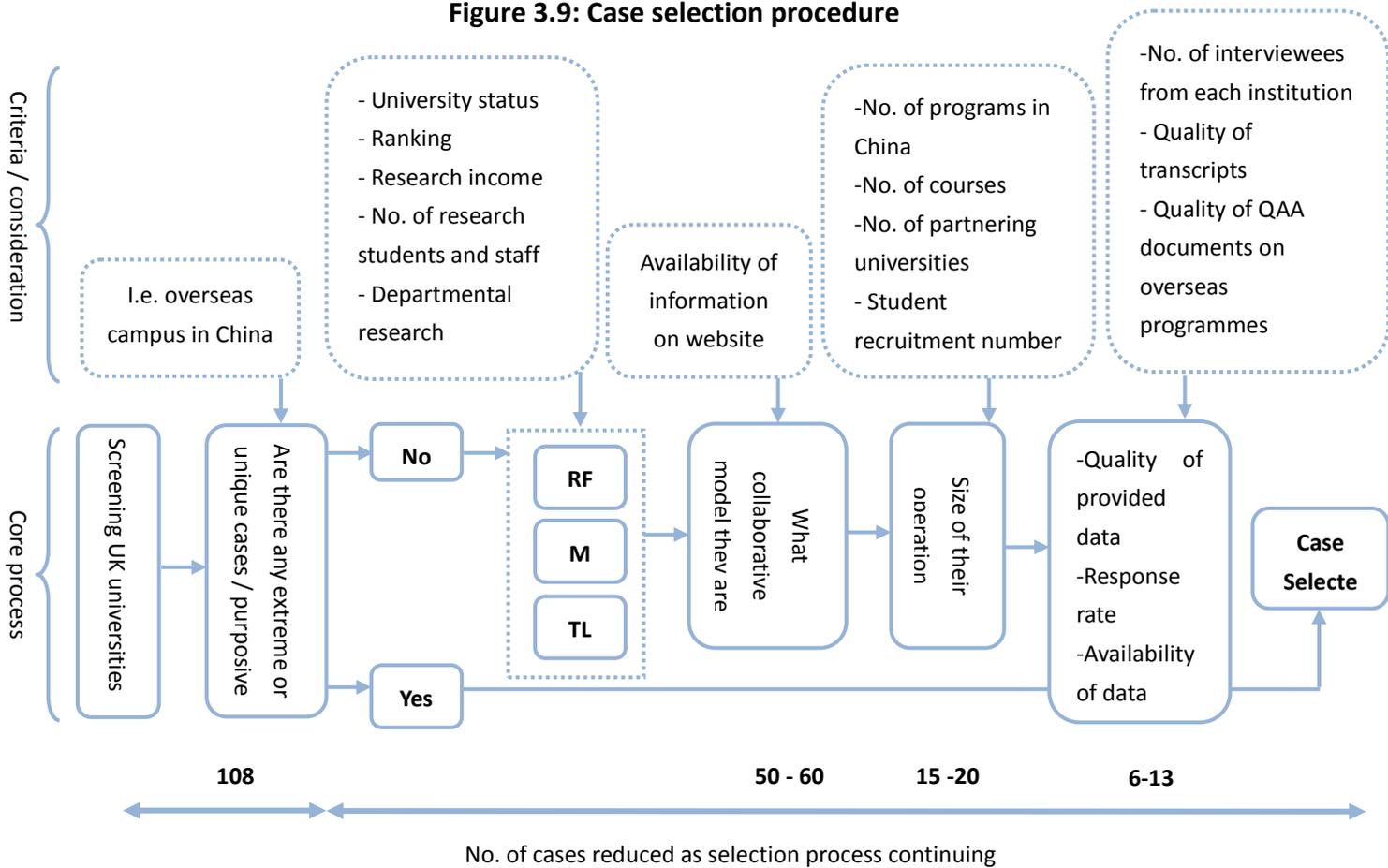
Figure 3.8: Case study in comparative design



Additionally, various data collection methods, such as interview and survey, are also considered at the first stage, and are discussed in terms of their application in a later section. Moreover, the various tasks and their completion times are shown as above.

Before starting data collection, various parameters were set in order to select the ideal cases (i.e. universities), as shown in Figure 3.9.

Figure 3.9: Case selection procedure



Research focused universities - RF / Teaching led universities - TL / Mixed universities - M

At the beginning of the selection stage, all UK universities were potential cases. The first criterion applied in the selection process was uniqueness, i.e. a unique case (Bryman 2008, p.55). In the research, both universities, Mercury and Venus were selected without applying other criteria, because of their large scale involvement (a branch campus for Mercury and a joint campus for Venus in China). So far, in China, few UK universities have invested huge resources in both financial and academic terms on the scale of these two universities. For other universities, with a programme-based approach to internationalisation, such as a franchise programme, dual awards or joint programmes, and articulation programmes, further criteria were considered. The second criterion is university status (e.g. rankings, and research and

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teaching income) in order to separate the universities into three different groups, research focused, teaching led and mixed. It is important to realize that the boundaries between these three groups could be a sensitive issue. The names (i.e. research focused) given to each group are only based upon certain criteria. For example, both universities, Mercury and Venus, are members of the Russell Group and receive large amount of research income. Other criteria, such as rankings and the number of postgraduate (research) students were also considered. Moreover, regarding the name given to each university case, such as Mercury, instead of applying their real identity, the alternative name is applied due to privacy protection and confidentiality purposes.

Availability of information regarding UK universities' activities in China also became a key selection criterion. For example, some universities do not provide any information, whereas other universities have comprehensive information with respect to their programmes in China. The size of overseas operations was also considered in order to assist in the selection of ideal cases. For instance, some universities have only one course based in China. If these universities were selected, it could be argued that the research findings could be limited due to their narrow range of activities in China. Additionally, other criteria, such as the number of recruited students and the number of partners, also reflect the scale of cross-border operation, and therefore were also taken into consideration. At this stage of the selection process, the number of potential universities was reduced to thirteen. However, three further criteria were noticed during the data collection process. First of all, it was thought that the quality of data provided by some interviewees was not ideal for proceeding to the next stage, i.e. data analysis. The poor quality was caused by a number of reasons. For example, the interviewees were reluctant to share some information due to confidentiality, or interviewees were new appointments and therefore their knowledge regarding the establishment of operations in China was limited. Secondly, not only was data generated by interviews with key personnel, but

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it also came from key documents, such as universities' strategies and quality assurance reports, as well as partnership selection related documents. Therefore, availability of these documents was also crucial to data analysis. Unfortunately, some universities did not have or were reluctant to share these documents during the data collection process. Thirdly, in some cases, the response rate was low in terms of the number of interviewees who agreed to be interviewed. In order to obtain a comprehensive understanding of each university's operation in China, it was necessary to interview a range of key personnel who were familiar with their cross-border activities. The key selection criteria for these staff were as follows:

The selected interviewee must have:

- Responsibility (personal or shared) for international strategic development across the university as a whole;
- Be involved in cross-border activities in terms of decision-making and in the implementation process, including initial partnership negotiation and establishment;
- Assigned responsibility for managing current cross-border activities in China.

At the end of this selection process, the interviewees were selected and were categorized into the following groups in terms of their job role and managerial title:

Vice Chancellor

Pro-Vice Chancellor or Vice President (international affairs)

International Office Director

Planning Director

Head of Department (in the case of this research, the Business School)

Programme Director (China cross-border activities)

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With respect to case selection, the case university could only be selected if the majority of the above key personnels from that university agreed to be interviewed. During the research process, some cases were left out due to the insufficient number of key personnel being available for interview. For example, in one case, although the Vice-Chancellor agreed to an interview, his Head of the Business School or and his Director of International Office did not respond to the request.

Furthermore, the Business School from each case is selected due to their departmental involvement and the scale of cross-border activity, which in most universities is larger than other departments' activities in China. The Business Schools provided an opportunity to obtain very detailed information.

After identifying the appropriate interviewees from each university, the interviewees were initially contacted by the letter from the author. There were three key purposes in the invitation letter. First of all, the author introduced himself and the reasons for writing the invitation letter. Secondly, the author clearly set out the key research questions to make sure the interviewees were fully prepared for the interview. Thirdly, the author clearly stated that the data gained from the interview, and the real identity of the interviewee and their university would be kept confidential.

The response from interviewees was very positive. The key management team (i.e. university Vice-Chancellor or Pro-Vice Chancellor, Director of International Office) and the staff directly responsible for their cross border activities all accepted the interviews. Then, every interview was arranged at interviewee's office. At the beginning of the interview, the author clearly explained the purpose of using a recording device and emphasized the confidentiality regarding further use of the data to the interviewees. The interviews were conducted in a semi-structured form. The interviewees were given freedom to discuss the matters outside the range of the

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topic. For example, some interviewees not only provided the required data, but also shared their personal feelings, opinions and personal stories with the author regarding their cross border activities. Therefore, extra useful data were gained. In particular, with the semi structured interviews, some further contacts were provided by the interviewees for more interview opportunities. Most of the interviews were completed in two hours depending on the answers from the interviewees. In the author's opinion, there were two crucial aspects that could have been improved in order to manage the interviews better. First of all, having interviewees focusing on the questions is important; otherwise time management is very challenging. For example, some interviewees felt very enthusiastic regarding the interview questions, and shared a large amount of less useful information during the interview. As a result, the interview turned out to be longer than it was actually required. Secondly, by contrast, a few interviewees felt passive regarding the questions because of confidentiality issues, and therefore limited information was obtained. At the end of the interviews, the author reminded the interviewees of confidentiality of the information obtained from the interviews, and stated clearly the deadline for returning transcripts to them for accuracy and validity of the information. After receiving the corrected transcripts from interviewees, the author double checked the corrections and reviewed the comments from the interviewees. There were two issues with the corrections from the interviewees. First of all, there were sensitive issues, such as internal conflicts with partners which the interviewees wanted to be removed from the transcripts; and, secondly, there were some misunderstandings (e.g. the author might have misheard the words during the interviews) corrected by the interviewees.

Furthermore, the researcher had searched the university websites for more information, which helped to triangulate the interview data. When the data from both interviews and documentation appeared differently, the researcher then contacted the interviewees for confirmation.

Finally, when reviewing the transcripts had been finished (as demonstrated in Appendix I), they were uploaded into the data analysis software for further step – data analysis.

Research Process

Research Time Horizon

The time horizon was important for this research. It raised two questions: (1) would this research be a snapshot taken at a particular time or (2) would this research be a representation of events over a given period (Lewis *et al* 2003; p.95)? The two questions require different research designs. The first question relates to cross-sectional studies and the second question looks to more longitudinal studies. With regard to a definition, cross-sectional design is defined as follows: *'it entails the collection of data on more than one case and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of associations'* (Bryman 2008; p.44). It is applied to compare factors in different organizations (Lewis *et al*, 2003) or it can *'make finer distinctions between cases'* (Bryman 2008, p.44), whereas longitudinal studies are seen to have the capacity to study change and development (Lewis *et al*, 2003). Moreover, it is emphasized that *'both time perspectives to research design are independent of which research strategy (e.g. case study and experiment) you are pursuing'* (Lewis *et al* 2003, p.95). In other words, these two approaches can be applied together with other research strategies.

For this research, it is suggested that both studies may be appropriate based upon the research questions. However, the cross-sectional approach is more emphasized. For the first phase of the research, the questions are concerned with individual universities in terms of their motivation for entering China, the factors associated with the decision making process, and the challenges as well as the risks associated with implementation since 2000. It is important to realize that universities are evolving all the time, and so does their motivation. Therefore, it is expected that data collected from universities may reflect some change and development

Chapter 3: Research Process – Research Time Horizon

regarding their motivation during the period and there may be evidence of other changing aspects, and hence the research questions may include a longitudinal dimension. However, regarding the second phase of the research, the questions were associated with more variation, and the comparative study was the central theme. For example, questions were posed such as what were the differences regarding the main motivations between the three different types of universities? These two time perspectives do not necessarily clash with each other in this research as they were applied at different stages of the analysis, as demonstrated in Figure 3.10.

Figure 3.10: Cross-sectional and longitudinal dimension reflected in research questions at different research stages

Universities		Research focused		Mixed		Teaching led		
Longitudinal dimension reflected in some of the data for these questions	Institution	A	B	C	D	E	F	
	Motivation for entering China and collaborating with Chinese universities							
	Selection criteria	why choosing that particular institution(s) as partner(s)						
		why choosing that particular collaborative model (s)						
	Implementation: what are the challenges and risks by operating different models?							
Individual Case Phase I								
Cross-sectional dimension reflected in data through variation between cases	What are the differences /similarities between the universities in the same group regarding their motivations / selection criteria for partners / challenges & risks by collaborative models		Comparative studies within the group	Comparative studies within the group	Comparative studies within the group			
	What are the differences /similarities between the universities in different group regarding their motivations / selection criteria for partners / challenges & risks by operating collaborative models		Cross group comparative studies					
Comparative Group Case studies Phase II								

Research Process

Data Collection Methods

When considering the methods for this research, various data collection methods were examined in terms of their relative advantages and disadvantages, as shown in Table 3.8.

Table 3.8: Data collection methods in comparison

Collection methods	Advantages	Disadvantages
Structured interview	<ul style="list-style-type: none"> • Standardization (Lewis et al, 2003); • Reducing error due to interviewer variability; • Accuracy and ease of data processing (Bryman 2008, p.194-195); 	<ul style="list-style-type: none"> • Response set – <i>'implies that people respond to the series of questions in a consistent way but one that is irrelevant to the concept being measured.'</i> Two types of response set: acquiescence and social desirability bias (Bryman 2008, p.210-211)
Semi-structure interview	<ul style="list-style-type: none"> • The interview process is flexible (Bryman, 2008); • Discovery of a wide range of issues which cannot be obtained by other methods such as observation; • Reconstruction of past events; (Bryman 2008, p.465-466) • <i>'This enables the interviewer to have more latitude to probe beyond the answers and thus enter into a dialogue with the interviewees'</i> (May 2001; p.123); • Allowing people to express more on their own their terms than the standardized interview permits (May 2001); 	<ul style="list-style-type: none"> • Primarily rely on verbal behavior (the taken for granted); • Reluctance from interviewee; • Discovery of unexpected issues; (Bryman 2008, p.465-466)
Unstructured interview	<ul style="list-style-type: none"> • Similar to conversation; more flexibility; • Exploring in-depth a general area; (Bryman 2008; Lewis et al, 2003; Merriam, 1998; Punch; 1998) 	<ul style="list-style-type: none"> • Usually hard to analyze (Gray 2004, p.218)
Focus group	<ul style="list-style-type: none"> • Saving time and money by carrying out interviews with a number of people; • It allows people to probe each other's reasons for holding certain reason; • The process of (interviewees) arguing can offer the researcher an opportunity to see more realistic about what people think; • (Bryman 2008, p.473 -475) 	<ul style="list-style-type: none"> • The researcher may have less control over proceeding than the individual interview; • The data are difficult to analyze; • Focus group is hard to organize; • It is more time consuming than individual interview; • Having two or more people speaking at the same time (Bryman 2008, p.488-489)

Table 3.8: Data collection methods in comparison (continued)

Collection methods	Advantages	Disadvantages
Self-completion questionnaires	<ul style="list-style-type: none"> • By comparing to structured interview, <i>it has fewer open questions, since closed ones tend to be easier to answer;</i> • <i>'It has easy to follow designs to minimize the risk that the respondent will fail to follow or will inadvertently omit a question'</i> • Cheaper to administer; • Quicker to administer; • Absence of interviewer effects; • Convenience for respondents; <p>(Bryman 2008, p.217 -218)</p>	<ul style="list-style-type: none"> • By comparing to structured interview, respondents cannot get help from the researcher when they face difficulties with answering questions; • It is argued that few opportunity to probe respondents to elaborate an answer; • Respondents may become tired of answering questions; • Difficult of asking other kinds of question; • Do not know who answers; • Cannot collect additional data; • Not appropriate for some kinds of respondent; <p>(Bryman 2008; p.218-219)</p>
Structured observation / systematic observation	<ul style="list-style-type: none"> • It aims at individual behavior systematically recorded, and sum all those together; (Bryman 2008, p.257) 	<ul style="list-style-type: none"> • <i>There is a risk of imposing a potentially inappropriate or irrelevant framework on the setting being observed;</i> • It is argued that it is difficult to get intentions behind behavior; • It tends to produce fragmented data, and may encounter problems with seeing the overall picture; • It is argued that 'it neglects the context within which behavior takes place'; (Bryman 2008, p.268-269)
Secondary analysis	<ul style="list-style-type: none"> • It can have good quality data by spending a little resources; • It offers the opportunity to longitudinal and cross cultural research; • <i>Reanalysis may offer new interpretations;</i> • <i>More time for data analysis;</i> <p>(Bryman 2008, p.296-299)</p>	<ul style="list-style-type: none"> • Lack of familiarity with data due to which is not collected by researcher him/herself; • Data can be complex; • Having no control over data quality; • It is argued that it may lacks of key variables due to the secondary data's different purpose; • (Bryman 2008, p.300)

Table 3.8: Data collection methods in comparison (continued)

Collection methods	Advantages	Disadvantages
Qualitative Content analysis / documentation	<ul style="list-style-type: none"> • It is very transparent research method; • It is argued that it relatively eases longitudinal analysis; • It is flexible method, and deals with a wide range of unstructured information; • It deals with subjects, which it is difficult to obtain access to; (Bryman 2008, p.288-289) 	<ul style="list-style-type: none"> • It is argued <i>that a content analysis can only be as good as the documents on which the practitioner works;</i> • <i>It is almost impossible to devise coding manuals that do not entail some interpretation on the part of coders;</i> • It is argued that <i>particular problems are likely to arise when the aim is to impute latent rather than manifest content;</i> • <i>It is difficult to ascertain the answers to ‘why’ questions through content analysis;</i> • It is also argued that <i>content studies are sometimes accused of being a theoretical;</i> (Bryman 2008, p.291)

Chapter 3: Research Process – Data Collection Methods

It can be argued that all these methods have relative advantages and disadvantages. In this research, it is suggested that documentation/content analysis and semi-structured interviews are more suitable than other data collection methods for a number of reasons, as explained in Table 3.9.

Table 3.9: Reasons of choosing semi-structured and documentation analysis

Data collection methods	Reasons to / not to use it in the context of this research
Qualitative content analysis / documentation	<ul style="list-style-type: none"> • Yes, the research relies on significant amount of information which comes from a number of key documents such as international strategy, quality assurance handbook and partnership handbook. Although interviewees can provide insights regarding a university’s activities, documentation can provide unmentioned data and more detailed data, and can also triangulate the accuracy of the data provided by interviewees. • Indeed, its advantages are also reflected throughout the research period. The various key documents are available to the public; therefore by doing documentation analysis, it overcomes the difficulties of getting an access to information. Moreover, documentation analysis methods can deal with a wide range of unstructured information from various sources, such as university websites and the UK government. Additionally, by conducting documentation analysis, historical trends, such as changes of institutional international strategy and development of partnership policies can be discovered; therefore, it provides an opportunity to conduct easier longitudinal analysis. • Regarding its disadvantages, some of which are not concerned with this research. First of all, some aspects related to assessing documents, such as authenticity, credibility and representativeness are not relevant to this research. Authenticity, (i.e. <i>‘that the document is what it purports to be’</i> (Bryman 2008, p.291)); the collected documents have clear introductions to what the documents are for and titles are clearly given at various sections in the documents; credibility (i.e. <i>‘whether there are grounds for thinking that the contents of the document have been or are distorted in some way’</i> (Bryman 2008, p.291), as mentioned before, the documents are formal institutional reports and policy handbooks, therefore it can be argued that such concerns do not apply in this research; However, it can be argued that these documents could be biased, because they only express institutional perspective and interest.

Table 3.9: Reasons of choosing semi-structured and documentation analysis (continued)

Data collection methods	Reasons to / not to use it in the context of this research
Qualitative content analysis / documentation	<ul style="list-style-type: none"> • Representativeness (i.e. <i>‘whether the documents examined are representative of all possible relevant documents, as, if certain kinds of document are unavailable or no longer exist’</i> (Bryman 2008, p.291). In this research, representativeness does not apply, because each university has its own perspective and interests, all of which are reflected in these documents. However, there are some commonalities. • Additionally, it is argued that it may be difficult to recognize the interpretation between the coder and a person who produces the documents (Bryman, 2008). However, it is not the case in this research for two reasons. First of all, in this research, the documents are official documents, which do not possess personal opinions but, rather, institutional policies and regulations on internationalisation. Secondly, the data analysis is transparent by applying coding software, and therefore it is easy to recognize which part of interpretation belongs to the coder, and which to somebody else. • Furthermore, it is argued that <i>‘it is impossible to devise coding manuals that do not entail some interpretation on the part of coders’</i> (Bryman 2008, p.291). This argument does apply to this research. However, with pre-defined codes, coding is kept away from personal interpretation as much as possible. • In addition to the above arguments, it is argued that by conducting documentation analysis <i>‘it is difficult to ascertain the answers to ‘why’ question through content analysis’</i> (Bryman 2008, p.291). In this research, with assistance from semi-structured interview, some of the unclear issues or statements appeared in the documents can be answered by interviewees.

Table 3.9: Reasons of choosing semi-structured and documentation analysis (continued)

Data collection methods	Reasons to / not to use it in the context of this research
Semi-structured interview	<ul style="list-style-type: none"> <li data-bbox="472 405 2047 639">• Yes, the key aspect for choosing semi-structured interview is flexibility. Although the research questions have key objectives, flexibility is needed to elaborate more information from the interviewees. Additionally, the emphasis of the semi-structured interview is placed on <i>‘how the interviewee frames and understands issues and events- that is, what the interviewee views as important in explaining and understanding.’</i>(Bryman 2008, p.438). This is a very important aspect to this research, because the main purpose of the research is to investigate the views of university staff regarding their perspectives on internationalisation issues: motivation, decision making on partner selection and choosing collaborative models as well as implementation. <li data-bbox="472 699 2047 895">• Furthermore, part of the research is a longitudinal study, i.e. investigating changes and development of events during a certain period,, for example, in this research, for several questions such as - what are the challenges and risks of implementing programmes during the years in China - the answer to that question may be related to changing risks and challenges at different operational stages for each university, and semi-structured interview can assist in doing that, i.e. reconstructing the events (Bryman, 2008). <li data-bbox="472 954 2047 1102">• Regarding its disadvantages, it is argued that the researcher relies on verbal behavior. In this research, triangulation is important to data collection. Therefore, several key personnel from each university were chosen and interviewed in order to triangulate the data rather than just relying on one person. Moreover, as mentioned before, documentation / content analysis can assist the data triangulation process. <li data-bbox="472 1161 2047 1315">• Additionally, it is argued that interviewees may feel reluctant to share information when they participate with semi-structured interview. It can be argued that it is unavoidable. In this research, issues like an institution’s financial investment in China are confidential, so that its related data are difficult to obtain. However, the financial data are only a minor part of research discovery.

Table 3.9: Reasons of choosing semi-structured and documentation analysis (continued)

Data collection methods	Reasons to / not to use it in the context of this research
Structured interview	<ul style="list-style-type: none"> • No, it focuses on standardization. Since this research is investigating variations among the UK universities regarding their approaches to China, it is not suitable to apply.
Structured observation / systematic observation	<ul style="list-style-type: none"> • No, this research focuses on discovering insights and deep meanings of university’s internationalisation in China. Structured /systematic observation cannot really offer that.
Unstructured interview	<ul style="list-style-type: none"> • No, the research has certain key objectives, although flexibility is needed in order to elaborate information from interviewees. Unstructured interviews are too flexible and are more like free conversation.
Focus group	<ul style="list-style-type: none"> • No, the interviewees are from university senior management teams and key personnel; in reality, it is difficult to have all these individuals together at the same time. Moreover, with Vice Chancellor at present, other staff may feel reluctant to share their thoughts. Also, one aspect of the research was to focus on any differences between these individuals.
Self-completion questionnaires	<ul style="list-style-type: none"> • No, in addition to the above disadvantages that self-completion questionnaires also possess, as mentioned before, the researcher’s limited experience is not good enough to design the questionnaire in terms of the questions that are comprehensive to capture all the internationalisation issues.
Secondary analysis	<ul style="list-style-type: none"> • No, apart from the above disadvantages regarding this research method, again, as mentioned before, very few research papers have been published that are similar to this research. Therefore, it is difficult to obtain secondary data on this topic.

Chapter 3: Research Process – Data Collection Methods

In this section, documentary analysis and semi-structured interviews have been shown to be the most appropriate tools for this research. It can be argued that the combination of these two methods can help to triangulate the data in order to improve its credibility, meaning and authenticity, and hence its overall quality.

Research Process

Data Quality

In order to ensure research data quality, several quality criteria were established: website information (as confirmation), data period, data source, transcripts check by interviewees, data cross check with documentation information, interviewee's qualifications and data cross-checking between interviewees. First of all, before meeting interviewees, the researcher conducted detailed research from websites of both their university and partners in order to provide further background information. The purpose of this was to ensure that the researcher had a level of confidence to question interviewees in case any different information was provided by them. In this way, it is possible to cross check the information, but it is also very important to find out the reasons for the differences. Secondly, there were two important criteria for the internet information. One was the period for information. If the information was out of date, then it was not helpful to the research; another was the data source. The information can be published in various sources, and it is essential to recognize such differences before application.

Thirdly, as the researcher is not an English native speaker, it is possible to make mistakes when creating transcripts from the interview recordings. Moreover, the researcher might not be able to understand the recording, because the interviewee spoke too fast during the interviews. Therefore, the transcripts were sent back to the interviewees for quality checking. The researcher did not start analyzing data until an acknowledgement from the interviewees had been received..

Additionally, as mentioned before, the interviewees' "qualifications" were important to data relevance as well as quality. The interviewees must have had appropriate experiences in their university internationalisation activities. Also, their position must

Chapter 3: Research Process – Data Quality

be senior in order for the researcher to obtain insightful data regarding motivation, decision making and challenges associated with implementation.

Furthermore, during the interviews, some documents, either in electronic form or hard copy, were given to the researcher. Then, the researcher reviewed the documents to cross check with the data from interviewees. If there were differences or difficulties with understanding, the researcher contacted the interviewees for explanation. Moreover, the researcher went to interviewee's partner university websites to search for documents, and conducted data cross checking in order to ensure data quality.

Sometimes, there were data differences provided by interviewees. The researcher either asked for explanation during the interview or contacted the interviewees afterwards for data acknowledgement.

Thus, by applying these criteria and information cross checking procedures, the data quality was ensured.

With respect to ethical considerations, some key criteria were thought. First of all, intervention and advocacy, the researcher kept himself from emotional disturbance during the interviews and data analysis process and tried to be fair in order to reveal 'what's really happened'. Secondly, research integrity and quality, all data were conducted with key codes, which derived from transcripts checked by the interviewees. Moreover, the research quality is ensured with a set of criteria such as data source and period, data triangulation between documents, transcripts from different interviewees. Thirdly, use and misuse of results, the researcher explained the application of the findings to the interviewees at the end of each interview, and the findings can only be used as reference guide for them to understand what their peer universities have achieved from internationalisation in China.

Research Process

Data Analysis

Data analysis techniques were considered before actual data analysis process. The key analysis techniques include Ethnographic analysis, narrative analysis, phenomenological analysis, constant comparative analysis (Merriam, 1998), interpretive analysis, discourse analysis, grounded theory, content analysis. (Bernard, 2000), all of which are related to qualitative research. For example, ethnographic analysis is applied to identify categories such as economy, demographics or more focused issues such as education and family. Merriam (1998) pointed out that the narrative analysis can be used in different fields. For example, it is used to focus on storytelling, with emphasis on understanding, recall and summarization. It is also used to stress stories vary across cultures, customs, beliefs, value and social context of narratives (Kawulich, 2004). By phenomenological analysis, it uses assumptions to analyze the phenomenon in different ways. For constant comparative method, the case is analyzed with the appointed codes to reveal conceptual relationships (Merriam, 1998; Kawulich, 2004).

With interpretive analysis, the researcher interprets the texts and tries to understand their meaning and directives (Bernard, 2000). Discourse analysis reveals the close interactive behavior between people (Kawulich, 2004). Bernard (2000, p.443) treats grounded theory as 'a set of techniques' in terms of both 'identifying categories and concepts that emerge from text and linking the concepts into substantive and formal theories.' Also, *'grounded theory coding is a form of content analysis to find and conceptualize the underlying issues amongst the 'noise' of the data'* (Allan 2003, p.1). However, grounded theory coding is criticized by 'lacking of rigour due to careless interview techniques and the introduction of bias' (Allan 2003, p.8). Moreover, ground theory analysis depends on interviewee's ability to answer

the questions. For this research, these two concerns were prevented by carefully choosing interviewees by their experience and job position.

Content analysis with inductive approach is applied when there is lacking of knowledge with respect to the phenomenon or the knowledge is fragmented (Elo & Kyngas, 2007). The general process of the content analysis has three phases, namely 'Preparation Phase', 'Organizing Phase' and 'Reporting the Analyzing Process and the Results' (Elo & Kyngas 2007, p. 110). In the first phase, the researcher select the unit of analysis and make sense of the data; in the second phase, the research develops key codes to start coding process, then groups the key codes and relative findings, and conduct categorization as well as abstracts them. Finally, the researcher produces model, conceptual system, conceptual map or categories.

Furthermore, some general advantages of different aspects of using computer-assisted qualitative data analysis software (CAQDAS) are considered (Table 3.10), and hence the reasons for applying the software, rather than undertaking manual analysis, are considered; some disadvantages of software analysis are also presented.

Among the software packages available, two are commonly used, i.e. Atlas.ti and NVivo. Both forms of software are very similar as can be seen by comparing them. For example, both packages are able to handle long strings of text in the cells of imported tables. However, they are different in a number of aspects. First of all, they are different in handling non-text data (Lewis, 1998). NVivo is unable to ensure that users can work directly with data in different formats, such as sounds and videos. However, for Atlas.ti, the software can import and work with an impressive range of data. Secondly, the coding of documents is not affected when editing the documents in NVivo. By comparison, Atlas.ti is limited in this aspect. Thirdly, '*coding is easily done in Atlas.ti and without the quirky node concerns of NVivo*' (Lewis, 1998, p.455).

Table 3.10: Advantages and disadvantages of applying CAQDAS

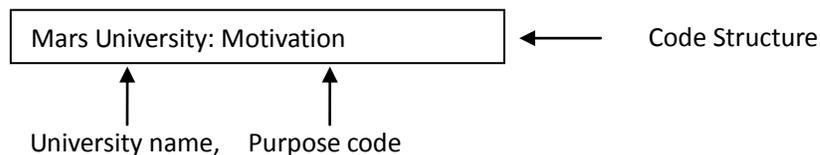
Advantages		Disadvantages	
Project management	<i>'...to search swiftly any number of documents for specified units of data or codes; To cluster units of text containing the words you select, and to display the cluster in a window together with reference to the source documents, replaces the tedious process of multiple photocopying, slicing copies into paper slips and annotating each one before sticking them onto data cards and filing them in piles, or sticking them in appropriate places on a vast 'clipboard'. This process can be undertaken without any damage to your primary data, which are still held in the original primary documents (Lewis et al 2003, p.404).'</i>	Unsuitability	<i>'...will end up using a program that is unsuitable for the analytical procedures that you wish to perform and will abandon the attempt for this reason... (Lewis et al 2003, p.403).'</i>
Coding and retrieval	<i>'The software can search the text itself and allocate codes to specified units of text. Identification of text units may be by line number, although more powerful software offers you the facility of choosing the most appropriate section of text in the document window. Data are coded by selecting a unit of text and directing it either to a new or to an existing code 'address'. A text unit may be directed to any number of code address (Lewis et al 2003, p.404).'</i>	Word crunching	<i>'...analyst becomes more concerned with analysis based on quantification than with the exploration of meaning (Bryman, 2008; Lewis et al 2003, p.403).'</i>
Data management	<i>'The qualitative analysis software will retrieve and display all or any of these individually, in specified groups or clusters, and will indicate cross-references or links between them... incorporates a linked window system whereby the selection of a unit of text from the primary document results in the automatic display of its code, any memos associated with it, and the text of cross-references from other primary documents... (Lewis et al 2003, p.404).'</i>	Ignoring meaning	<i>'... the fragmentation process of coding text into chunks that are then retrieved and put together into groups of related fragments risks decontextualizing data (Fielding and Lee 1998, p.74).'</i>
Hypothesis and theorizing	<i>'The foundation of hypothesis building lies in discovering links between elements of your data. CAQDAS can help...to discover these links and, with graphic facilities, display them... (Lewis et al 2003, p.405).'</i>	Losing narrative flow of interview transcripts	<i>'...CAQDAS reinforces and even exaggerates the tendency for the code and retrieve process that underpins most approaches to qualitative data analysis to result in a fragmentation of the textual materials on which researchers work (Bryman 2008, p.566).'</i>
Enhancing transparency	<i>'...CAQDAS enhances the transparency of the process of conducting qualitative data analysis...CAQDAS may force researchers to be more explicit and reflective about the process of analysis (Bryman 2008, p.567).'</i>		

Chapter 3: Research Process – Data Analysis

This research involves some interview recording, and, therefore, the inability of NVivo on this matter encouraged the author to choose Atlas.ti.

As displayed above in Figure 3.10, it is possible to see the main logic for analyzing the cases, and hence the actual data analysis process was undertaken in accordance with that order, i.e. analyzing a single case, group case analysis and multiple group case analysis consecutively. When analyzing cases, several key codes generated from the research questions were selected. Most importantly, the researcher was aware that the key codes must meet five elements including *'(1) a label (i.e. a name); (2) a definition of what the theme concerns; (3) a description of how to know when the theme occurs (those aspects that let you know to code a unit for that theme); (4) a description of any qualification or exclusions to the identification of the them and (5) a listing of examples, positives and negative to eliminate confusion'* (Boyatzis, 1998; Kawulich 2004, p.98).

The purpose for choosing them was to establish the grounds for the comparative study, i.e. the key codes act as a central role that connects all cases together, and they also serve to ease the complexity of analyzing and comparing the cases. Moreover, the case name is combined with the key codes as shown below in order to improve the clarity of the coding process:



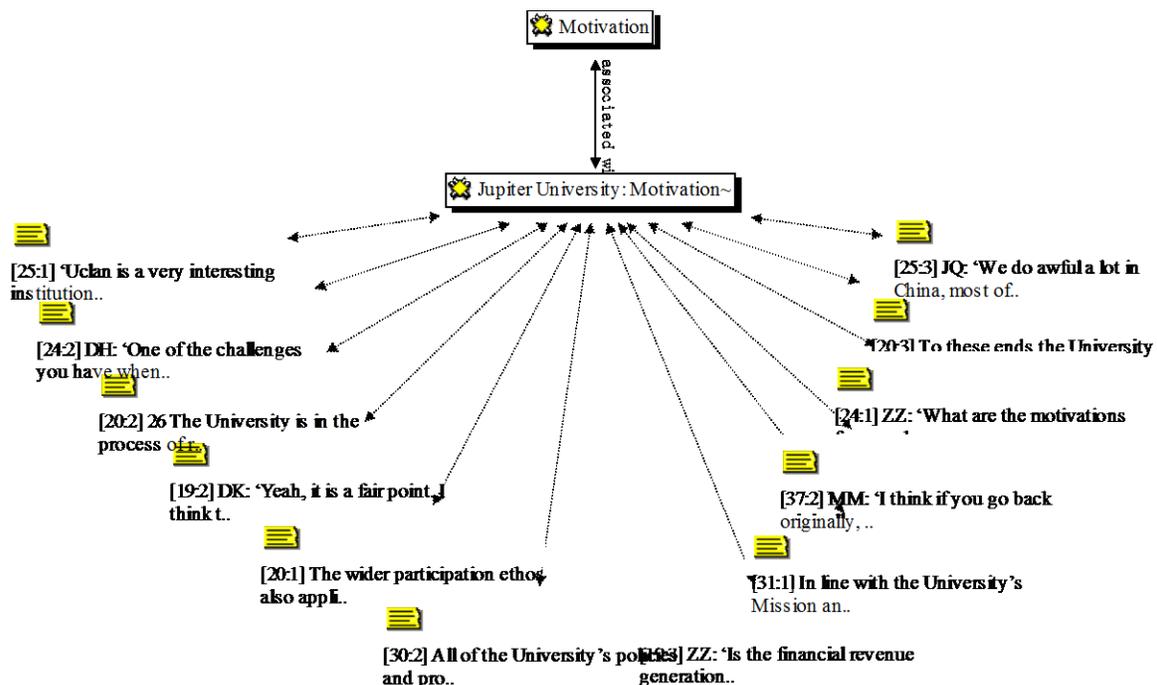
In addition to motivation, a further three codes were identified, namely decision making, criteria for selecting a partner and operational challenges, all of which act as the backbone that connect together all the transcripts.

Chapter 3: Research Process – Data Analysis

With respect to coding, open coding was applied. The purpose of open coding allowed the researcher to identify and develop concepts in terms of their properties and dimensions. The process include *'asking questions about the data, making comparisons for similarities and differences between incidents, events, or other phenomena'* (Strauss & Corbin, 1990; Kawulich 2004, p.99).

Analyzing a single case is fairly straightforward. When coding the transcripts, each key code links all relevant information from various transcripts as exemplified below:

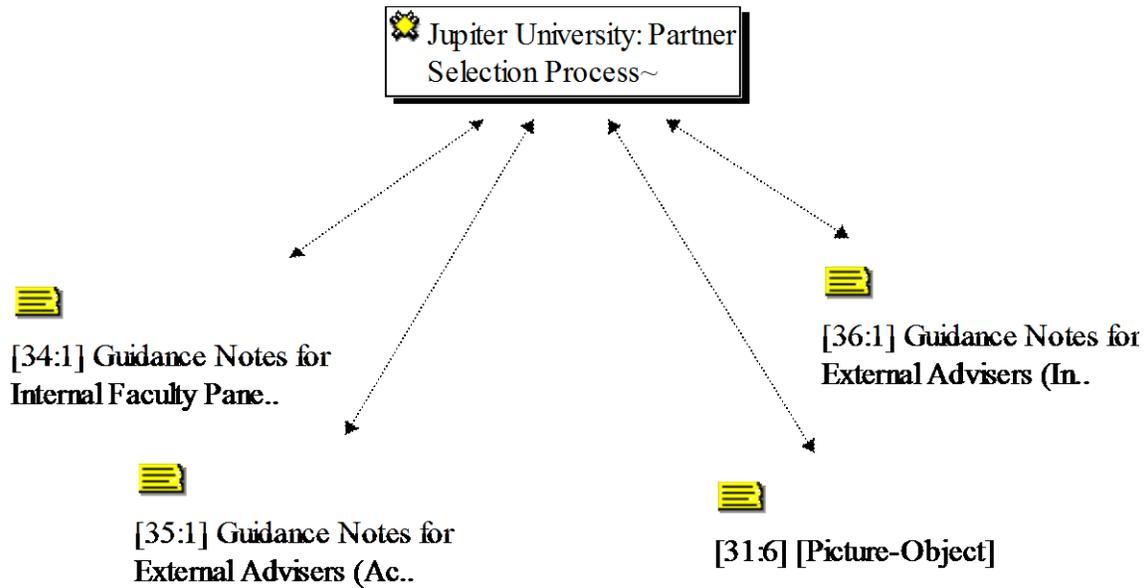
Figure 3.11: Demonstration of coding the transcripts regarding Jupiter University's motivation



In the above example, according to the Jupiter University staff, the motivation regarding their internationalisation activities in China was collected, then coded, compared and summarized, and hence insightful information was obtained. Similarly, in Jupiter University's case, from a management perspective, other key codes were utilized to gain an overall picture of Jupiter University's internationalisation activities in China. For example, when analyzing their decision making process regarding selecting a partner,

the code, Jupiter University: Partner Selection Process was used as shown below in order to understand the number of selection stages and the criteria for selecting a partner.

Figure 3.12: Coding example: Jupiter University’s partner selection process



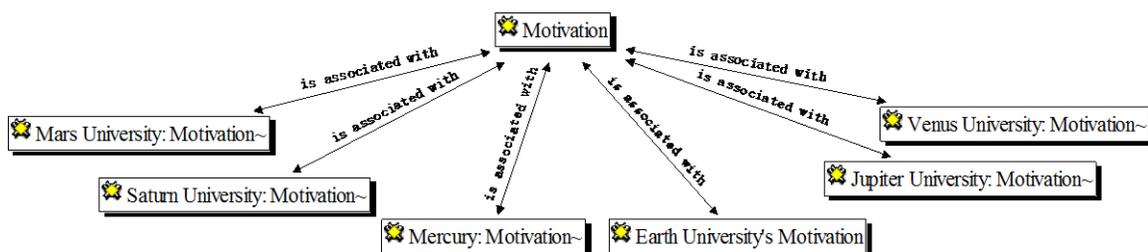
The key codes were purposefully designed in order to target the research questions, as exemplified in Jupiter University case, and are demonstrated in Table 3.11.

Table 3.11: Example: key codes related to research questions

Main Research Questions	Key Codes
<ul style="list-style-type: none"> • What are your rationales (motivations) of collaborating with the Chinese partners? 	<ul style="list-style-type: none"> • Jupiter University: Motivation
<ul style="list-style-type: none"> • Do you have any criteria of choosing the Chinese partners? • How do you decide which institutions to collaborate with? and based upon what criteria? • What are the challenges you have encountered when you make those decisions on (choosing both the types of cross-border higher education and the institutions)? 	<ul style="list-style-type: none"> • Jupiter University: Criteria of Selecting Partner • Jupiter University: Partner Selection Process
<ul style="list-style-type: none"> • Why and how do you choose that particular type of cross-border higher education? 	<ul style="list-style-type: none"> • Jupiter University: Articulation Program • Jupiter University: Branch Campus • Jupiter University: Dual Awards • Jupiter University: Franchise Program • Jupiter University: Joint Degree
<ul style="list-style-type: none"> • What are the challenges / risks you have encountered when establishing / running the programs / the (overseas) institutions? 	<ul style="list-style-type: none"> • Jupiter University: Operation • Jupiter University: Challenges Associated with Partnership

Similarly, the key codes are repeatedly applied within each case study, but with different university names. So, the comparative study among different universities can be made horizontally. For example, the common code, Motivation is applied in the coding process, and it also connects codes related to individual universities, as shown below.

Figure 3.13: Coding example – comparing different university’s internationalisation motivation



Moreover, each motivation node is attached with rich information from various transcripts, as displayed in Figure 3.14. Likewise, other aspects regarding a university’s cross-border higher education, including decision making and the challenges associated with operation, were analyzed by using a similar coding structure. The overall coding

Chapter 3: Research Process – Data Analysis

structure is demonstrated in Figure 3.15. Regarding the second phase, decision making was divided into two parts: partner selection and collaborative programme selection.

When coding the data connected with universities choosing their partners, the key code Criteria was applied, because of its generalization and suitability for each university case. However, when doing further analysis, detailed information in the coding format was revealed, such as university ranking, public university status, personal links, recruitment ability and research university orientated, all of which influenced the university's decision making. When coding the university's choice for choosing collaborative programmes, the code are named with programme type, i.e. branch campus, joint campus, articulation programme and franchise programme, all of which were benchmark codes, and the reason for choosing them as codes was to make the process easy when conducting comparative studies.

The last phase, the benchmark code, Challenge was applied. It was expected that each university faced differed challenges. Therefore, it was difficult to generate detailed codes at the beginning of the analysis stage. By comparison, the code Challenge was more general and was used to represent all detailed codes (e.g. high cost, poor students, cultural misunderstanding and internal office politics) for analyzing the university's challenges when cooperating with their partners.

Figure 3.14: An example regarding universities' motivation

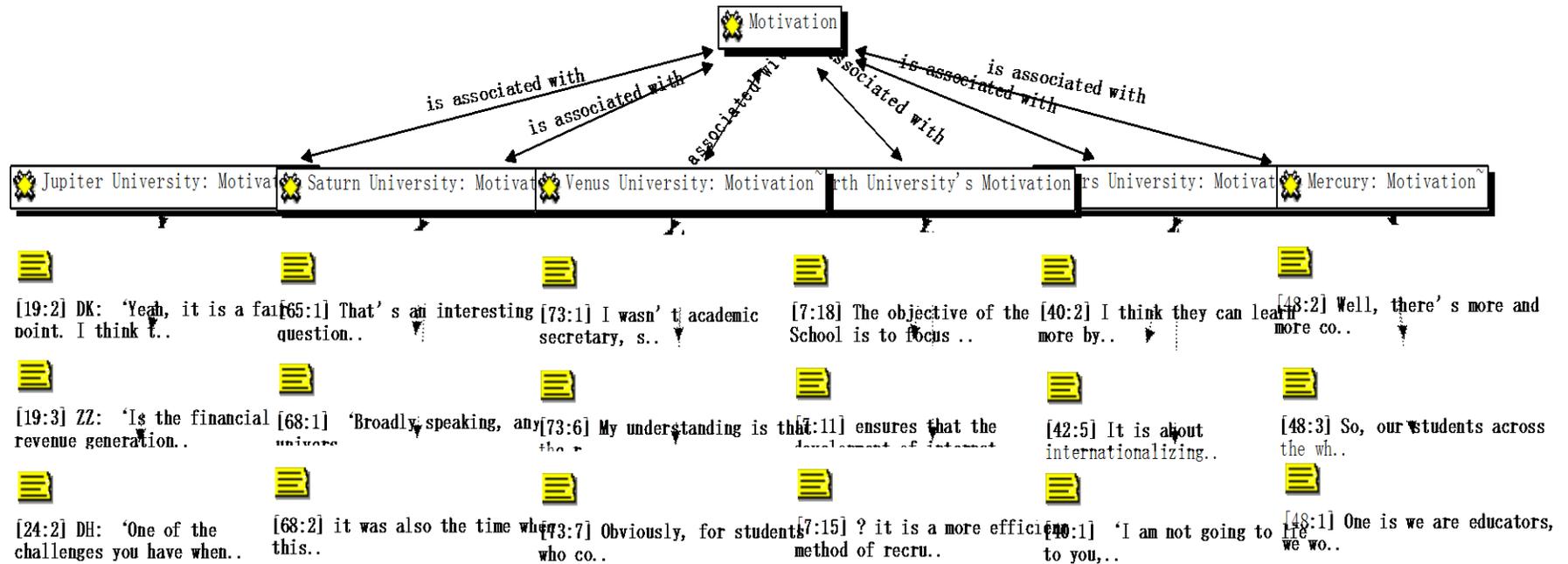
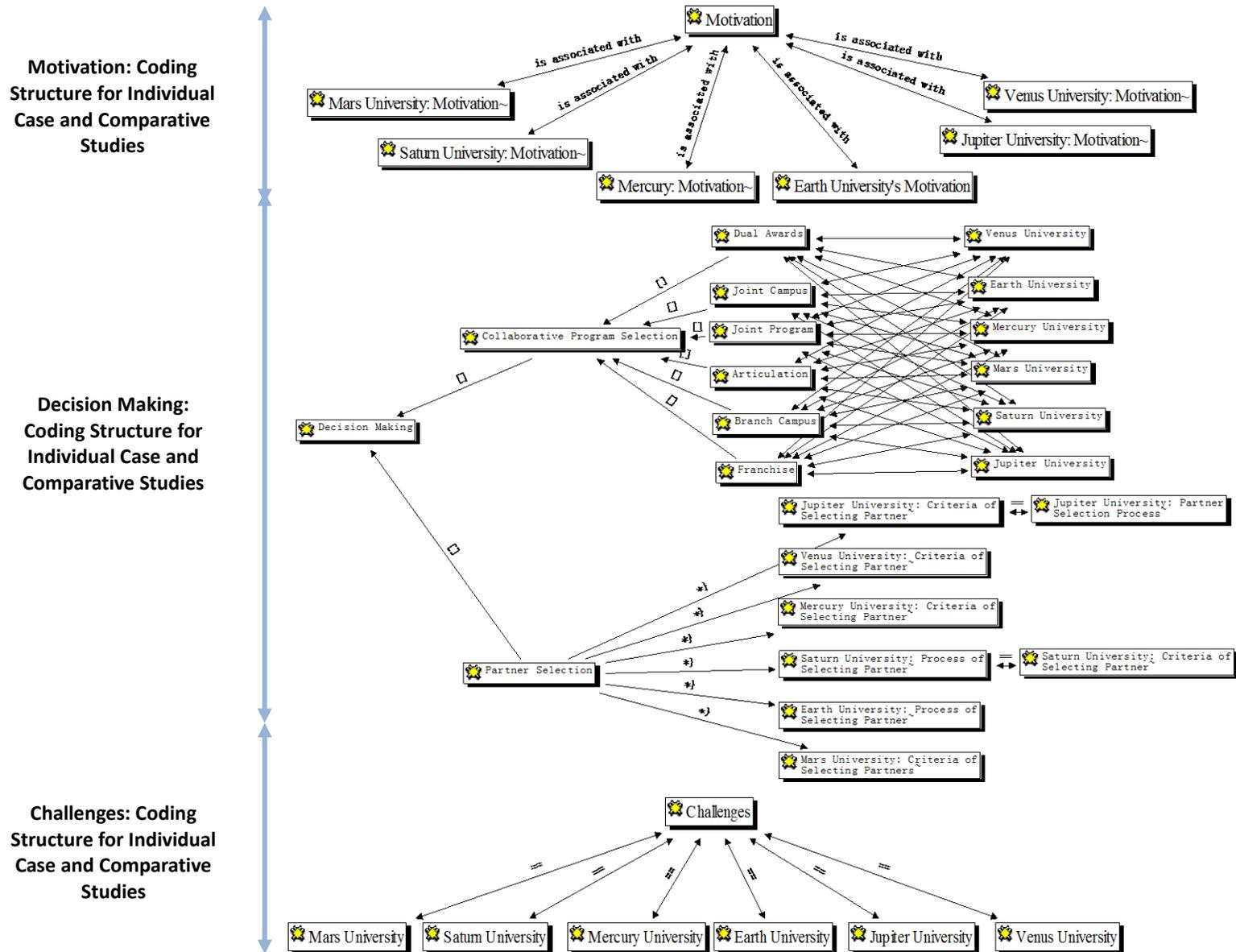


Figure 3.15: An example regarding the overall coding structure for the research

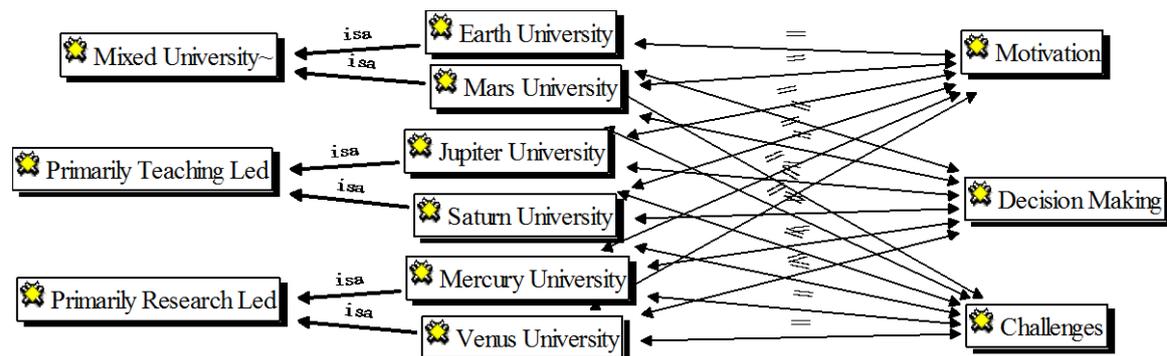


Chapter 3: Research Process – Data Analysis

As demonstrated in the following chapters, the decision to apply Challenge was proved to be right. By using this code, it captured more information than using detailed codes, which may limit the coding range.

Additionally, as mentioned before, the comparison study is further analyzed by separating universities into three groups: teaching led university group, mixed university group and research focused university group. The criteria for the separation were also explained in previous sections. As demonstrated in Figure 3.16 below, the three phases (i.e. motivation, decision making and the challenges) are compared in accordance with the three groups.

Figure 3.16: Group comparison



Research Questions and Process

Summary

In this chapter, the aim was to reveal several aspects regarding the research methodology adopted in this thesis. The first section introduces the overall picture of the research process, i.e. the relationship between the research philosophy, research methods, data collection methods and data analysis. Then, the next sections explored each of these aspects in detail. Interpretivism is the philosophical foundation used for this research, because it emphasizes the differences between people and the importance of understanding the context. The research approach in this research is inductive rather than deductive as the research is intended to develop new knowledge for understanding the UK's cross-border higher education in China. Additionally, detailed comparisons between qualitative and quantitative methods were discussed; qualitative methodology fits best with the research for several reasons, for example, focusing on quality rather than quantity, trying to reach new understandings and meanings, and purposeful research. More importantly, qualitative methodology enables the researcher to capture views, ideas and beliefs from individual institutions as well as discovering their differences. The case study with a comparative design as a research strategy is discussed and applied to this project. Again, it was chosen because of its characteristics (in terms of the form of research questions, control of behavioral events and focus on contemporary events) that are suited to the research. As for data collection, after detailed comparison between various collection methods, such as focus groups and observation, interviews and documentation analysis were selected, and were justified as the right approach. Finally, data analysis was discussed by displaying the key codes and the coding structure, together with coding examples.

Chapter 4: Case Study

Teaching Led Group

- Jupiter University
 - Saturn University
-

Mixed Group

- Earth University
 - Mars University
-

Research Focused Group

- Mercury University
 - Venus University
-

Summary

Teaching Led Group

Jupiter University – Introduction

Although Jupiter University was created in 1992, it has developed very rapidly with respect to all areas. Now, the University offers over 500 undergraduate and 180 taught programmes to 32,000 students. In recent years, the University has been rated as one of the top modern universities in its region. Regarding its internationalisation, it has a large international student body from 102 different countries. It has established partnerships with many universities from 15 countries, among which, its establishment in China has been significant. It has established over 15 Chinese partnerships in the last 20 years. The University strongly encourages student exchanges between the two countries, which is exemplified by its degree courses (e.g. business management in China) and the graduated number of the Chinese students (i.e. by now, over 1,000 Chinese students have obtained its degrees through validated programmes). Alongside these achievements, the University has established a Confucius Institute on China to further mutual relationships. In its strategy statement, it claims that it is the leading University for students enrolling in its programmes locally. Undoubtedly, the University will continue to consolidate its international profile as it envisages itself becoming a world class modern university to compete in regional, national and international markets. This section considers four major aspects associated with internationalisation of Jupiter University in China. First of all, it explains the motivation of Jupiter University for collaborating with Chinese universities. Then, it reveals the process of the University in selecting collaborative partners and the criteria applied by the University in choosing them. Additionally, it explains the rationales of the University in choosing two particular models (i.e. franchise and articulation models), but not others (such as the branch campus). Finally, Jupiter University has encountered some challenges over the years from its collaborations, all of which are described in this chapter.

Jupiter University – Motivation

Jupiter University first entered China in 1985. Since then, its motivation for working in China has changed and widened from a simple teaching programme to a strategic collaboration, all of which are revealed in the following paragraphs.

First of all, one of the key aspects of the University's mission is widening participation, and this was applied in the University's internationalisation strategy, as demonstrated in the following quotations. In the University's mission, it emphasizes its partnership with other educators, which are also reflected in the quotations from the International Director and the Dean of Business School. Moreover, university staff emphasized that their work should have an international perspective, and therefore that delivering higher education to China should be their mission. Therefore, Jupiter University is more focused on internationalisation rather than globalization.

The University Mission (Jupiter, 2008):

'We work in partnership with business, the community and other educators'

'We promote access to excellence enabling you to develop your potential.'

The International Director also emphasized that the Chinese universities, like themselves, welcomed partnerships, alternative education opportunities and models. It was indicated that there had to be mutual interests, which were the precondition to the success of a partnership.

The International Director:

'Delivering education to Chinese students in a way that was cost effective, bringing in western teaching methods to parts of China that welcomed them, to the universities who were showing interest in collaborating, giving them options, and also giving options to students.'

The Dean of the Business School indicated that an international perspective was very important to their work, and that it was their educational mission, which was also echoed by the 'University Mission' as above.

The Dean of the Business School:

'We believe that we should have an international perspective to our work. We believe that we have an educational mission, which we are empowered to roll out anywhere which is in the position to receive it. We believe that we would be encouraged therefore to take students from anywhere in the world into the UK.'

Furthermore, impressive economic growth in China was a factor that had persuaded Jupiter University to enter the Chinese market, and the senior staff perceived that, by getting the University involved within this economic development, valuable lessons could be learned, as demonstrated in the following quotations.

Chapter 4: Case Study – Jupiter

It is clear that China's rapid growth had attracted the Vice-Chancellor's attention, and was therefore driving his institution to be part of China's development. This could be a beneficial approach in terms of gaining knowledge, learning culture and understanding history.

The Vice-Chancellor:

'...there was recognition that China had tremendous potential, a tremendous history that things will change and China would develop, perhaps develop faster than we thought, but it will develop and grow, and (we) are wanting to be part of that.'

The Chair of the UK and Overseas Partnership Panel also acknowledged China's fast economic development. From his perspective, the Business School should be involved in China, which can bring an international perspective to the School and work. Moreover, the home (UK) students could gain an understanding on China through classroom learning. It is clear that the attitude from the university staff is very China-focused due to their belief in associated benefits from China. Therefore, Jupiter University is being specific and clear on what they can gain from the partnership.

The Chair of UK and Overseas Partnership Panel:

'We are a business school, and we would like to make sure that the international business is placed highly on the agenda, and there is no better place, at the moment anyway, to understand international business in the way in which collaborations across the globe are important to business economic development, no place better than China for that reason, so, having the opportunity to expose that country, that culture, and gain an insight to aspects of their business is going to be invaluable to classroom teaching, to our students. We can see from all the trends and so forth, it has developed significantly, and it will continue to develop.'

Similar to the previous staff, the Director of the International Office was very open minded by indicating that the University was not a small island, and that it should keep a close relationship with China.

The Director of the International Office

'We acknowledge that China is already becoming one of the world's leading economies, and may take the No.1 slot in the future; its educational potential, its financial economic capital, it is massive. We don't want to be just a university in (one region) of a very small island, you know insignificant, we want to make sure we keep with big international networks in China, it is critical.'

From the perspective of academic benefits, the senior staff acknowledged that, by collaborating with the Chinese partners, not only could they obtain insights to the Chinese higher education system, but they also wanted to expose their home students and staff to the Chinese teaching and research methodologies and, by offering assistance, help to develop the Chinese education system.

For example, the Vice Chancellor indicated that the University was embedded in globalization, and that his students lived in a global society. It was essential to his students to gain valuable lessons outside the UK. Furthermore, the Chair of the UK and Overseas Partnerships Panel discussed motivation from a staff perspective. He emphasized that staff horizons should be broadened by working in and visiting China, and that therefore staff could include their Chinese elements into teaching and research.

The Vice-Chancellor

- *'I think all of those things persuaded people like me that China is a country, which is interesting. Like the people, sometimes it has had raw deal, and we wish to work with them to help them to develop their higher education system.'*
- *'I believe that British full time undergraduates should spend at least six months outside Europe to study in another country. That's going to take some time to achieve, but we live in a global society; it takes 12 hours to fly to Beijing. It is very cheap to fly to Beijing. People travel around the world for holidays. Companies recruit internationally now. If British students don't spend some time outside the UK, it is going to be a disadvantage.'*

The Chair of the UK and Overseas Partnership Panel

- *'I think that it is always beneficial to broaden somebody's horizons and views about education and so forth, going to another country, seeing another country's education system and processes, and their teaching methodologies. It is valuable to have this within the facilitation of the Business School.'*
- *'If we connect our staff to Chinese approaches, it gives the way in which they can embed them into the modules and bring that to the students who may not have that opportunity to gain such insights into China. That is another very important dimension to our reasons for operating in China. I think the final one is really just to expose staff to different teaching methodologies, different ways in operating...'*

Although the University has been working in China for many years, it was clear that

generating revenue had never been the primary motivation for the University. However, it was acknowledged that recruiting students did help the University's financial situation. The Vice Chancellor explained that generating revenue was becoming one of the top motivations, but that this only happened in recent years as more Chinese students were coming to the University.

The Vice-Chancellor

- *'At the time, the University wasn't primarily motivated by money, so it wasn't thinking that we should get involved in China because we can see it leading to financial returns. I think there was strong intellectual commitment to work in China.'*
- *'Clearly, what's happened in the last ten years is that the number of Chinese students coming to the UK has grown. And it would be silly not to acknowledge that this does bring a source of income to British universities. That's why a lot of British universities weren't there 15 years ago, they are there now, because when they have seen the opportunities to earn money, they piled in. We didn't do that. Clearly, now, part of our motivation is the additional source of income. Chinese students have been very important in terms of providing additional finance, but also that's changing now.'*

The Dean of the Business School indicated that there had to be mutual business benefit for both countries. It was not just one way communication, i.e. generating income; , there were also benefits for China in terms of learning about western education.

The Dean of the Business School

'You have to go to some of the links you have which is where you can see there is business benefit on both sides. It seemed to my predecessor, and both my previous institution and this one, that China fits the bill in a number of ways: they are wanting to have western development in their education system, there is clearly a business benefit in doing so for both the partners in China and the students in China, and for the English partner like ourselves. So, everything fits together.'

Furthermore, the Chair of the UK and Overseas Partnership Panel explained the rationale behind generating incoming, namely that the university had encountered under-funding from the government. Moreover, the Chair emphasized that, with encouragement from the government, Jupiter University had started to form other partnerships with universities from various countries.

The Chair of the UK and Overseas Partnership Panel

'Of course, absolutely, another factor behind that growth in China is the challenge we feel in the home recruitment market and in the funding system in the UK over the last fifteen years. We have had a significant increase in undergraduate student numbers from the home market, but it hasn't necessarily been followed by the commensurate growth in fees and income from the Government; the Government has encouraged the UK universities to look for international student numbers and to diversify their income streams, and that's another key driver behind why we are internationalizing and looking into all market, not necessarily just China, but all the other markets that give us that opportunity as well.'

University to have cross border activities, and those motivations can be treated as passive and active rationales. As far as active motivation is concerned and looking at the university as a whole, it believes that higher education should be accessible to all students by placing widening participation through international partnership in its strategy; secondly, from an academic perspective, exposing staff and students to foreign culture and higher education system has enabled the University to be active in internationalisation. As for passive motivation, strong growth of the Chinese economy emerges as a strong factor that has attracted the University to form partnerships and to be part of Chinese higher education by offering assistance. Moreover, although generating additional income is a secondary motivation, the staff did admit that the establishment of cross border education is helpful to the University's financial situation.

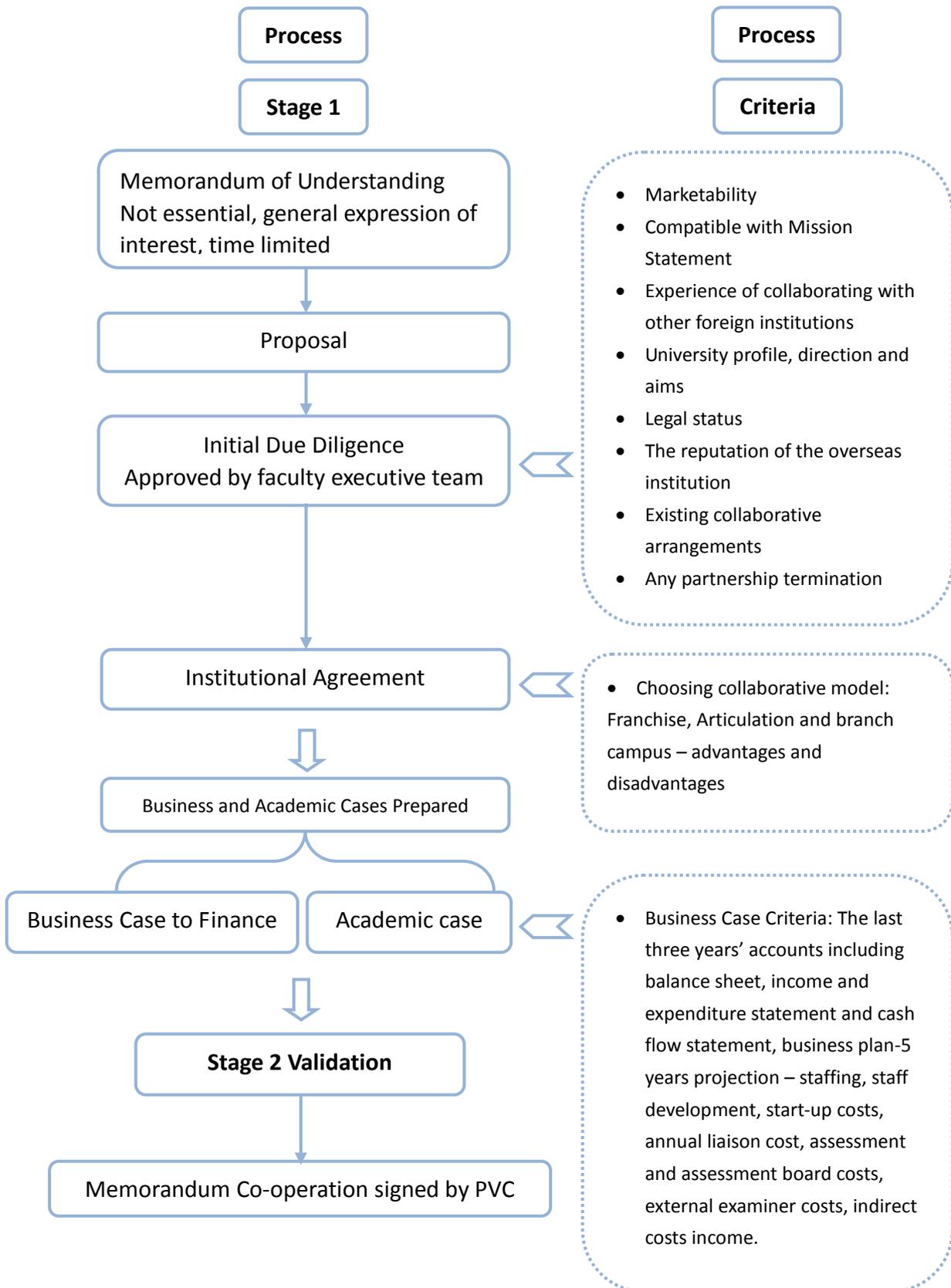
Jupiter University

– The Process and Criteria for Selecting Partners and Collaborative Models

The University had a ‘two stage’ process for validating partnerships by applying several criteria, as shown in Figure 4.1 below. In general, Stage 1 was concerned with *‘refining proposals, checking marketability and ensuring compliance with academic regulations’*, and, at the Stage 2, the University invited both internal and external representatives to review the proposed partner based upon the University’s criteria, rationale, course aims and objectives, curriculum and learning resources. If all the criteria were compatible between the universities, then the Memorandum of Co-operation was reached.

With respect to the criteria for choosing partners, initial due diligence was applied at Stage 1. It aimed to *‘enable the university to confirm that the proposed partner institution is, prima facie, compatible in mission and of suitable standing to support the collaborative activity.’* The main criteria included compatibility with the University’s mission and strategic plan, legal status, reputation of the partner institution with other organizations, such as the QAA (Quality Assurance Agency) and Government, and its relationship and experience of collaborating with other universities. Moreover, marketability regarding the proposed collaborative programme was important at this stage, and it was associated with three key aspects: defining the demand, assessing the competition and planning the publicity.

Figure 4.1: Jupiter University’s selecting partner process



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After the initial due diligence, the University decided to enter an institutional agreement which was concerned with choosing collaborative models. Moreover, for a franchise partnership, the University divided the process into four levels based upon different criteria, as exemplified in Table 4.1. At level 1 and 2, appropriate teaching facilities, qualifications of staff from partner institution and opportunities for staff development are necessary requirements. In addition, further requirements including more learning facilities, such as the library, higher qualifications of staff, certain level of teaching and research experience are required for partnerships at level 3. For level 4, in addition to the requirements from level 3, a record of successful franchise operation was also required for Jupiter to consider whether the partner could become strategic relationship. According to the senior staff, two models were employed with regard to partnerships with Chinese universities, franchises and articulation programmes. According to the staff, the franchise model offered some benefits that other models might not offer. For example, the Dean of Business School indicated that the franchise model was preferred by the partner institution due to it generating high income.

The Dean of the Business School

'The partner is enthusiastic to have a franchise programme; they see that as their route to more revenue, good student recruitment and good reputation, then we have fit, we have mutually supporting arrangements. Very often, the franchise program we have will be for society students, which the university wouldn't otherwise be taking in, so it is additional revenue for them, often growth in high value revenue, because they are charging the high fees for the years in China, obviously we are charging the fees for the European Union. So, there is benefit to the Chinese partner, because of the fee level they are charging. We also give them a percentage for the development of the fees the students pay in Europe as well, so that's the model we work with. The financial model fits very well, (it is) the way the partner wants to go.'

Table 4.1: Four different levels of criteria for franchise partnership in Jupiter University (Jupiter, 2005)

<i>Level 1 and 2</i>	<i>Level 3</i>	<i>Level 4</i>
	<i>There is evidence of successful delivery of levels 1/2 in the relevant school at the partner institution</i>	<i>There is evidence of successful delivery of level 3 in the relevant school at the partner institution</i>
<i>Teaching staff are qualified to the equivalent of UK Honours Degree Level</i>	<i>A significant proportion of teaching staff involved with the delivery of the course at the partner institution are qualified at the equivalent of UK postgraduate level</i>	<i>A high proportion of teaching staff involved with the delivery of the course at the partner institution are qualified at the equivalent of UK postgraduate level</i>
<i>Opportunities exist (or will exist) for staff development relevant to teaching, learning and assessment at these levels</i>	<i>Staff will be expected to undertake high degrees or be engaged in research activity or the development of knowledge within a relevant</i>	<i>A significant proportion of staff is research active evidenced by publications, books, exhibitions etc.</i>
	<i>There is evidence of involvement of staff in the supervision of undergraduate projects/dissertations (where relevant)</i>	<i>Where supervision is required, there is evidence of recent involvement of partner institution staff in supervision of postgraduate projects/dissertations or as supervisors of research students (this may be at the partner institution or at with a previous employer)</i>
		<i>There is evidence of the existence of a research culture within the school such as research seminar program and support for staff attending research conferences</i>
<i>Appropriate library facilities exist, especially a relevant book stock</i>	<i>Appropriate access to library and relevant specialist facilities exist including a relevant book and periodical stock, particularly for project/dissertation work</i>	<i>Appropriate access to library and relevant specialist facilities exist including a wide range of books and relevant research journals</i>

Furthermore, referring to the franchise model, it was seen to have several advantages according to the staff. The Chair of the UK and Overseas Partnership

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Panel indicated that their franchise programme could bring low fees for students due to course structure. Moreover, a franchise programme could enable the Chinese students at their home to experience UK teaching and learning. From a student recruitment planning perspective, it allowed Jupiter University to plan their student recruitment numbers when encountering a market downturn, i.e. reducing recruitment risk. Jupiter University appeared to be very tactical by operating a franchise programme in order to reduce risks, and, in the meantime, to maximize its benefits.

The Chair of the UK and Overseas Partnership Panel:

- *'The positives: if you can get the franchise right, the students you get in that home country are having reduced fees, because the fee, the structure is a lot cheaper, they pay lower fees for their home franchise delivery part of it. So, from the student point of view, it gives them the access to be able to get education at the cheaper rate, more affordable. So, it meets one of the crucial parts of ethos of this University, which is widening participation, giving people an opportunity for education that they wouldn't otherwise have had, opportunities we have provided. It also critically starts to expose the students to the UK teaching methodology and approaches; through the franchise, the partner has been asked to teach your way, assess your way.'*
- *'With a franchise, we send our staff over to do some teaching. So, they (the students) certainly get exposure from our staff interacting and visiting them. So, they will get one week of nurture from a UK member of staff just going over there. So, that cross-fertilization and that understanding of the UK teaching, learning and assessment methods, an assignment we ask them to do, giving an integrated language module, each study module that teaches them (the students) about the assessment types we ask them to do, so you are teaching them how to put a report together...It really gets the students ready for what the experience here is like in the UK. Actually, it gets them exposed to a specific type of assessment we are using in the UK. So, all those things make it very beneficial.'*

The Chair of the UK and Overseas Partnership Panel: (continued)

- *'If there is a downturn in numbers, we can see that coming through over the two years period of the franchise. We have three years before we see it come through, finally to come here. So, there are ways in which we can take actions in those two years, and look for other increased recruitment through other markets or by placing a greater emphasis on an articulation and bring up the numbers in the articulation to offset it in our work.'*
- *'There are more problems when you rely more on direct recruitment, because the agents will let you only know maybe one or two months before how many are likely to arrive; sometimes, only when they actually arrive on the day, or how many will transfer from applications into realized student numbers. Franchise arrangements and partnerships do not have that uncertain nature, and are far more secure in giving you an indication of how many students are coming from year to year.'*

The Director of the International Office indicated that a franchise programme was a better model because it could protect Jupiter University's brand and quality of provision. More importantly, it was believed that the model could consolidate the relationship between Jupiter University and its Chinese partners.

The Director of the International Office

'For us, it is very attractive, because it enables us to offer our course in China, so therefore the students who start doing that course are our students from day one. So, they are the students aiming for Jupiter even though they are still in China. Therefore, once they start on the course, there is not really much competition; it is not like an articulation where students get to the end of their time in China, and they have got a lot of different options as well as to come to us. So we can plan our numbers better; it means the competition is a few years earlier, because our conscious plan is to get them to our course in the first place, but once they are on it, we know they will follow it through. A franchise for us is better in building our partnerships, because the way we operate here, we take it very seriously, so, as I said, we do have quite a lot staff working closely with our franchise partners: first of all to protect our name and ensure the quality of provision, and also to build the relationships with the Chinese partners, which I said it is very important. so, a franchise enables us to do that much more easily than an articulation would, because an articulation is much less intensive, the relationship in an articulation can just be as simple as agreeing articulation; our staff go once or twice a year to recruitment events.'

With regard to articulation, by comparison with franchise agreements, it was considered to be a lower risk, lower cost and quicker collaborative model to implement, as explained by the staff as follows. However, it was difficult to control the programme in terms of curriculum and quality, because the detailed curriculum was neither designed nor assessed by the University. For example, the Chair of the UK and Overseas Partnership Panel indicated that an articulation programme could

easily be executed, but that it lacks comprehensive supervision of the programme, especially the quality of provision. Moreover, the Chair felt the operation of the partnership could be consolidated by the franchise model. In comparison, an articulation model represented a separate programme, i.e. the courses are taught separately at two different institutions.

The Chair of the UK and Overseas Partnership Panel

- *'It is quicker to do, because you just review the syllabus of the partner and make a few other quality checks to make sure the programme is going to be at an equivalent level, and you sign the agreement. There isn't any ongoing quality assurance checking whether they are going to work, there isn't any assessment board, there isn't any external examiner appointed from here who goes out there to moderate along with the members of staff. So, it is quicker to do. But what you have is less control of what's actually taught on the programme, because they are still the programmes of the partner institution.'*
- *'Articulation is clearly different, because in the franchise programme there is much more interaction along the way. The programme they are delivering is the Jupiter programme, but, in an articulation, it is their programme, which has been recognized as the equivalent of two years in the UK typically and the students enter the final year here.'*

From the perspective of operational costs, the Director of the International Office considered an articulation model to be cheaper to operate than a franchise model in terms of staff input, but he also emphasized that the quality of provision had to be properly supervised in order to ensure that the model was running smoothly.

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The Director of the International Office

'It is the reverse situation really. Articulation is a lot cheaper, much less labor intensive, we aren't worried about academic oversight the programme, because it is not our programme. What we do is just setting up the articulation in the first instance, we are just making the assessment of the quality of the teaching and judge it to be equivalent to what we need. We say that students must get the grades we specify to come into our second year. Of course, when they do come, we just mark the performance of the cohort, just to check that our initial decision was correct. As long as the module is okay, the initial set up is okay, then the articulation can be run very smoothly with little input.'

Additionally, regarding other models, such as the branch campus, the University staff indicated that developments of this kind were not feasible for a number of reasons, including high financial investment, competition with local partners, low quality human resources, incompatibility with both the University mission and objectives, complicated governmental approval processes and the impact on recruitment, as exemplified by the following. For example, the Vice Chancellor stressed that the University preferred a partnership model, and indicated that having a campus model in China would be in competition with local Chinese universities.

The Vice-Chancellor

'We have not gone down a path seeking to open up an independent campus in China. We prefer to work with our Chinese partner. We emphasize the partnership model. So, for example, our courses are delivered in partnership with the Chinese partners on their premises. I wouldn't want to open a campus in China. If you are committed in partnership, you have to work with your partners. If you are opening a campus, you are in competition with your partners.'

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The Director of the International Office indicated that campus model was expensive and risky, and that the campus model was not in line with the University's mission, which was to help and build the capacity of partners.

The Director of the International Office

'I think Jupiter University's mission has always been to help and develop capacity in the country itself, with a range of partners... Our cash investment of course is much less, because we are not setting up the branch campus, our risks we would feel less, and it fits in more with our mission.'

The Dean of the Business School indicated that having a campus model in China depended on securing the approval from the Chinese government. Moreover, if it was approved, there was still a danger that academic quality could be compromised by fee income due to the initial cost of establishing a campus.

The Dean of the Business School

'No opportunities yet have arisen. If it does arise, again, there is a question mark about whether the state will approve it, because I think there is moratorium on this as well. My understanding is the government says no more branch campuses for the time being. So, the question doesn't particularly arise, but you would need to be sure, because that would be 3+0, you would need to be absolutely sure everything is there...because the fees in these campuses are very high, so you get very wealthy and powerful people coming or the parents are wealthy and powerful, and therefore, if you are not careful, you are compromising the academic quality by the ability to pay, and they were saying that hasn't got through to the Chinese academics yet.'

The Chair questioned the purpose of establishing campus. He indicated that if the purpose was only for student recruitment, then the campus model was very costly.

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The Chair of the UK and Overseas Partnership Panel

'The question is always, why you are trying to do it? Is it just for student recruitment? In which case, it is a very costly way to get student recruitment, to invest in the campus and so forth, to get involved in the management of the staff, and various other things. The franchise would be much a smoother way of recruiting students.'

The Director of the International Office was concerned with an over-dependence on China for student recruitment if a campus was established. Also, having too many Chinese students could influence Jupiter University's recruitment at home. Moreover, if the campus model was not successful, then it could have an impact on their international student recruitment with other countries. The partnership with China was a medium term strategy for the University, because having a campus in China meant a long term commitment.

The Director of the International Office

'If we want to replicate the same sort of experience, are we going to take staff from here for contracts, or flying out to teach? It is a different mode of delivery. We are considering an overseas campus in another country at the moment,, but not in China... I think probably the offer we will receive from another country is financially more viable to explore. No commitment has been made. It is huge risk for an institution to open a campus in an overseas country, because, if it is not successful, what are the implications for your own campus recruitment? Now, I would actively encourage us to explore opening a campus maybe for restricted delivery to one or two academic areas overseas, but I would be very nervous if that was to be China. And the reason being is, if it was not successful, what would the impact be on our international recruitment for this campus when we rely on China. 50% of the international students come from China. I wouldn't want to take that gamble. I would much rather take a gamble with a country where we maybe attract fifty students. That's my own feeling, but the offer we are exploring at the moment - it looks as if it could be a possibility for us - is a less risky possibility.'

Additionally, academic and business cases were considered by Jupiter University after reaching an initial institutional agreement. The business case was mainly concerned with three aspects: cost, income and the assessment of financial risk. The costs considered included: start-up costs, staffing costs, staff development costs, annual liaison costs, external examiner costs, and assurance of standards and quality costs. The assessment of financial risk was associated with three aspects: *'(1) The last three years' accounts including balance sheet, income and expenditure statement and cash-flow statement if available; (2) Details of the bankers including references if available. (3) Draft of Financial Annexe to Memorandum of Co-operation. Full details of the financial arrangements should be stated including whether remittance of fees will be en bloc via the overseas institution (preferred); or to the University from individual students.'*

According to the University's threshold criteria, the academic case was generally associated with seven areas: course aims and learning outcomes, assessment, curriculum content and design, teaching and learning, student progression, student support and guidance, learning resources and quality management and enhancement. Each area included several key issues, as follows:

Course Aims and Learning Outcomes (Jupiter, 2005)

- *Clearly linked Aims and Learning Outcomes which are appropriate to the level and title of the target award and that appropriate Learning Outcomes are provided for all named exit awards.*
- *The Learning outcomes are comparable to those expected of graduates in this subject area and there is evidence of the application of IT.*
- *Evidence that the Course Team have taken into account relevant external influences, for example relevant benchmark statements, legislation and where appropriate, statutory/professional body requirements, the needs of industry in course design, delivery and assessment.*
- *Evidence that any ethical issues related to the course have been addressed.*

Some additional criteria were also important to partner selection; for example, personal relationships and strategic fit at a number of subject levels, as illustrated as following. For example, the English language ability of the teaching staff from a partner institution was considered very important, according to the Vice Chancellor. Moreover, relationships between staff could be important criteria for the University in furthering the partnership.

The Vice-Chancellor

'...Personal relationships, do the staff get on? Has the Chinese partner got the right number of staff who can teach in English, because we require programmes to be taught in English.'

Furthermore, the Dean of Business School preferred a strategic partnership rather than a partnership which was only based upon a single collaborative teaching programme.

The Dean of the Business School

'So, what we have been looking for are partners who are enthusiastic at a number of levels, not just on one single programme. If somebody comes to me, says we would like to collaborate on a specific programme, I will look at it... but I would give much more favour to something which says we want to have a strategic partnership, which has wider benefits for us.'

Moreover, institutional ranking may not be an important factor. Instead, the University collaborated with different partners based upon their strength. However, in the case of partnering with Chinese universities, working with higher ranked university brought two benefits to Jupiter University: reputation enhancement and

potential network establishment, as follows:

For example, the Dean of Business School indicated that they welcomed higher ranking Chinese partners. However, they did not require the Chinese partner's ranking to be in the top group due to the fact that their own ranking in the UK, was not at the top.

The Dean of the Business School

'Ranking is not important. If somebody says, by the way we are 211, that's valuable. In one of our most recent developments, one of the reasons we said we would do it, saying we are going to hold on to the proportion of Chinese students, was that they are 211. 211 for us is a very simple indicator of where they are in the table. Maybe it is naive, where they are within the, 90, or something like it 211 institutions, that's not an issue, that's a secondary issue. We are not going to look and say, oh, no, they have to be 35 or above, that's not where we are, that's not relevant to where we are.'

The Director of the International Office added that the University had various methods for the Chinese partners with different rankings. For example, with lower ranking Chinese partners, the University normally offered a teaching link. When partnering with higher ranking partners, it proposed a research link. Thus, in other words, ranking was not a deciding factor, but it was used as a point of reference.

The Director of the International Office

'If we judged the university was perhaps a lower ranked university with lower quality, because we are obviously a different type of university, we wouldn't be interested in research for example, we might not do a teaching (link), but we might work with them on articulation and see what we can do to offer assistance to that institution, improving it over time; in the future it could become a strong partner for us. Of course, if we got a partnership with a '211' university, then we would look at other things like research links. It depends on the profile of the Chinese institution and what they are strong at. we do different things...'

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According to the Chair of the UK and Overseas Partnership, by partnering with higher ranking Chinese universities, Jupiter University had used this partnership to improve its reputation for other potential strategic partnership in China.

The Chair of the UK and Overseas Partnership

'You probably say rationally there is no sense in having further partners in China, particularly for our School, because, as I said, we already have a number of links, but X .is a very reputable university, it has brought with it the opportunity of collaborating on the research front. Operating with the university that much could help us, with the higher ranking it could help us to improve our status as well by collaborating with them. In exceptional cases, we will consider the universities in the market where we already have a substantial number of partners, particularly when there is the opportunity for reputation enhancement that comes with it...The University has really opened the door to us with other '211' universities. So, there is a further opportunity coming out of that through the network, which again we will continue to foster, to build up, because there may be further opportunities to gain in the future.'

Jupiter University

– Challenges Associated with Both the Decision Making Process and Operation

The senior staff encountered various challenges through years of collaboration. The challenges had emerged from two perspectives: the external challenge (i.e. managing the relationship with the Chinese partners) and internal decision making.

Table 4.2: Jupiter University – political challenges

External Challenge – Political Factor	
• Unfamiliar practice and uncertainty with the Chinese education system	The Chair of the UK and Overseas Partnership Panel <ul style="list-style-type: none">• <i>'I understand it is difficult to work through all these systems and the university processes they are working with, and also the regulations in China have changed in last a few years, and there has been no more central approval, no more approval on China programmes, so it is still a grey area, the existing ones have been re-approved.'</i>
	The Dean of the Business School <ul style="list-style-type: none">• <i>'...we have to leave the discussion with the Ministry of Education to the Chinese partner. That's something which are a pain to us. We don't fully understand why programmes in one part of the country are treated differently to another part of the country, which is what happens, and therefore we do wonder sometimes whether our partners themselves know the regulations, but that's speculation on my point.'</i>

Both the Chair of the UK and Overseas Partnership Panel and the Dean of Business School had found that there was no clear policy regarding approval for foreign partnership in China at the moment. As a result, Jupiter University had encountered difficulties with future planning for forming partnerships in China. Moreover, the Dean of the Business School suspected that its Chinese partner had understood the Chinese policy, and which had created difficulties for them as well.

Table 4.3: Jupiter University – cultural challenges

External Challenge – Cultural Factor	
<ul style="list-style-type: none"> • Chinese manner • Student recruitment based upon relationship 	<p>The Chair of the UK and Overseas Partnership Panel</p> <ul style="list-style-type: none"> • <i>'You always get the polite Chinese answer, because they have done some initial discussions with you and they obviously have had some collaboration, if they didn't like your proposal, it would not be a very Chinese way to say sorry we didn't like your proposal, because the Chinese way is very much to emphasize the good points in the proposal and would down play anything that is detrimental. So, sometimes it could be that. The partner maybe is honest, maybe not honest enough to say that. Sometimes, it is purely about whether the senior managers in the organization have approved it, we never get full appreciation, we never get a full answer to why they maybe put it on hold or they have said no, or whether they said interesting and push it forward, but not straight to why. We never get a straight answer. We live with that. That's the Chinese culture.'</i> • <i>'There are some cultural difficulties that, you know, X is very important in the Chinese system... So, I know the course leaders sometimes they are under pressure to consider certain students for courses, various things, and they use that as a buffer to say that it would be helpful if you can make decisions rather than me or somebody else in the university to help, to take away any pressure they may receive from senior managers or other external people. So, I understand, I am aware of those sorts of things. I am aware of that there are some students on the courses that are well connected. If we can't neutralize our decision making process, there will be a lot of pressure on course leaders to look favourably on those students.'</i>
<ul style="list-style-type: none"> • Chinese management staff: Poor financial orientation and busy teaching schedule due to Chinese education cultural arrangement 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>'Sometimes they aren't very business aware, because some of them have no understanding of the money side of things, because it appears and my impression is that their money is handled separately in the university; they don't get any involvement in the money. Some of them, they don't get a budget; university staff, they have no knowledge almost of financial arrangements. So, they are not very financially aware. Somebody in my position in some universities in China would be an academic professor; first and foremost they are very busy people, probably are still teaching. That's what thrills me - when I am talking to my opposite Deans in a very large faculty in China, they say no, I am still doing twelve hours teaching a week. That's unbelievable. No Deans that I know does anything like that, I don't do any class teaching at all, PhD students that kind of thing, but I don't do any class teaching. They are incredibly busy people, because of this. So, challenges, firstly, as I said, they are busy. Secondly, they are not very financially aware, so they can't give you very quick answers about the finances, because they have to keep referring to other people.'</i>

Furthermore, the Chair of the UK and Overseas Partnership Panel had found the Chinese manner very difficult to understand. For example, their Chinese partner did not like providing different opinions in a straightforward manner during discussion. Moreover, the partner did not like providing a full explanation when decisions were being taken or delayed.

It was clear that personal favours played a role in both the student recruitment process and the teaching process, according to the Chair of the UK and Overseas Partnership Panel. For example, some students’ parents were well connected, and recruitment standards for those students might sometimes be compromised. An additional challenge was that staff from the Chinese partnership were normally being kept busy with teaching schedules due to the Chinese university requirement. Moreover, the Dean of the Business School indicated that the Chinese Dean was not financially aware of the costs regarding development of partnership.

Table 4.3: Jupiter University – cultural challenges (continued)

External Challenge – Cultural Factor	
<ul style="list-style-type: none"> • Communications and negotiations 	<p>The Director of the Business School</p> <ul style="list-style-type: none"> • <i>‘I think partly it is just international work, if I go to the Chinese partner and suggest sometime, they will always be positive about it, but even they know they don’t want to do it, but they will just be positive about it, because they don’t want to be rude. There is this thing that comes from our side as well. If I go to a partner and they ask for some ideas from me, I will never say no straight away, because the idea has been thought about it, I need to consider them, I will bring them back to the UK and think about it, eventually I might have to say no, we can’t do that, but at least for a while there is a bit of a period when you have to kind of negotiating around things. Does it make sense? (author: ‘Yeah, it is like a Ping Pong game.’). As you get more experience with the partner, that game gets shorter and shorter, you obviously get more business, but there is still an element of it...’</i>

Sometimes, a good partnership relied on personal relationships among staff, according to the Vice Chancellor. However, the partnership could be disrupted if the key personnel were forced to leave the partner institution due to certain Chinese policies, such as the retirement age of 60 years old.

Table 4.4: Jupiter University –demographical challenges

External Challenge – Demographical Factor	
<ul style="list-style-type: none"> • Chinese staff retirement age 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘The personal relationship is important, and those work well. Some problems come about, because in China you have a retirement age of 60 for academics. So, it is very often that academics have to go at 60, and you don’t have this in the UK, you can go on longer. So, it is very often that we have good relationships with someone, who has retired and new persons come along. Although you might have a good relationship with the new person, there is always a danger that it is being a bit disrupted. You have to start again and build relationships.’</i>

Unfair treatment from some Chinese partner existed in terms of distributing student numbers. The distribution was conducted based upon Jupiter University and other foreign universities’ rankings, according to the Chair of the UK and Overseas Partnership Panel.

Student and teaching quality had been an important challenge for Jupiter University due to the low recruitment standard and the existence of unqualified teachers. Moreover, resource allocation could be difficult to manage according to the Dean of Business School, i.e. relocating Jupiter University staff to the Chinese partner institution for full time work.

Table 4.5: Jupiter University – operational challenges

External Challenge – Operation	
<ul style="list-style-type: none"> • Unfair treatment by partner • Meet standard requirement 	<p>The Chair of the UK and Overseas Partnership Panel</p> <ul style="list-style-type: none"> • <i>'I can think of one partner that replicates the model that you have in mind where they are working with six or seven UK universities. Although they won't admit there is pecking order, I think there is. Knowing how the recruitment model works there, I think they recruit whole group of students, and they allocate certain numbers into different partners.'</i> • <i>'With the new partners, it is particularly challenging in the first year or so to get those standards appropriate.'</i>
<ul style="list-style-type: none"> • Student quality & quality assurance • Resource 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>'Yes. I mean the student quality was extremely poor. We really struggled. The partner we had at the time when I came in, the single partner which we finished, the situation there was this: teaching was done almost like a sub-contractor operation to the university, central to this operation were the people who (are) pensioners, old teachers, they are not very good teachers, and the students who were just the ones who could afford to pay, there was no consideration of how good they were, so the quality assurance was extremely poor. It was all based on can they afford to come, and that was creating major problems for us. So, we finished it.'</i> • <i>'...we have resource problems. You have to have a member of staff who wants to go out to China, prepared to fully engage in the system, because they are going on regular visits there, they have to be enthusiastic to engage in the educational process over there, to work with staff over there. If you didn't have that, which we fortunately have here, if you didn't have that, you would have real problems. Your programme wouldn't work basically. You carry on doing them or by email, it doesn't work. So, there is regular traffic between here and China, people are supporting the work there. That's an absolutely critical thing, but you obviously have to have an administrative system you have to set up, which can cope with the differences in the systems, because our administrative colleagues in China are not used to our system. And again, the administrative staff sometimes have to go out there and support the local staff, and explain what the problems are, and work to a solution.'</i>

Table 4.5: Jupiter University – operational challenges (continued)

External Challenge – Operation	
	The Director of the International Office
<ul style="list-style-type: none"> Relationship establishment & trust 	<ul style="list-style-type: none"> <i>'I have met the current partners, so I can talk about that. In relation to this, it is just my own experience of working previously in the sector, selecting between the partners and thinking what are the difficulties. The main difficulty is just around building the relationship, and being frank from the UK perspective, and, from my perspective, I have been able to put enough time into that to make sure you get the relationship that is strong, where you feel you can be just very open and honest with the partner, and you are going to be able to get agreement; you know the way of working together which is mutually beneficial.'</i>
<ul style="list-style-type: none"> Managing expectation on resource sharing and aim of partnership 	<ul style="list-style-type: none"> <i>'I think it is about being realistic really as to what can be achieved, and what the UK partner is prepared to give up, because obviously in some senses, at the start of this process, it is changing now, but the UK's main attraction for Chinese partners was the western education and the latest thinking in education development and the teaching materials, which perhaps were more leading edge than those were available in the country, so negotiating what can be shared and what is going to be retained as our own is important, what the partner can have and can't have, I suppose it was tricky; probably the initial expectation was always difficult...'</i>
<ul style="list-style-type: none"> Managing expectation 	<ul style="list-style-type: none"> <i>'There is a difficulty around what people are thinking, what our Chinese partners think should be possible, and the speed at which they think it is possible, which don't map on when we get back home, so you have got to be careful to managing the expectation of what it is possible to deliver.'</i>
<ul style="list-style-type: none"> Unfair partnership exclusivity 	<ul style="list-style-type: none"> <i>'...but there is a general feeling, from most of partners, they do want exclusivity, but on the other hand, they are not prepared to give exclusivity in terms of who they deal with, so you have to have these conversations there and now and again...'</i>
	The Chair of the UK and Overseas Partnership Panel
<ul style="list-style-type: none"> Student distribution 	<ul style="list-style-type: none"> <i>'We try to distribute the student numbers across modules and programmes in the faculty. (author: 'It is challenge sometimes.'). It is challenge, it is absolutely a challenge.'</i>

Trust between the partners could be challenging. The Director of the International

Office said that he had to spend a considerable amount of time in discussions and activities with the Chinese partners in order to consolidate the partnership. Moreover, one of the challenges to the Director was to manage the questions from the partners, such as the aims and expectation of the partnership and the speed of programme development. Moreover, according to the Director of the International Office, some Chinese partners wanted Jupiter University to sign an exclusive partnership, but did not want to restrict themselves, which was very challenging.

Table 4.5: Jupiter University – operational challenges (continued)

External Challenge – Operation	
	The Vice-Chancellor
<ul style="list-style-type: none"> • Undeveloped Business 	<ul style="list-style-type: none"> • <i>‘The business case has got stuck up. We had some relationships in which the business cases, and the number of students, have not developed.’</i>
<ul style="list-style-type: none"> • Insufficient support 	<ul style="list-style-type: none"> • <i>‘For example, sometimes, we say let’s run this course, we require this equipment or this library support, and sometime the support is not there. So, you have to say no, we can’t start the course unless the support is there. So, that’s an issue.’</i>
<ul style="list-style-type: none"> • Staff welfare 	<ul style="list-style-type: none"> • <i>‘Things like, if a member of staff is ill, you couldn’t always be certain you will be able to find doctors who will treat you in the same way as you would expect to be treated in the UK.’</i>
<ul style="list-style-type: none"> • English staff recruitment 	<ul style="list-style-type: none"> • <i>‘It’s not always easy to recruit good native English language speakers in China, however good the Chinese teachers are, you need to have native speakers.’</i>
<ul style="list-style-type: none"> • Student language skill and learning style 	<ul style="list-style-type: none"> • <i>‘The issues are English language skills and sometimes the Chinese students are too passive, because they are used to being told, rather than thinking themselves...’</i>

For the Vice Chancellor, there were a number of challenges when executing the programme. First of all, the number of students recruited had not been as many as

planned; Secondly, facilities (e.g. the library) and support from the Chinese partner might not be enough to ensure the opening of the programme; Thirdly, Jupiter staff in China might sometimes encounter personal welfare issues, such as finding a doctor for medical treatment; Fourth, recruitment of staff with good English teaching ability in China was difficult. Moreover, English skills and the learning style of the Chinese students were challenging issues. For example, the Chinese students were used to being told what to do instead of being active learners.

Table 4.6: Jupiter University – internal challenges

Internal challenge	
<ul style="list-style-type: none"> • Balance between academic and financial benefits 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>'The internal challenges is the one between about the financial benefits compared with academic benefits, because we will have some colleagues who will be depending on the partnership because it provides high financial benefits irrespective of the academic reputation, that creates problems for me, because effectively that is doing something potentially, in the end of the day, that brings slightly lower class students into the Business school here, which is not going to be beneficial to the growth and reputation of this Business School, so, whether there will be other people saying "think of the money", so, that's an internal challenge we have within the university as whole, not within the Faculty, but within the University as whole, people would say look at this partner we have found, it is going to be a thousand students who are all paying so many pounds, I say no thank you.'</i>
<ul style="list-style-type: none"> • Broadening the number of partnering countries 	<ul style="list-style-type: none"> • <i>'The other challenge is, as I said, we want to broaden the number of countries we work with, and we have yet more inquiries from China, because other people have targets to grow the total number of overseas students, it doesn't say growing non-Chinese students. So, if the target is just to grow the number of overseas students, they would be keen for anybody to come.'</i>
<ul style="list-style-type: none"> • Staff personal issue 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>'Sometimes, you obviously get some personal issues as well. Perhaps, people have gone and stayed in China, away from their families, that causes a sort of tension. You have to deal with that.'</i>

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From the Business School perspective, there were a number of challenges according to the Dean. First of all, recruiting too many Chinese students only for the purpose of increasing income can compromise student quality and erode school reputation; Secondly, over-dependence on China for partnerships can bring a potential risk to the School if the market is in downturn; Thirdly, Jupiter University staff in China encountered personal issues such as being away from their families and getting home sick.

According to the above, the challenges may be divided into several aspects, some of which are internal and some are external. The internal challenges include distribution of the students among a different number of subjects, academic benefits versus business benefits, and personal welfare issues, all of which emerged from the university staff. Some challenges were also internal, but were considered from the collaborative model's perspective; for example, resource problems, the incompatibility of UK staff with the Chinese administrative system and difficulties in recruiting Chinese teaching staff were also mentioned. In addition, there was a range of external challenges which were presented in different forms. For example, politically speaking, the changing Chinese regulations were vague. Culturally, '*Guanxi*' (relationship) is very important in China, and it has challenged the staff in terms of student recruitment. Moreover, it is thought that the Chinese staff may not be as business aware as the Jupiter staff would like them to be due to their insufficient financial knowledge and excessive teaching workloads. Additionally, demographic factors, such as age, could be important to managing the relationship. For instance, the Vice-Chancellor claimed that the Chinese academic staff could retire at an early age and, sometimes the relationship might not be sustained due to their retirement.

Furthermore, other challenges existed. For example, according to the interviews, the expectations between the Chinese partner and Jupiter University staff might not

match. Moreover, the Chinese often demanded exclusivity from Jupiter University, but they were not prepared to do the same in reverse.

Jupiter University – Conclusion

In conclusion, the case was concerned with Jupiter University's cross border education activities in China in terms of three main aspects: motivation, decision making process (including selecting partner and collaborative models) and the challenges associated with several issues. Regarding motivation, the University had changed their motivations over the years from simple teaching activities to wider aspirations, such as helping to develop the Chinese partner, research collaboration and widening participation. The University had strict measurement procedures and criteria as exemplified in Figure 4.1 for partner selection and Table 4.1 for the collaborative model and franchise programme. Furthermore, Jupiter University had experienced many challenges from external factors, such as Chinese culture and different education systems, and internal factors, such as managing staff personal matters as demonstrated above. Additionally, it is found that whether the partnership should be implemented is dependent upon school level, instead of the decision originating from the top management level as follows:

The Dean of the Business School

'Generally speaking, when the VC goes out, he will talk to the presidents... and the details goes down to me and my fellow dean. So, when we get to the detail level, then we find out what is there. We have to start to work with reality what's there. You can't guarantee...because the practical reality of how it works is down to the next level now. So, that can be a problem. So, they sign partnership in principle, but the reality is somewhere else. It hasn't happened in China yet, but it has happened in another country...I tell the VC is you signed this collaborative agreement, it is going nowhere. Not that I overrule anyone, I am just pointing out when it comes to implementing it.'

However, the Vice Chancellor sometimes can make the final decision when different opinions exist under the unsure situation as follows:

The Vice Chancellor

'...we are not sure that's right thing to do, we are not sure there is enough businesses. We discuss it, but sometimes we have to say, look, it is matter of judgment. The judgment is we should do this. For example, we do working in X. You couldn't justify X on today's business. There is not enough business to justify X, but therefore you spend more money in X, then you will be earning. I know the X economy is strong one and will get stronger. So, in ten years' time, we will benefit from the decision we take now about being active in X. So, I would say to someone, although you don't want to be active in X, you can't see the immediate benefits, it is institutional priority, you need to be active in X.'

Furthermore, the analysis demonstrates that Jupiter University's behaviour is more international rather than global. First of all, the University started internationalisation following the UK higher education reform. The University is therefore more tactical rather than strategic, i.e. the University did not have a strategy to plan long term internationalisation before the UK government's education reforms. In other words, the University was reacting to impacts from globalisation rather than strategically becoming a global institution. Secondly, the University's current partnership was very focused on its operation model – the franchise programme -, rather than having various models operated with its Chinese partners. Thirdly, without establishing a campus in China, Jupiter University could be mobile depending on changes in the Chinese market.

Teaching Led Group

Saturn University – Introduction

Saturn University was established by a merger between two colleges in 2006. Although it is a new university, it has over 24,000 students in total, including nearly 5,000 international students from 133 different countries. In its strategic plan, the University stresses the importance of establishing cross border partnerships with specific targets. The University would like to achieve a high growth rate in both overseas student registration numbers and income generation from cross border activities. Regarding its partnership with China, the University places this as a strategic priority. Actually, its partnership with China started 14 years ago when it was college. In recent years, the University has accelerated developments in China by establishing joint programmes with several Chinese universities, by which it allows the Chinese students to study in both the UK and China. Moreover, the University has incorporated a Chinese element into its other programmes, i.e. the University has offered its UK students opportunities to go to China for short periods of cultural study as part of their degree programmes. Additionally, the partnership between the University and their Chinese partners are not limited to teaching programmes; it extends to other academic areas, such as research and professional training, as well. Overall, the University has very strong ambitions for its internationalisation with China. In this case, the cross-border activities in China of Saturn University are introduced in terms of three major areas: (1) motivation and why Saturn wanted to go to China and establish partnerships with Chinese partners; (2) decision making processes and criteria for selection, i.e. how Saturn chose its partners and selected the collaborative models; (3) the challenges faced and what Saturn University had experienced through collaborating with its Chinese partners. The analysis of these three aspects can provide a good insight into Saturn University's process of internationalisation.

Saturn University – Motivation

According to the Vice Chancellor, the University originally established a China Centre, through which the University could recruit home UK students who would like to learn Chinese and wanted to spend some time in China, as follows:

The Vice-Chancellor

'I think the original motivation was my predecessor's predecessor, some twelve years ago, who very perceptively identified the growth in China and he wanted a Chinese centre in the University. So, he had this vision. The vision didn't come to flourish as expected. The expectation was that we would be able to recruit students, who would want to learn Mandarin and want to go to China. In fact, what happened was that we managed to get the Chinese centre the other way around, i.e. we were able to recruit students from China.'

Since then, the University has started to broaden its motivations. Among the motivations, the University staff did not deny that the financial incentive was one of its prime motivations, and it was still an important motivation, as follows:

The Vice Chancellor

'I think that most of the UK universities partnering with China are clearly seeing it as source of income. Universities in this country have been under-funded for a number of years. We can now see through the TRAC survey, which is the transparent approach to costing, which goes on in this country. We can see that income from international students cross-subsidizes the research, and in some cases teaching, in many universities.'

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The Director of the International Office explained that financial income was one of their motivations following encouragement by the government declaring mass higher education in the UK and reductions in grant.

The Director of the International Office

'Of course, there are financial implications. Since the UK formally declared mass higher education after the polytechnics became universities, the Government increasingly asked for university efficiency gains...but the overseas students' tuition is entirely decided by the universities. So, the universities see it as the opportunity to increase financial resources to be able to do more.'

The Dean of the Business School also supported the view from the Director of the International Office by indicating that generating income was the trend for most of the UK universities since the UK had higher education reforms.

The Dean of the Business School

'I think the primary motive, if I am honest about it, was probably to get cash, because of the time, but this is quite a while ago, certainly again before I came here...I think it is not just this university, my view would be that, when all the expansion happened, most of universities in this country were motivated primarily by getting more resources for themselves to improve the education they offer towards the students.'

The Associate Dean from the Business School had a different explanation, rather than generating income. The Associate Dean emphasized that the University's status

was as an international institution and generating income was only associated with recruiting international students.

The Associate Dean of the Business School

‘Obviously, the Saturn University’s motivation is because we want to have more students. I mean, obviously, there is the financial motivation, but also I think here we are probably one of the most international universities in the United Kingdom.’

Furthermore, according to the University staff, other motivations included academic internationalisation (i.e. exposing students and staff to Chinese culture), increasing its international profile, widening participation and seeking long term strategic partners, as summarized in Table 4.7. Overall, according to the University’s Quality Assurance Handbook, the University welcomed overseas collaborative arrangements with several purposes as follows:

Quality Assurance Handbook (Saturn University, 2006-2007)

‘They serve to broaden and enrich the intellectual life of the University through first-hand experience by staff of higher education, business and social practices in other cultures. They offer opportunities for research and other scholarly activity. They open up higher education to students who may otherwise have been denied the opportunity to learn. Some arrangements involve the exchange or transfer of students, giving both overseas and home-based students a new perspective on the world. Such activities enliven the academic community of the University.’

In the Handbook described above, collaboration with other partners could offer a

number of benefits. For example, it could enrich the University’s horizons; and it can bring new academic opportunities to its staff and students. Moreover, it connects the University with business and society for the future development. By stating the benefits through collaboration in the handbook, it can be seen that Saturn University treats collaboration very seriously.

Table 4.7: Saturn University: motivation summary

Saturn University Motivation	
<ul style="list-style-type: none"> • Academic internationalisation 	<p>The Associate Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘I think it is really good for them to be in the classroom with Chinese students to see what the differences are, to see how they think, to work with them together, hopefully to make friends and to have contacts.’</i> <hr style="border-top: 1px dotted #ccc;"/> <p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘...Institutional collaboration benefits staff between two universities in teaching and learning as well as research.’</i>
<ul style="list-style-type: none"> • Widening participation 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘A University like Saturn, we particularly concentrate on students from lower social-economic groups. We are No.3 in the country for widening participation. We already have a very diversified community, but a community where the students are unlikely to travel to get education. Yet, they are going to grow up and working in a globalized environment. So, by having very large numbers of international students in the university as well, they can experience the global village they are going to live in and work in without actually leaving...’</i>

Vice Chancellor emphasized that most of their students came from lower social-economic groups, and they were more likely to stay at local institutions for education. Therefore, by having international students on campus, those students can have an international experience in order to help them work in a globalized environment. The Associate Dean stressed their motivation from an academic perspective. For example, the home (UK) students were able to work with students from different backgrounds. Moreover, for UK staff, a partnership with a Chinese university could bring opportunities for them to gain different teaching, learning and research experience.

Table 4.7: Saturn University: motivation summary (continued)

Saturn University Motivation	
<ul style="list-style-type: none"> • Culture mix 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>'I think the University has come to see that overseas students, not just Chinese students, overseas students are not just extra money, it is also about bringing in people from different cultures. Particularly from the Business School, if you can harvest the resources having people with different cultures in an appropriate way, you can learn from it.'</i>
	<p>The Associate Dean of the Business School</p> <ul style="list-style-type: none"> • <i>'...there is the motive about exposing our students in this country to other nationalities, other ways of doing things, other ways of tackling the problems...'</i>
<ul style="list-style-type: none"> • Increasing international profile 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>'The institutional partnership benefits the respective partners and increases their international profile. So, I fundamentally believe that is worth doing.'</i>
<ul style="list-style-type: none"> • Seeking long term strategic partner 	<p>The Vice Chancellor</p> <ul style="list-style-type: none"> • <i>'My philosophy is that I want the University to have a relatively small number of strategic partners ... You go to China, you have got a wonderful welcome, more than any other universities you go to. They will throw a big banquet for you. They will sign a memorandum of understanding, no problem. But, will it lead to any students? It's only the long term key strategic partnerships that do. By building on that, not only does that make more efficient use of my time and my senior colleagues, it means we get to know that university...its courses, programmes, the quality of its students...'</i>

The Vice Chancellor stressed that they would like to seek a long term strategic partnership, because it is believed that only such partnerships can bring recruitment

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opportunities. Moreover, it would ensure that Saturn University can have an insight to the partners regarding their academic quality. From the perspective of the Director of the International Office, establishing a partnership in China could build their international profile. Moreover, having Chinese students in the class was very important to the UK students in terms of their culture learning, according to the Deans from the Business School.

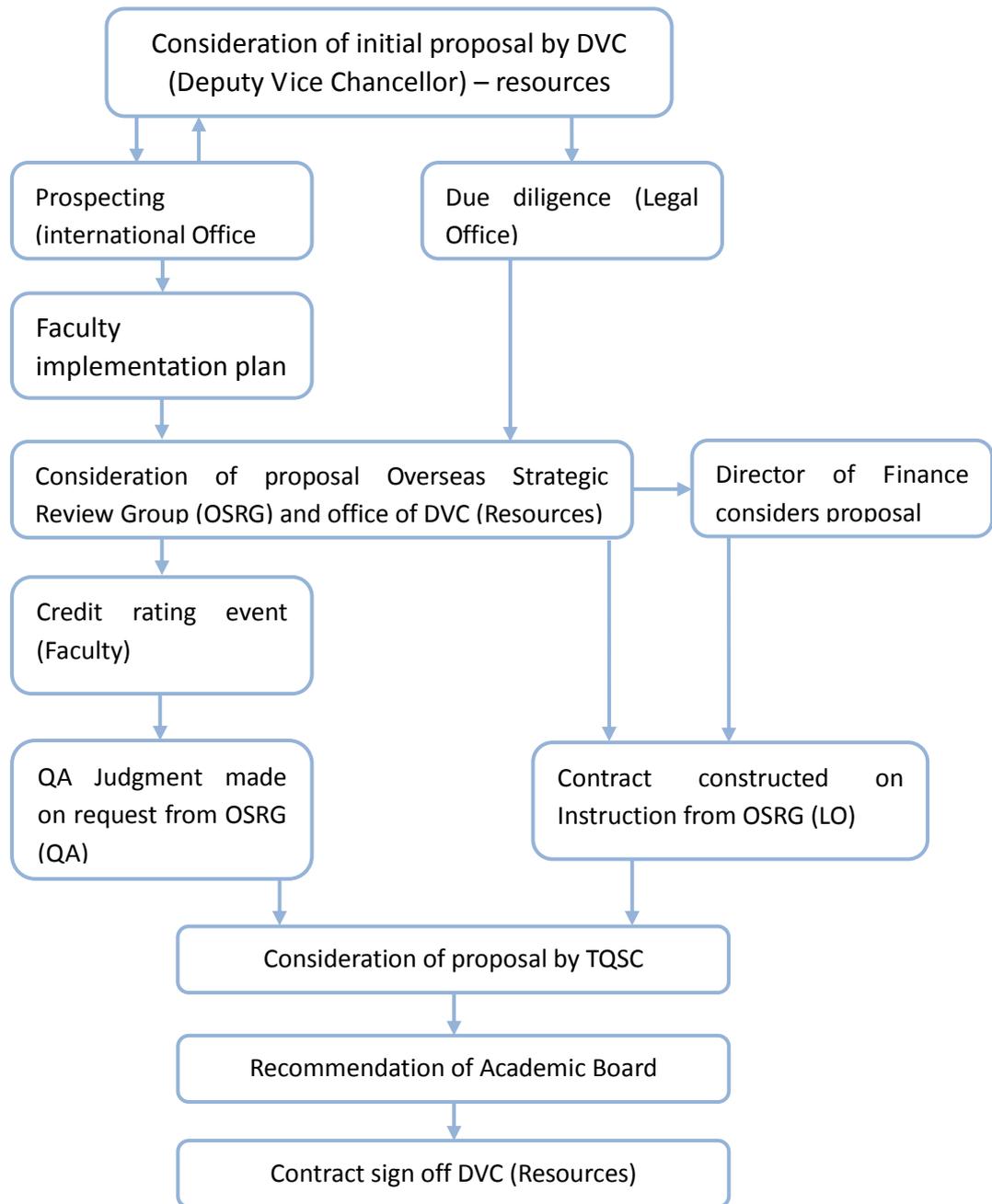
Saturn University

– The Process and Criteria for Selecting Partners and Collaborative Models

The University had several stages for selecting articulation partners depending on particular circumstances. However, in general, four stages were applied, as follows (Saturn University, 2006-2007): *(1) Adoption by a faculty (except in the case of associate institutions); (2) Agreement on a University contract; (3) Approval by the Academic Board of the proposed collaboration; (4) Arrangements for University moderation and external examination, annual monitoring, the approval of staff delivering the programmes (except in articulation arrangements and programmes offered by associate institutions) and academic review.*

According to the Quality Assurance Handbook, at the initial contact stage, discussions were undertaken by the departmental staff and the centre of the discussion was the proposed programme. When the programme appeared to be viable, the discussion was raised to the University level, and the value of the partnership was considered. In the case of an overseas partnership, the Deputy Vice Chancellor (Resources) must be involved at this stage, as shown in Figure 4.2. Once the initial contact had been made, the staff from the faculty would then be asked to take responsibility for the development of the relationship. The professional staff were there to make sure that the partner institution was fully briefed in terms of University policy and procedures.

Figure 4.2: Saturn University – partner and programme approval and selection process



In addition, the collaborative model should be decided at an early stage. The staff had to be aware of the student experience under the proposed arrangement and needed to recognize that this might vary from that of their university-based counterparts, while ensuring that the intended learning outcomes were met and fulfilled the expectations of the QAA (Quality Assurance Agency). The contract could be drawn up after all the conditions were met, and with three purposes as follows:

Saturn University (2006-2007)

- *‘to define the arrangements for managing the programme and the assessment of students, and for securing academic standards;’*
- *‘to ensure that the responsibilities and duties of the collaborative arrangements are clearly set out, and that clear channels of authority, accountability and executive action are identified;’*
- *‘to specify the financial arrangements for the proposed collaboration.’*

In addition to the contents of the contract (Saturn University, 2006-2007), the agreement included:

- *the names of the institution(s) or body/bodies which are parties to the agreed contract, in addition to the University;*
- *the roles of the academic and administrative members of staff, both in the University and in the collaborating institution, who have been appointed to manage the day to day relationship between the institutions in respect of each programme;*
- *procedures and responsibilities in respect of the academic management of the programme, including the relationship between the programme or field committee and the board of examiners in the Saturn University and their counterparts in the collaborating institution;*
- *responsibilities for the admission, enrolment and registration of students must be specified;*
- *the location of responsibility for agreeing assignment questions or topics. and for marking students’ scripts:*

- *financial arrangements and the provision of resources, both physical and human, with particular reference to learning resources;*
- *whether students have the right to transfer to an equivalent programme at the Saturn University, and if so in what circumstances such transfer may be requested or effected;*
- *contextual matters of a legal nature, for example intellectual property rights. Jurisdiction for disputes should be in accordance with English law and English courts;*
- *procedures for resolving any differences which might arise in respect of the programme between the University and the collaborating institution;*
- *each party must retain and, if requested, produce documentation and full records in relation to programmes.*

According to the Quality Assurance Handbook (Saturn University, 2006-2007), the Dean of the Faculty needed to prepare the financial plan, i.e. how the projected income streams would support the teaching, examination and quality assurance arrangements.

Furthermore, after all the preparations, a report would be made to the Academic Board in order to test whether the partnership could meet the criteria as shown below (Saturn University, 2006-2007):

- *the partner institution is able to provide and sustain an ethos and learning environment appropriate to UK higher education in the subject(s) concerned;*
- *there is an institutional commitment to the academic success of the collaboration;*
- *the teaching team at the partner institution has academic ownership of the programme(s) being proposed, and that, together with the management team, it is conversant with the institutional and national regulatory frameworks within which the University operates;*
- *staff are qualified to deliver the programme(s) to the academic level required, are familiar with the role of intended learning outcomes in curriculum design and assessment, and (where necessary) are able to assess students' work to the relevant academic standard;*
- *the accommodation and other resources for learning are adequate to offer students an appropriate quality of educational experience;*
- *the teaching and learning methods to be employed at the collaborating institution are suited to the backgrounds, needs and expectations of HE students;*
- *opportunities exist for the university staff to play an appropriate part in facilitating staff development and scholarly activity at the collaborating institution;*
- *quality assurance arrangements for programme management and student assessment facilitate accountability to the Academic Board of the University;*
- *arrangements have been made for a managerial and administrative liaison framework and for the resolution of difficulties which may arise.*

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Some of the above criteria were very similar to the staff comments from the interviews. However, personal relationships were believed to be the key criterion in the case of partnering with the X University in China. For example, four key management staff (the Associate Dean and the Dean from Business School, the Director of the International Office and the Vice-Chancellor) emphasized that their alumni had played a key role to forming a partnership for them with the Chinese universities.

The Associate Dean of the Business School

'That was the criterion, it was the personal link... the link came and then we looked at the college of the university.'

The Dean of the Business School

'I think at the end of the day, again, it is probably for most of universities, it is opportunistic, meaning it can come from individual personal relationships. The main relationship we have got which is with X. I am led to believe that it came through one of my members of staff who is Chinese, who knew somebody there and developed it that way. So, it is opportunistic.'

The Director of the International Office

'It came from personal contact. We have in the Business School a Chinese colleague who studied at X, and who was also the classmate of the Vice-President of X. So, the initiation started from that colleague.'

The Vice Chancellor

‘We generally tend to respond to an invitation from universities in China to visit them. Very often, it’s promoted by one of our alumni, who has been working in China for about twelve years now... So, we are often invited in by one of our alumni, who is taking a lecturing post or professorship, or indeed sometimes by the international office in one of the universities in China that would like to work with us.’

Other criteria, such as rankings, similar subject/research areas, similar types of university – in this case, not a research intensive university, the partner’s ability to meet recruitment targets and status were included, as shown in Table 4.8.

Table 4.8: Saturn University’s criteria for choosing partners

Saturn University Criteria	
<ul style="list-style-type: none"> • Ranking and similar profile 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘We are not, for example, a research-intensive university. So, it wouldn’t be appropriate for us to seek partnerships with Chinese research intensive universities. So, that’s one thing the mission has to come inside.’</i>
	<p>The Associate Dean of the Business school</p> <ul style="list-style-type: none"> • <i>‘I thought X is a very good university. It is sort of 21 or 22, you know what I mean, it is right up there with the top universities. So, for us, it is a very good partner.’</i>
<ul style="list-style-type: none"> • Status 	<p>The Associate Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘We are looking for the national / public universities for a start.’</i>
<ul style="list-style-type: none"> • Having Similar objectives 	<p>The Associate Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘But places like Y and Z College are our natural partners if you know what I mean, they are looking for something new and different. They are prepared to adopt our ideas, they want to work with us, because we have new ideas which they can use in their colleges. So, we are looking for that sort of attitude to education. We are looking obviously to ensure they are reasonable universities.’</i>

For example, the Vice Chancellor was aware that the University was not a research intensive institution. Therefore, they did not particularly look for partnerships with Chinese research led universities. Moreover, there had to be similar objectives among the universities. The Associate Dean from the Business School said that their partner was looking for new western teaching and learning ideas at that time, which Saturn could offer; therefore, the partnership had been quickly formed.

Furthermore, the partner's recruitment ability and the harmony between the partners were very important. For example, the Vice-Chancellor emphasized that they had a partner in Beijing, and that it would therefore be inappropriate to choose another partner in Beijing. Otherwise, it would set up a competitive situation, which could hurt their existing partner.

Table 4.8: Saturn University’s criteria for choosing partners (continued)

Saturn University Criteria	
<ul style="list-style-type: none"> • Widening participation 	<p>Saturn University Quality Handbook (2006-2007)</p> <ul style="list-style-type: none"> • <i>‘...Some arrangements involve the exchange or transfer of students, giving both overseas and home-based students a new perspective on the world...’</i> <p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘Clearly, it’s quite important that there are some similarities in the missions of the two universities. We are very much an opportunity university to seek and widen the chances of people studying in the higher education.’</i>
<ul style="list-style-type: none"> • Long term strategic partnership 	<p>Saturn University Quality Handbook (2006-2007)</p> <ul style="list-style-type: none"> • <i>‘When considering entering into a collaborative arrangement with an overseas partner, the University must satisfy itself that the arrangement has a potential long term benefit and will enrich the experiences of both staff and students.’</i>
<ul style="list-style-type: none"> • Academic criteria 	<p>Saturn University Quality Handbook (2006-2007)</p> <ul style="list-style-type: none"> • <i>‘the calibre of the lecturing staff associated with the proposal, the academic integrity of the proposal, with particular reference to the appropriateness of the teaching and learning methods to be adopted; arrangements for quality management, enhancement and assurance; the relationship between the curriculum and the social and educational context within which it is to be delivered; and the procedures for regular contacts between the staff team in the two institutions, for course committee and examination board meetings, and for the assessment and examination of students...’</i>
<ul style="list-style-type: none"> • Harmony/ Ability to recruiting students/ all around quality 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘Yes, one is that we want harmony between our partners in China. So, for example, I have an agreement with University XX, and so we don’t look for other partners in Beijing, although we get approached. We don’t think that’s right, because we set up the competitive situation...I think we would look at another number of issues. We would ask “what is the standing of this university in China? What’s their ability to recruit students with the right quality to come on to the university? What kind of proposal is it?” There are a number of criteria we judge it against. In reality, you need to be flexible with those things...’</i>

Finally, after carefully reviewing the criteria, the Academic Board was asked to approve the partnering university. There was one more stage of approval, namely programme approval. In the case of the partnership between Saturn and University X, the collaborative model was an articulation programme, in which the University needed to specify the academic credit (i.e. a credit rating exercise), but was not responsible for the assessment process. However, the University needed to ensure the quality, i.e. through staff visits and monitoring students' progress. Moreover, students had to meet the intended learning outcomes.

With regard to the collaborative model, according to the staff interviews, articulation was preferred to other models; the reasons are demonstrated in Table 4.9. For example, with regard to the franchise model, the Dean of the Business School was concerned with teaching staff resources, which were not sufficient. Therefore, they could not guarantee the quality. The International Office Director viewed the franchise model from student recruitment perspective. He indicated that the franchise model could not attract enough students to the programme.

Table 4.9: Challenges with other collaborative models

Collaborative model	Challenges
<ul style="list-style-type: none"> Franchise programme 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> <i>'It comes back to the original statement I made to you, I think there are a lot of resources in China in terms of physical buildings... the weakest resource is the human resource, 30% of Chinese academics have postgraduate degrees. All of our staff here have postgraduate degrees. We can't move on to a franchise basis unless we have some insurance that the teachers have the appropriate background... The reason we don't do this now is because I don't think we could find staff in China we could have confidence in for delivering our level three curriculum yet, which is the end of the degree programme.'</i>
	<p>The Director of the International Office</p> <ul style="list-style-type: none"> <i>'There were discussions about what you called franchise. We call it TNE (trans-national education). But we were told if we went into that, the number of students would be reduced. In other words, we haven't found the market niche like Nottingham and Liverpool...'</i>

With regard to the independent campus model, the Vice Chancellor considered this approach to be academic imperialism. However, he did not reject a joint campus model, because it was a collaboration rather than independent, and therefore still in line with the University's objectives. Both the Deans from the Business School indicated that management and resources were the main challenges if a campus model was applied. First of all, control of the campus in China was difficult to manage. Also, cultural challenges could be difficult to overcome. Secondly, resource allocation could be challenging, i.e. there were not enough teaching staff willing to come to the China campus. Moreover, staff personal issues, such as homesickness, could be difficult to overcome.

Furthermore, the Associate Dean suspected that the Chinese government was very supportive on this model because it avoided the loss of recruitment to UK universities. However, from a financial perspective, the Associate Dean stated that

Saturn University was not financially able to establish a campus in China.

Table 4.9: Challenges with other collaborative models (continued)

Collaborative model	Challenges
<ul style="list-style-type: none"> • Overseas campus 	<p>The Vice-Chancellor</p> <p><i>'Independent campus? no, I am not interested in academic imperialism. But, a partnership, where we establish a campus with a Chinese university. I could see that happening in not too distant future.'</i></p>
	<p>The Dean of the Business School</p> <p><i>Problems for us, that it's very difficult to get staff to work over there. They have got family, they have got kids in education whatever, they don't want to work over there for a long period of time. So, a branch campus inevitably would end up being staffed by Chinese nationals, I believe. So, it is no more than just a Chinese university, perhaps under some sort of British influence. It is also very expensive at the end of the day. I think, ultimately, because you are not there directly controlling it, maybe that's a stronger word, controlling in a managerial sense, you can't get things you might want done, done. So, I think in many ways, China is still a difficult place for westerners to do business with, to manage within. Our cultures are different, certainly, I think, what I am led to believe that, with the degree of government involvement with anything to do with education as such, British people will find it difficult. I suspect we probably are better doing in what we are doing in an environment where we know what we are doing, and we control things, and working with Chinese partners while they control the things they control.'</i></p>
	<p>The Associate Dean of the Business School</p> <p><i>'... I can see the management issues would be quite difficult...I can't see from the students' perspective, why they would... and also I can see the Chinese government eventually say" hang on a minute", we have got perfectly good universities, why are we letting these people come here and take the cream of our students. I can see that happens as well. On the other hand, the other thing the Chinese government is saying is that there are millions of RMB going out of China into the coffers of the British university, we have got perfectly good universities, why are we letting this happen...Personally, I can see from a financial point of view, setting up your own university abroad could be a good idea, but from lot of points of view, from other stakeholders' point of view, I can't see it for themselves. I don't think we would ever do it. The universities like ours just haven't got the money, there isn't the financial depth to fund that type of activity.'</i></p>

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As above, for a franchise programme, the shortage of qualified Chinese teaching staff and uncertain market demand were two factors that had made it difficult to operate in China. However, according to the Dean of the Business School, the collaborative model could be changed from articulation to a franchise programme as more foreign-educated Chinese staff return to China. For an overseas campus, several factors, including ideas of academic imperialism; difficulties with both designating staff to work in China and managing the campus overseas; the levels of Chinese governmental regulation and their perceptions of control; and the shortage of internal resources (e.g. financial), all made Saturn University decide that an overseas campus was not a feasible option to choose. Other models, like joint degrees, might be considered, as pointed out by the Director of International Office, if there was much demand for it, as exemplified below.

The Director of the International Office

'Primarily, there are two elements in this. Remember what I said earlier, when we enter a relationship, we look at the issue of quality and the issue of finance. We feel that works for us. Then, you need to look at the interests of local partners. More importantly, you need to know what kind of programme will attract students. So far, we have not detected the interests/ demand for that joint degree.'

By comparison, in the context of the Chinese partnership, articulation fitted the University's criteria, two of which were referred to by the Director of the International Office. In particular, the articulation can bring reputation enhancement. Secondly, from a financial perspective, the articulation model was much less risky.

The Director of the International Office

'For any UK universities to set up this kind of link, they will need to ask more or less two questions. One question is, will our reputation be enhanced, or will it be damaged, so, that there is a QA (Quality Assurance) issue. The second question is, as you know, the Government doesn't give as much money as the universities want, but the Government prevents the UK universities from using the limited money from the Government, , which is tax payers' money, to spend overseas. So, the UK universities have to ask themselves, are we going to lose money, or is there money we are going to gain from this type of activity. So, one is the QA issue, and one is the financial issue.'

Moreover, the purpose of an articulation programme fits in with the current Chinese context as its purpose is to *'offer overseas students the opportunity to gain experience of two higher education systems, broadening their educational experience and enhancing their career prospects, and reciprocally to transfer knowledge of contemporary developments in higher education back to the emerging economies (Saturn University, 2006-2007).'*

Saturn University

– Challenges Associated with Both the Decision Making Process and Operation

According to the senior staff, Saturn University had experienced various challenges, from cultural aspects to political aspects, as shown in Table 4.10.

Table 4.10: Saturn University’s challenges

Challenges	
<ul style="list-style-type: none"> • Low Ranking and profile 	Associate Dean of Business School <ul style="list-style-type: none"> • <i>‘We have a good reputation, but they are not anything like X, as successful. We have had problems, because of, you know, the league tables. When we became Saturn University, there wasn’t any data on us, because we joined our college at the north of the county. Suddenly, we went right to the bottom of the league table, because they didn’t have any indicators on which to do the league table. So, we ended up bottom of the league table. Of course, there is an awful lot of status involved, you know, bottom of the league table, sending my children to the worst university in Britain, because that’s how they interpreted it, which wasn’t true. So, we had ups and downs. I think in some universities, they would expect us to sort of sit on the doorstep.’</i>
	The Dean of the Business School <ul style="list-style-type: none"> • <i>We are sort of between the third quartile and fourth quartile, so we are typically being around 80/120, we are not visible in that sense, but that’s an issue for them because we are not in top quartile, they all want to go to the best university, Oxford or Cambridge, but they won’t take them.’</i> • <i>‘‘It wouldn’t be an issue, except insofar as we know from experience that the top ranking universities will not talk to the bottom ranking universities. So, we are sort of the lower middle, so we try to find lower middle sort of universities, because we know they (the top ranking universities) won’t talk to us. So, it is self-selecting in that sense. It is not intentional. We will talk to anybody.’</i>

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Both Deans from the Business School indicated that the University struggled to change the perceptions of both the partner and potential students on their quality due to their lower ranking and profile at the moment. Moreover, the ranking issue had stopped them for establishing partnerships with other higher ranking Chinese universities.

Secondly, student quality, learning styles and the teaching experience were very challenging. For example, both Deans were concerned with students' poor learning attitudes, which had caused tension between the School and parents. Also, the Chinese students were very passive in terms of learning style, i.e. a "spoon fed" style. Moreover, according to the Deans, student distribution was a challenging issue for Saturn University. Since the Chinese students were very keen on certain subjects, the class would end up with having majority students who were Chinese. As a result, the School could not deliver their British learning experience. In addition, the School had to stop student recruitment with other Chinese partners due to existing student distribution challenge.

Furthermore, both Deans were concerned with over dependence on one of their partners for recruitment, notwithstanding that it was a strategic partnership.

Regarding resource allocation, the Chinese partners were very demanding according to the Deans. They had often asked for British staff to teach in China. However, Saturn University had found it very difficult to fulfil this demand, because of teaching workloads at the home University and personal issues, such as staff being away from home for long periods.

Also, the long distance between China and UK had sometimes meant that the relationship was more difficult to manage for the Deans. Therefore, communications were another associated challenge for the Deans. The Associate Dean complained

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that the Chinese partners did not always provide answers on time regarding issues such as final student recruitment, appointment schedules and future planning. Also, the Dean had found that its partner spent a very long time to make simple decisions, which could cause delays in progressing the partnership.

Table 4.10: Saturn University’s challenges (continued)

Challenges	
<ul style="list-style-type: none"> Poor student quality 	<p>The Associate Dean of Business School</p> <ul style="list-style-type: none"> <i>‘Over the ten years, we have moved away from in-plant students to out-plant students. The quality of the students has gone down over the years, and that’s a challenge...The challenge for us is because I think the parents are their mind sets, to be there on their case, is managing that relationship with X, because they sort of say why they aren’t doing very well, because they aren’t working, they are not putting the efforts in. We can only do so much, you know. If they haven’t done the working, we can’t give them the mark So, that’s one of the challenges.’</i>
	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> <i>‘A lot of students that come to us, their English is poor. It takes a while for it to come up. Increasingly, in China, you just buy IELTS certificates. So, the English language qualifications they come with sometimes are not real. So, that is a real problem, because they then might fail their degree programmes. That is a continuing problem. In fact, it is worsening the problem.’</i>
<ul style="list-style-type: none"> Over dependence on partner 	<p>The Associate Dean of the Business School</p> <ul style="list-style-type: none"> <i>‘That is a big management issue for us, because we would like not to be so dependent on X... We would like to have a bit more mixture in the group.’</i>
	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> <i>‘It is good, this relationship has grown so large, but it is dangerous for the University not to have other partners.’</i>
<ul style="list-style-type: none"> Long distance 	<p>The Associate Dean of the Business School</p> <ul style="list-style-type: none"> <i>‘Some of it was to do with the difficulties in actually managing that sort of relationship over such long distance.’</i>
<ul style="list-style-type: none"> Passive student learning behaviour 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> <i>‘They do expect more what we would call being spoon-fed. They expect to be taught at and told what to do. We would say, we are not going to tell you what to do, what do you think, you should be doing it yourself...’</i>

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Cultural issues were also very challenging. The Associate Dean stated that the Chinese partners had a very different way of greeting guests from the UK culture. For example, the Chinese partners always invited them for lunch and various activities before starting discussion regarding the partnership, instead of finalizing the partnership in more straightforward manner.

Table 4.10: Saturn University’s challenges (continued)

Challenges	
<ul style="list-style-type: none"> • Staff resource 	<p>The Associate Dean of Business School</p> <ul style="list-style-type: none"> • <i>‘No, they want us to go for a semester, I just can’t release a member of staff for a semester. Actually, the staff didn’t want to go out for a semester. It may be a function of the sort of staff I have got, they are married, they all have got partners, a lot of them have children, they are just not prepared to go for three months. So, no, we don’t, we have rather dug our heels on that one. They would like us to do that, but we said no, we would like you to take on staff. It is tension...’</i> <hr style="border-top: 1px dashed #ccc;"/> <p>The Dean of Business School</p> <ul style="list-style-type: none"> • <i>‘Certainly, X wants us to go out to do things. That is problematic. They do ask us to go out for longer periods, but that is impossible, because people have got teaching commitments here, they also have family and home commitments. So, we just can’t accommodate that level of involvement.’</i>
<ul style="list-style-type: none"> • Co-operation / communication 	<p>The Associate Dean of Business School</p> <ul style="list-style-type: none"> • <i>‘We did send staff who teach two or three weeks, we worked with staff there, we gave up doing that, firstly, because they got fed up with us interacting with their classes, secondly, because we train Joe, and next time when you come, Joe has gone back to America or Canada or somewhere, so, it is pointless.’</i> • <i>‘Some of it was also to do with the fact that the whole point was to get them to develop. I got the impression very much at the beginning it was sort of a stage thing, you know, there was very much a defensive reaction, we were the university, we were proper academics, we know what we are doing, we don’t really need you to tell us stuff. So,...and I have to be quite diplomatic about working alongside them in a partnership, we want you to do this, we want you to do that.’</i>

Additionally, the Vice Chancellor found that the Chinese government policy and

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regulations were challenging in terms of obtaining government approvals; procedures were not consistent among different provinces in China. The Dean from the Business School had a similar impression. He indicated that the government had influence on the partnership at a very detailed level, such as in selecting staff from the partner university visiting Saturn, all of whom must have permission from the government.

Table 4.10: Saturn University’s challenges (continued)

Challenges	
<ul style="list-style-type: none"> • Co-operation / communication 	<p>The Associate Dean of Business School</p> <ul style="list-style-type: none"> • <i>‘Also, I think there is another problem, getting information is difficult. It is still difficult to get information. You know, how many students are there? How many students are coming over? How many students can we expect? That sort of stuff. We have completely changed our curriculum, we need to go over there and talk through what they are going to teach next academic year. We have great difficulties of getting them to engage, we (ask), first of all, can you send your staff over here, we will show them the pods. So, now, we are trying to find time whether we will go over there and staff will be there, and we can talk to them, it is really hard, that’s what I find very difficult. We don’t seem to be able to ever, categorically say this is it, every year we will be with you on the 2nd April,’</i> • <i>‘The trouble with articulation, I think, is that it is difficult to communicate with X. They don’t answer your emails, things like that. They also have this tendency to go through... all the time, which is fine, except ... is not in the country a lot of the time.’</i> <hr style="border-top: 1px dashed #ccc;"/> <p>The Dean of Business School</p> <ul style="list-style-type: none"> • <i>‘The other side to that is we find that it takes an incredibly long time for them to make a decision. It is just impossible, sometimes. And then when the decision is made, everything is then rushed.’</i> <hr style="border-top: 1px dashed #ccc;"/> <p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘We have a senior colleague in the Business School who said to X, we would like you to communicate directly with us in the Business School about the issues related to the Business School... But, after the meeting, they never communicated with the Business School. The next round, it was real a frustration from the business school by saying that we offered in the meeting and they said yes, why this can’t be done. I said I am one of the very a few people who encourage direct communication as much as possible. I don’t like the phenomena of ‘Chinese whispers’. I don’t like indirect communication and conversation. Even with good intentions, the indirect communications can never be as 100% (accurate or effective) as the direct communication. But I have failed to understand that kind of dependency.’</i>

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Sometimes, according to the Vice Chancellor, their investment into partnership did not always bring expected outputs. For example, whilst an enormous amount of time and staff effort might be invested into the partnership, good student recruitment result might still not occur.

Table 4.10: Saturn University’s challenges (continued)

Challenges	
<ul style="list-style-type: none"> • Co-operation / communication 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘I give you one example on the academic side. English language, our entry requirement for getting into here is a minimum IELTS 6. For our entire programme to be delivered in China, the University wants students to enter the programme with IELTS 6. Our partner said there is no possibility to think about the (potential) recruited number of students that both sides want to recruit. So, that is new territory, at what stage, students should reach IELTS 6, and what is acceptable to our QA. There are heated discussions about it.’</i>
<ul style="list-style-type: none"> • Policies & regulations 	<p>The Vice Chancellor</p> <ul style="list-style-type: none"> • <i>‘Probably, one of the most difficult ones now is getting the Government approval. For some universities, their provincial government’s approval is sufficient.’</i>
	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘It is highly regulated in China. So, anything come from the Government can impact on the relationship, and that’s without the overseas partner having anything to do with it, perhaps things imposing on them against their better judgment.’</i> • <i>‘A lot of things we do, they seem to have to get permission from the Government. So, I will give you a simple example. A visit to us by a senior academic from the partner university, which we thought was a fairly routine thing, certainly if we have got the Chinese routine thing and planned it a little a bit in advance, but we didn’t know about it until the week before. Why? Because it hadn’t been authorized by the Government, I think it was the regional government, until two weeks before, something like that. So, it is that sort of little thing: it is a very different culture.’</i>

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There was concern with campus internationalisation that had made the home student recruitment and Chinese student recruitment unbalanced, according to the Vice Chancellor.

Table 4.10: Saturn University’s challenges (continued)

Challenges	
<ul style="list-style-type: none"> • Student spread & learning experience 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘The second challenge is, because China is an enormous country, because we are relatively a small university, because Chinese students are also very keen to study certain subjects such as business and accounting, suddenly, instead of Chinese students coming here to study a course at a British university alongside British students, they have the whole cohort of Chinese students studying with Chinese students. That’s not the experience that we promise them. So, that’s a very frequent challenge that somebody comes to us, and say we would like collaboration in business area. We have to say we have got so many people in the business area already.’</i> <hr style="border-top: 1px dotted #ccc;"/> <p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘That happens all the time. The problem we have is that the Chinese students tend to focus on particular courses.’</i>
<ul style="list-style-type: none"> • Recruitment & student quality 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘There was a feeling that we put in too much time and effort into the international collaborations...it went up by 59 per cent in my first year here...our core market is clearly our home recruitment. There is always a danger you neglect that, because you have your senior team around the world, you neglect your home.’</i> <hr style="border-top: 1px dotted #ccc;"/> <p>The Associate Dean of Business School</p> <ul style="list-style-type: none"> • <i>‘But, I think there is an issue in recruiting for us. It does worry me that if their class gets wider and wider, you know, we get students who are less and less able. We will have problems, because they will start to fail, then that will go back, that they don’t pass. We aren’t going to pass them, just because of the partnership. There will be an issue for us.’</i>

There are challenging issues with internal staff according to the Deans from the Business School. Both the Associate Dean and the Director of the International Office complained to each other regarding communications with their Chinese partner. The Associate Dean suggested that the Chinese partner always came to the Director of

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the International Office regarding partnership issues, even some of the issues that were related to the Business School. Although the Associated Dean made it clear to the Chinese partner that they could come to the School if there were issues, the Chinese partner still came to the International Director; issues of status and formality were apparent.

Table 4.10: Saturn University’s challenges (continued)

Challenges	
	<p>The Vice- Chancellor</p> <ul style="list-style-type: none"> ‘One of the biggest difficulties, obviously, in operating in different countries, in a country with not only legislation, but where the culture is very different to the UK. It’s about understanding the legal system; what is culturally acceptable as well as legally acceptable...’
• Culture	<p>The Associate Dean of the Business School</p> <ul style="list-style-type: none"> ‘That for us was the biggest problem, because we were there on our own, we didn’t know what’s acceptable behavior, what wasn’t acceptable behavior. Brits have a fairly forward way of doing stuff, you know, the people we were dealing with weren’t quite like that. It was that sort of, is it the right way to do this, it seems to be wasting time, we wanted it so that can I just sit down and get it done, but of course, it wasn’t, because we were going to have lunch, and we were getting to know one or other, (they were testing us), no, you know what I mean, getting our measure, that was very difficult... Getting used to the students, sort of seeing what they were like, getting them to come over here that was difficult.’
	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> ‘I think many things in China are quite rigid, and therefore if individuals think one thing, they are constrained by regulations or laws, whatever. In terms of how individuals think as compared with how organizations and regulators, I think there is enormous variation... I can go to somebody else in China, you have got rigid thinking, you have got thinking that is quite suspicious about what you do, wants you to totally accommodate to what they have to do, because of the system. You have got an enormous spectrum’
• Non return effort	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> ‘The other ground, which we might actually say is that we aren’t taking collaboration is if there are less than 20 students, it becomes difficult to justify sending the staff out to credit rate programmes, and you must remember all the time and effort you quietly devote to significant partnerships. The worst thing is always to have a lot of partnerships with just one or two students, because you spend a lot of time to sustain that partnership when the income stream in not there.’

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Additionally, the Director of the International Office complained that the academic staff were not supportive. For example, the Director complained that the academic staff believed that international collaboration should be dealt with by the International Office, rather than asking for help from other academic colleagues.

Table 4.10: Saturn University’s challenges (continued)

Challenges	
<ul style="list-style-type: none"> • Credit rating • Jealousies between Chinese partners 	<p>The Vice Chancellor</p> <ul style="list-style-type: none"> • <i>‘Sometimes, we run into difficulties with credit rating. Sometimes, we run into difficulties with jealousies. Chinese partners, between different faculties, who are competing to work with us, perhaps, they make it difficult or insist that... we are trying to establish the partnership, for example, in the media. The business faculty insists that the relationship with them should be developed first. We have to be sensitive to the internal politics of some universities. The credit rating exercise is not easy, it shouldn’t be taken for granted that it will always be that we can agree on the credit rating.’</i>
<ul style="list-style-type: none"> • Internal challenge – being conservative, unresponsive 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘I am sure you have heard of English phrase, ‘don’t trouble troubles until trouble troubles you’, it means, we shouldn’t do anything we are not familiar with. I regard that internationalizing my own university is more difficult than getting overseas partners. The mentality here is if we haven’t done it here before, we should be very cautious. If other universities haven’t done it before, we shouldn’t do it at all.’</i> • <i>‘I don’t like the word, which happens and that’s why I said internationalizing the university is challenging, I hate whenever I am here, (someone) say ...says sorry I can’t help you, I hate that it is regarded as my link and my interest, because it is in the University’s interest. So, that’s why as much as possible everybody from different areas need to get involved.’</i>

Moreover, the Vice Chancellor had to balance partnership development among the academic departments, i.e. when the partnership in China had been formed, the departments had competed with each other regarding ‘who should be the first one to set up course in China’.

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Among the challenges described above, several factors, such as cultural understanding can be learned as the partnership becomes more solid. However, other factors represent emerging challenges. For example, according to the interviews, student quality is gradually becoming a challenge as Chinese students' behavior changes. Some factors, such as political influences (i.e. Chinese policy & regulation) are always seen as challenges to the university staff.

Saturn University – Conclusion

The chapter describes Saturn University's cross-border activities in the form of articulation in China. Although the University has several partners, it has had one major partner for the last decade. The motivation of associating with China has changed from an original idea (i.e. recruiting students who were interested in learning Chinese) to multiple purposes. The University has strict procedures as displayed in Figure 4.2 to select partners with various criteria, such as similar institutional mission and objectives, and similar subjects. Among the criteria, personal relationships were seen as the key to Saturn's partner selection. As mentioned above, the senior staff have experienced various challenges. However, the challenges vary at different stages of the partnership. It is also significant that there were internal differences of opinion between the university staff, especially regarding their communication with the Chinese partner. The Associate Dean of the Business School believed that communications with the partner could be difficult due to the partner always communicating with the International Office staff, instead of having direct communication with them when issues emerged as follows:

The Associate Dean of the Business School

'There are three people they need to contact. One is field chair; one is me; one is the chief administrator. However, it all goes through Mr.X. If he forgets to tell us, we don't know. It is the thing because they can talk to him in Chinese, I think that's it. In some ways, if He was out of the picture, if he didn't ever go to see them, in some ways, it wouldn't help the relationship, because he goes there and helps to form the relationship. On the other hand, if they had talked to us, it might improve the communication. I would say that's the biggest problem for us.'

Furthermore, there is always a danger that over-emphasizing internationalisation can cause the University to lose their home ground in terms of their home student recruitment as the Vice Chancellor pointed out:

The Vice Chancellor

'We were actually losing ground in terms of the local recruitment. We haven't grown our international links as much as we like in last four years, because we very badly need to increase our home recruitment. In fact, it went up by 59 per cent in my first year there, which gave a lot more stability. So, our core market is clearly our home recruitment. There is always a danger you neglect that, because you have your senior team around the world, you neglect your home.'

Saturn University's behavior was more tactical than strategic. The University carefully selected its Chinese partner with clear motivations, such as student recruitment, academic internationalisation on campus, income generation and widening participation as well as cultural learning. The University was very student recruitment orientated, and it only focused on the strategic partnership, which ensured stable student recruitment. In other words, the partnership was very unilateral. The University believed that an articulation model was more viable than other models such as the campus, and could be understood as a safe option for collaboration in medium term. Overall, it is clear that the University had chosen an internationalisation approach rather than a global approach.

Mixed Group

Earth University – Introduction

The University was founded in 1927, offering courses in arts and pure sciences. With gradual development over several decades, it has transformed itself into an institution offering 50 disciplines across business, education, social sciences and health to over 18,000 students a year. From its international perspective, the University has already recognized the importance of internationalisation 30 years ago by becoming a founding member of the Utrecht Network in 1982, by which it allows its students to study overseas. In 2000, the University became a member of Global U8 in order to extend its range of international activities, such as interdisciplinary activities, joint research and global cooperation among university administrations. Moreover, the University has successfully managed to achieve internationalisation on campus by recruiting 2,000 international students a year. Regarding cross border activities in China, the University has built a strategic relationship with a leading Chinese university through Global U8, by which the two universities have reached progression agreements and enable exchanges between students under their MBA/PhD programme as well as staff for their faculty activities. Moreover, the two universities have established a joint logistics institute for further research purposes. Overall, it is believed that Internationalisation clearly has become one of the priorities for the university as evident by statements in their strategic plan. In the plan, it sees itself as an engaged university, wanting to create global impacts through internationalisation and to achieve an internationally recognized research profile.

The purpose of this case is to introduce several aspects regarding the partnership between the Earth University and its Chinese partners including: (1) the motivations of the Earth University for entering the Chinese market and forming a partnership;

(2) both the criteria and the process of the Earth University in selecting partners; and (3) their preferred collaborative models and their reasons for choosing them. Finally, the challenges with respect to the partnership between Earth University and its Chinese partners are also revealed.

Earth University – Motivation

According to the University's senior management staff, the motivation for forming partnerships with the Chinese universities varied from the macro-level, such as economic aspects, to the micro-level, such as individual research interests. Among all the motivations, the senior staff were impressed by the fast economic growth in China, and wanted the University to be part of the Chinese reforms, including the higher education reform, as illustrated in the following. For example, the Vice Chancellor expressed the view that Earth University was always keen to be part of the world economy, and given that China was the leading player at the moment, the University needed to be working with China in order to be part of the international economy.

The Vice-Chancellor:

'I think there are several key motivations. One is that China is expanding rapidly and is a major player in terms of the world economy, and is growing in its wider role and importance in East Asia. So, why wouldn't we want to be engaged with universities in China, and to share and be part of that development in universities, which have an international perspective?'

From an employment's perspective, the Pro-Vice-Chancellor considered that the University had to work with businesses. China, with its growth and size, presented many business opportunities for Earth University.

The Pro-Vice Chancellor:

'You will be aware that universities are expected now, in terms of employer engagement, to be working very much closely with businesses and so on. Now, China presents itself due to its size, geographical size, then the size of population, predictions of its growth, as such a massive economic market for goods and all sorts of things.'

Chapter 4: Case Study – Earth

The Director of International Office added that the University should be in China for its own development due to China's importance in terms of the international economy and politics.

The Director of International Office:

'You have to be fool not to realize China is such a major player in global politics, global economics; we need to ally ourselves with places like China for our own development.'

Furthermore, the Vice Chancellor perceived that the University's partnerships with the Chinese universities were a core activity as part of their internationalisation process.

The Vice-Chancellor:

'Then, collaborating with universities all around the world is what we do. I would say we would clearly identify universities in China to be partners in the same way as we have partners in other parts of the world. So, I just see it as part of the international process.'

Moreover, according to a Dean, internationalisation was a very important benchmark for accrediting their institution and the Business School as follows:

The Dean of the Business School:

'It is important for every university; in particular business schools are about to be international these days. The accrediting bodies review business schools and look at the extent to which they internationalize. So, there are pressures there, and particularly to work closely in depth with certain institutions.'

Thus, searching for potential research collaborations and research partners have always been part of the culture of the University. In particular, emerging countries like China (and its universities) have become strategically important partners for them, as exemplified by the following comment from the Vice Chancellor:

The Vice-Chancellor:

'The other one (motivation) is more specific, which would be, that it would be good to collaborate with individuals, because we have got to nail them and they have got to nail us, and it is part of usual research culture that you will find collaborators and you work with them. It really doesn't matter again where they are. There may be a specific project that focuses on China. In that case, obviously, you would want to have partners to help those researchers better undertake that research. There may be comparative studies in research that require a Chinese dimension compared with other parts of the world. I think at this stage those are some of the reasons for collaborative research and research activity.'

Although revenue generation through recruitment was one of the main motivations and was acknowledged by the senior staff, the Vice Chancellor disagreed with the opinion that partnering with the Chinese universities (or establishing a campus) was primarily for revenue generation. However, according to the interviews, the senior staff had different priorities regarding internationalizing their University, as demonstrated in the following paragraphs. For example, the Director of the International Office was responsible for recruitment, and he believed that meeting the recruitment target was his first priority, and hence entering the Chinese market or forming partnerships with Chinese universities could help to meet this aim and could bring additional revenue to the university.

The Vice-Chancellor:

'The way in which that (internationalisation) is articulated is primarily, or has been primarily over the years, by having Chinese students within universities in the UK, I have never believed that collaboration with the Chinese universities or establishing a centre or a campus in China is actually going to yield funds that are likely to meet that particular issue. Students in the UK coming to study from China or some other countries, yes, that's provided a source of income, which has been important to UK universities, but not some of the other.'

For the Pro-Vice Chancellor, partnering with the Chinese universities could enhance their internationalisation of various aspects, especially in the area of learning and teaching. The Pro-Vice Chancellor considered that recruiting the international students would help to internationalize UK students' higher education experience.

The Pro-Vice Chancellor:

'I think secondly, we all here in Britain, as you know, we have always had a tradition of international students, but at the same time over the last ten years, again it is fair to say the numbers of international student has become more important due to financial pressures for the universities in the budget and so on. In the learning and teaching strategy which I drive, that is in line with corporate institutional wide strategy, maintaining an excellent student experience plus internationalisation are the two key objectives.'

The Pro-Vice Chancellor (continued):

'Now, for me, in learning and teaching, those two go together, because for our home and EU students, we have explicitly as one of our objectives that we want them to be able to demonstrate to their employers that they have been able to cross cultural borders. It's not only mobility within Europe, but if you demonstrate you can work within an even more distant culture, for instance like in China or Asian cultures, I think as a graduate, you will have better chances in the job market. So, it is that kind of drive, I feel we have a responsibility, because British students are not very keen to go abroad, but we have to tell them, you must do it because otherwise you risk not getting a good job.'

For the Dean of the Business School, the motivations were different depending upon the levels of partnership. The Dean admitted that revenue generation was the motivation when a recruitment partnership is formed, but, for strategic partnerships, revenue generation was not the key motivation.

The Dean of the Business School:

'Additional income? It is, maybe, not a reason (for) going to China. The profit motive is not there when you look at the strategic partnerships or research partnerships. I am sure the profit motive was in the background of people opening campuses there. But, they have found it much more difficult than they expected. The profit motive is there in terms of recruitment partnerships. So, recruitment partnerships are about getting Chinese students here. But, there are other benefits. It gives an international profile to the Business School at (Earth University).. Our students benefit from mixing with international students. It provides links to China, gets Chinese people to know this university. But, in terms of recruitment, the overriding thing is being in for money, probably yeah.'

From the International Officer's perspective, meeting University targets was very important. Therefore, for the Director of the International Office, meeting a financial target through the partnership was absolutely essential.

The Director of the International Office:

- *'Honestly, it is all financial.'*
- *'Yes, it is at the moment. Honestly speaking, for me, I am responsible for student recruitment, so, I put a lot of my resource in China, because it enables me to meet the university targets that have been set in terms of student recruitment. I would like to diversify and bring students in from other parts of the world, but China is still such vibrant and growing economy. It is not necessarily easier, but there are more students seeking overseas study opportunities. So, for me, it is about meeting the targets and it is about financial benefits that come with meeting those targets. The other reasons are the Chinese institutions are growing rapidly, and they are incredibly active in areas of research that mirrors our activity.'*

At the departmental level, the Business School analysed the internationalisation activities by categorizing them into five levels with unique purposes, namely: *Strategic Partnership; Research Partnerships; Educational Partnerships - Student Exchange Only Partnerships; Recruitment Partnerships; and Development Partnerships*. In China, the School focused on an exclusive strategic partnership by collaborating with its Chinese partner in order to gain bi-lateral and multi-lateral relationships. For example, the current activities between the universities included visiting faculty activities, PhD student visits, MBA student visits and progression agreements, as well as the establishment of *the Earth and X Universities' Joint*

Logistics Institute. Furthermore, the recruitment partnership was important to the School, as exemplified by the ratio of student recruitment set out below:

The Earth University Business School:

'The objective of the School is to establish a global network of recruitment partners with clear entry and progression routes based on a sound knowledge of the entry qualification and the quality of the students drawn from these partners in order to ensure an internationally diverse student population studying at the Earth University Business School. Partners will be selected to help the School achieve its total student recruitment target and target student population profile which is:

- *Undergraduate level: 60% UK, 15% EU, 25% overseas*
- *Taught postgraduate level: 15% UK and EU, 85% overseas'*

Forming a recruitment partnership with the Chinese university enabled the School to obtain several benefits (i.e. the motivations of having a recruitment partnership) as follows:

- *'it is a more efficient method of recruitment than attempting to recruit individual students;'*
- *'it provides a more robust mechanism for ensuring that students recruited are of an appropriate standard;'*
- *'Additionally, transition to the (Earth University) Business School is facilitated through relations established with the partner institution and its students and through the (Earth University) Business School's knowledge of and ability to influence the design of the entry qualification.'*

Regarding other partnerships, student exchange was encouraged by the School. The University had received PhD students and Professors from the Chinese university in order to strengthen the relationship in research, as the Dean explained in the following.

The Dean of the Business School:

'We had four or five PhD students from X University and they stayed here for about four months. We have got another professor from the logistics group in X University. At the moment, we have people from information systems, from finance and from logistics teaching over in the X University. I just had a letter (from) X University - they are giving two scholarships to the students from this university to study Masters programmes. We will reciprocate that. So, the link with X University is quite embedded.'

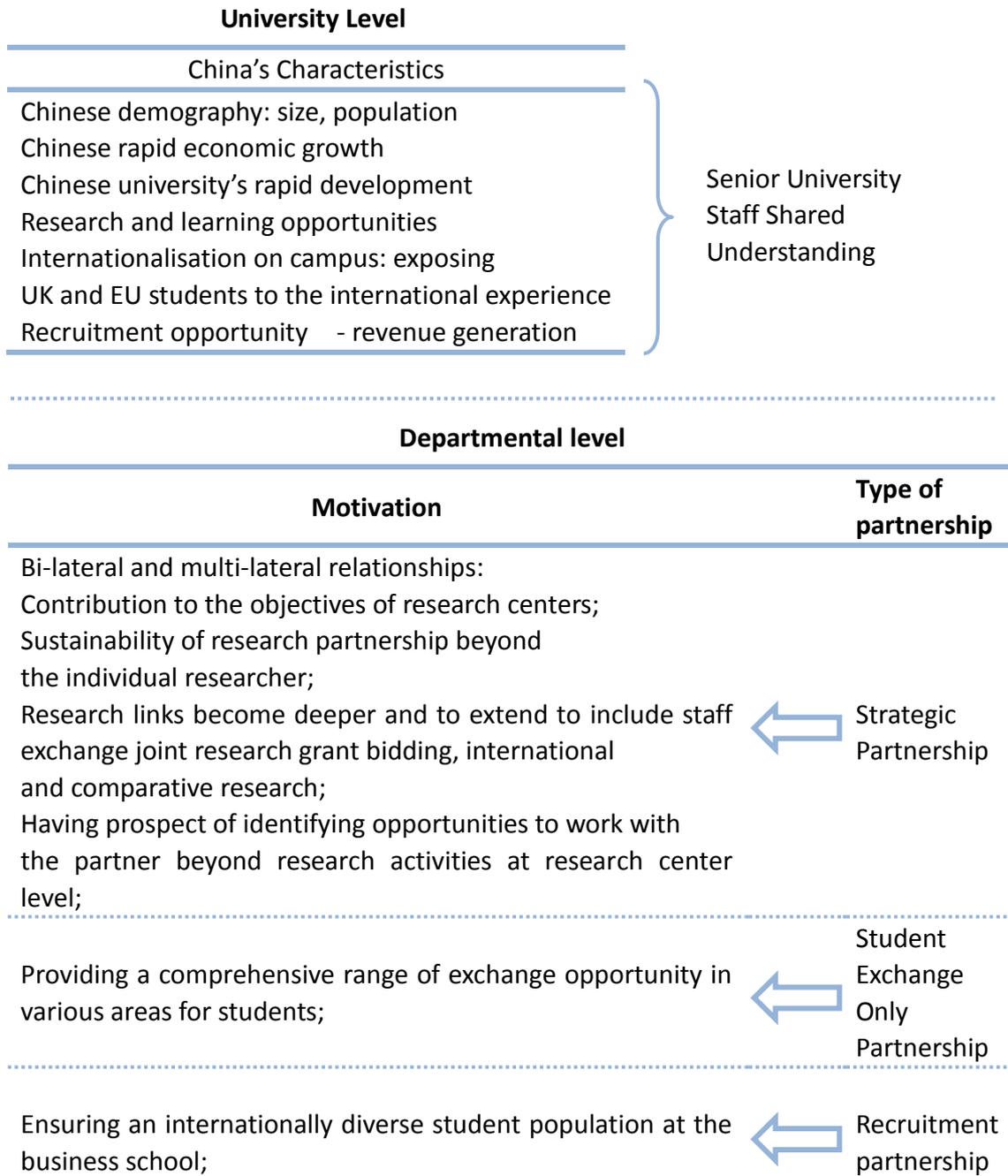
Similarly, the University promotes student exchanges, which enable the School to enjoy certain benefits, as follows:

'The objective of the School with respect to educational partnerships, where student exchange is the focus, is to provide a comprehensive range of exchange opportunities in a variety of countries and continents for students from all the School's subject areas and at each level of study i.e. undergraduate and postgraduate.'

Overall, for the Earth University, partnering with the Chinese universities (or entering the Chinese market) had multiple purposes, and the senior staff had different priorities within the context of the University's internationalisation process, as

demonstrated in the following figure:

Figure 4.3: Earth University’s motivation for entering China/partnering with the Chinese universities



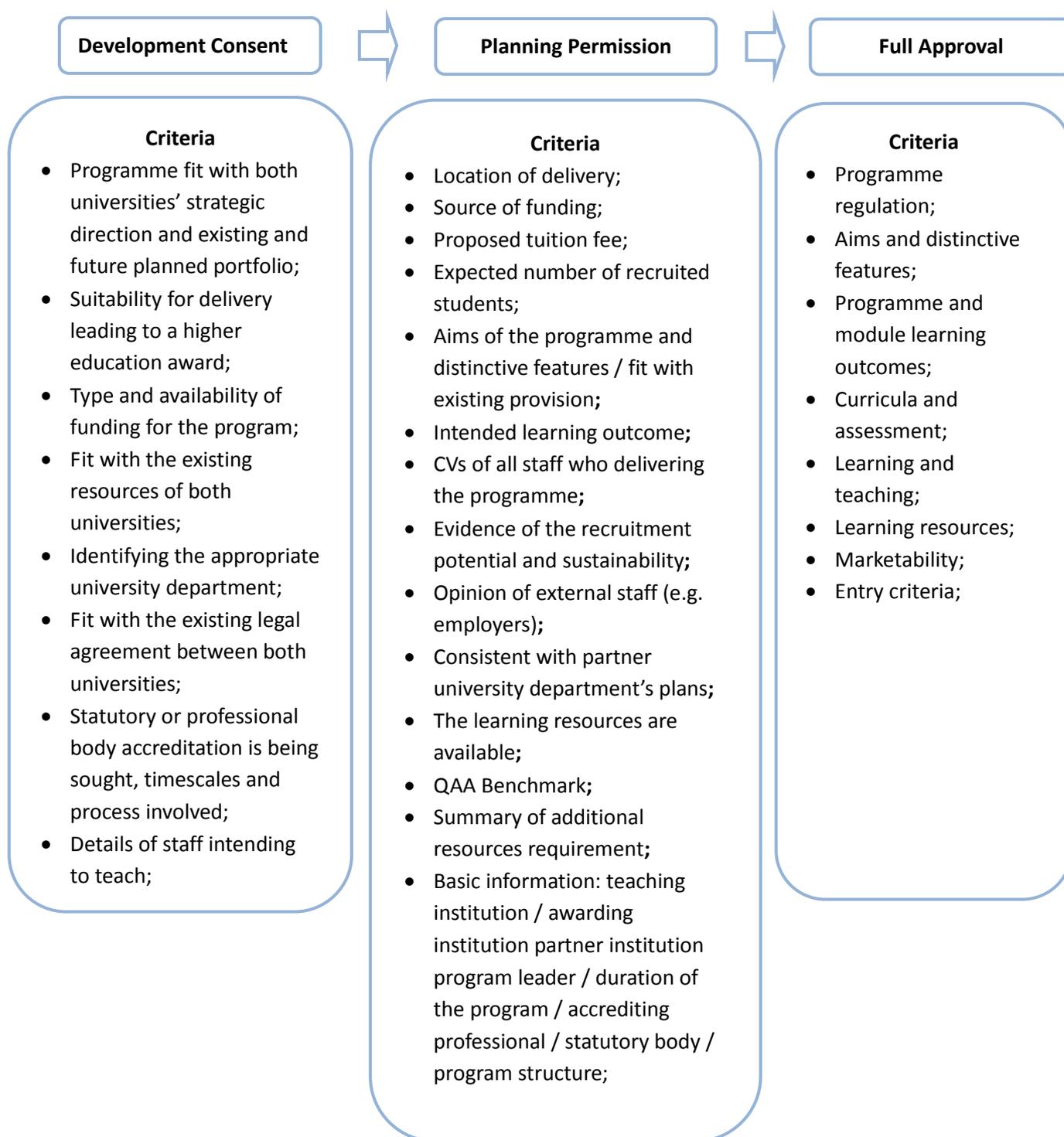
Earth University

– The Process and Criteria for Selecting Partners and Collaborative Models

The University had established a three stage partnership selection process for assessing the feasibility of the programme, with various criteria applied at each stage, as summarized in Figure 4.4. At the first stage, key criteria were identified including programme fit, suitability for delivery, funding availability, fit with current resources, appreciation of the partnership proposal, statutory or professional body accreditation and the details of staff intending to teach. At the second stage, the criteria were more related to the partnership programme, such as programme aim, location of delivery, fee, recruitment potentiality, consistency with university plan, teaching and learning resources and teaching staff information. At the last stage, additional requirements were needed, such as programme regulation, learning outcomes, curricula and assessment and entry criteria.

Although some of the criteria are repetitive through all the stages, the purposes of establishing each stage and using the criteria are different. The first stage, from Development to Consent, is intended to permit the *'partner institution to develop an application for planning permission, in consultation with the relevant academic department.'* The second stage, Planning Permission, permits *'the PI (partner institution) to advertise the proposed programme 'subject to approval and to developing a full proposal, in consultation with the relevant academic department.'* The last stage of approving the collaborative programme is Full Approval. This *'permits the PI to make formal offers to applicants and to commence delivery on the agreed date.'*

Figure 4.4: Earth’s University three stage partner selection process and the selection criteria



Additionally, the senior staff emphasized several criteria when they considered the potential partners. The Vice Chancellor provided three criteria: quality, neutrality and

opportunity (i.e. personal contact), as exemplified below. As far as quality was concerned, the Vice Chancellor indicated that the Earth University staff had aimed to work with the top institutions in China. Secondly, the Vice Chancellor explained that, because the staff from Earth University had been working closely with some staff from one of the top Chinese universities in similar fields, the partnership had formed naturally due to mutual interests. Moreover, personal links from alumni had played a key role in terms of introducing opportunities for collaboration.

The Vice Chancellor

'We want to work with the best universities, because I think that means we will be able to work with quality academics that have had a history of being able to work internationally. Why wouldn't any organizations want to work with the best in any particular field? So, we are motivated on those grounds. Secondly, they may very well, because they are leading Chinese universities, be working in areas where academics in this University know the people there, because they work in the similar field. So, there is an immediate area of potential contact and activity either in research or other areas that lead to development. So, collaboration development, sharing of ideas, improves both institutions. So, there is neutrality. In other cases, it can be driven by just an opportunity. Maybe, in the past, we have had students here, who are Chinese. They have gone back. They are working in China, maybe in universities. They know us because they have been students here, and start a link that leads on to further development. So, that's the sorts of interconnection you can develop. In some cases, it can be because some of our staff have particular interests, that specifically lead to contact and wider development.'

Furthermore, the Pro-Vice Chancellor stressed that the partnership should be able to add value across the whole university, covering all subjects, rather than just one area

through personal links; this was very important when selecting partners:

The Pro-Vice Chancellor

'I chair now what we called the Education Partnership Committee. My feeling is that what we want to take with that new committee are all these types of things, much more strategically. Yes, individual contacts may help, but we as an institution want to be convinced that any additional partner adds value. Perhaps, not in one subject area, but across the whole institution.'

From a teaching and learning perspective, when selecting partners, complementarity was vital to the Earth University. Through teaching partners, the Pro-Vice Chancellor also expected to have student exchanges so that the UK students could benefit, as exemplified with the following quotations:

The Pro-Vice Chancellor

'Well, it would be very much like I indicated in the case of the University Y. It would be very important that we should be convinced there is complementarity in our subject areas. So, I can have an arrangement and agreement with that partner to say, yes, it will be attractive for our students to spend a semester or even a year there; likewise their students should be attracted (to come here) for a year.'

Similarly, the Pro-Vice Chancellor mentioned that personal contact was one of the criteria, by which they have chosen their partners.

The Pro-Vice Chancellor

'For a start, of course, we have staff from China here working at the University. You would expect that they still have their links to their previous home universities and so on. So, yes, I think it is a fair assumption that quite of a few of these links have started through personal contacts because the staff here or other British staff have research links, and that's how it started.'

As mentioned before, the Business School had five different partnership arrangements, and each had been established with certain criteria, as demonstrated in Table 4.11. For example, for a strategic partnership, criteria such as ranking of partners, compatibility of the two universities in terms of resources such as teaching and research, and subject area, were important. For research partnerships, criteria included research reputation, opportunity for staff exchanges and compatibility of research area. Regarding educational partnership, key criteria such as ranking and compatibility in teaching between the institutions as well as opportunities for student exchange, were important. For a recruitment partnership, the partner's profile, location, avoidance of competition between new partners and existing partners and student quality, as well as their English competence, were all assessed by the School.

Table 4.11: Earth University Business School’s criteria for selecting partners

	Strategic partnership	Research partnership	Educational partnerships		Recruitment partnership
			Full education partnership	Student Exchange Only Partnerships	
Criteria	<ul style="list-style-type: none"> Compatibility in the mission, strategic direction and international ambitions of the business school 	<ul style="list-style-type: none"> The research partner has an established national and international reputation in the research area and preferably holds international accreditations such as EQUIS, AACSB and AMBA 	<ul style="list-style-type: none"> National and international standing of the business school (preferably with recognition through international accreditations such as EQUIS, AACSB and AMBA) 	<ul style="list-style-type: none"> National and international standing of the business school (preferably with recognition through international accreditations such as EQUIS, AACSB and AMBA) 	<ul style="list-style-type: none"> Avoidance of co-location between new partners and existing partners
	<ul style="list-style-type: none"> National and international standing of the business school (preferably with recognition through international accreditations such as EQUIS, AACSB and AMBA) 	<ul style="list-style-type: none"> The research partner supports opportunities to host incoming and fund outgoing research staff exchanges 	<ul style="list-style-type: none"> Areas of compatibility in taught provision both in terms of the level and subject coverage 	<ul style="list-style-type: none"> Areas of compatibility in taught provision both in terms of the level and subject coverage 	<ul style="list-style-type: none"> Partnership locations within the country or continent permit balance in the nationalities of students recruited to BS
	<ul style="list-style-type: none"> Areas of compatibility in taught provision both in terms of level and subject coverage 	<ul style="list-style-type: none"> The level of engagement between partners involves a number of researchers from both partners 	<ul style="list-style-type: none"> Willingness to engage in staff and student exchange, or develop learning and teaching initiatives or the development of collaborative, joint program of study and/or executive education 	<ul style="list-style-type: none"> Willingness to engage in student exchange 	<ul style="list-style-type: none"> The standing of the institution

Table 4.11: Earth University Business School’s criteria for selecting partners (continued)

	Strategic partnership	Research partnership	Educational partnerships		Recruitment partnership
			Full education partnership	Student Exchange Only Partnerships	
Criteria	<ul style="list-style-type: none"> • Areas of compatibility in research in terms of subject focus and standing 	<ul style="list-style-type: none"> • There is compatibility in the research focus of the research partner 			<ul style="list-style-type: none"> • The quality of students graduating from the partner
	<ul style="list-style-type: none"> • Willingness to engage in staff and student exchange, to develop learning and teaching, research, potentially develop joint program of study and/or executive education 				<ul style="list-style-type: none"> • English language competence of the students graduating from the institution who seek progression to BS
					<ul style="list-style-type: none"> • In addition, where students are to enter with advanced standing on to BS program then their program of study is mapped to ensure that prior studies are of an appropriate standard and are comparable in coverage to the BS program for which exemption is sought

Overall, according to the Business School’s strategy, all the above criteria were summarized into eight key criteria: (1) rationale and fit with international partnership strategy; (2) compatibility of vision and mission; (3) geographic location; (4) accreditation and standing; (5) other international partnership connections; (6) academic provision compatibility; (7) research compatibility; (8) personal links

In fact, although various criteria were established, they can all be divided into two key aspects: the academic case and the business case, as demonstrated in Table 4.12.

Table 4.12: Criteria are categorized into business and academic case

Business case	Academic case
<ul style="list-style-type: none"> • Suitability for delivery leading to a higher education award • Location of delivery • Source of funding • Type and availability of funding for the program • Fit with the existing resources of both universities • Proposed tuition fee • Expected number of recruited students • Evidence of the recruitment potential and sustainability • The learning resources are available • Marketability • Summary of additional resources requirement 	<ul style="list-style-type: none"> • Program fit with both universities’ strategic direction and existing and future planned portfolio • Identifying the appropriate university department • Statutory or professional body accreditation is being sought, timescales and process involved • Details of staff intending to teach • Fit with the existing legal agreement between both universities • Aims of the program and distinctive features / fit with existing provision • Intended learning outcome • Consistent with partner university’s, department’s plans • QAA Benchmark • Basic information: teaching institution / awarding institution partner institution program leader / duration of the program / accrediting professional / statutory body / program structure • Program regulation

The business case is mainly involved with examining several aspects that were associated with, for example, availability of funding for collaborative programmes, marketability of

collaborative programmes, prices (tuition fees) and locations for delivering collaborative programmes. The academic case is mainly concerned with whether the academic fit is reached between two universities; for example, the compatibility between the two universities' programme structures and the fit between the two universities' strategic goals.

With respect to selecting between collaborative models, the perception towards the franchise model was negative for several reasons including the lack of control of teaching, protection of materials/information, concerns over quality assurance and risks associated with staffing, all of which were exemplified by various comments set out below from staff interviewees. For example, The Pro Vice Chancellor indicated that staff resources can be very challenging with the franchise model.

The Pro-Vice-Chancellor

'We are not normally interested in franchise arrangement because we think the risks are too high, and that goes back to the staffing issues around them. I think that's the main driver for us to be more cautious in the future.'

The Dean of the Business School indicated that he did not have trust in the ability of their partners for delivering their programme, because it was very difficult for the partner to understand and teach in the same way as the Earth University staff. Therefore, quality could not be ensured.

The Dean of the Business School

'I don't like it, because it is hard on both sides. Franchise to me means that it is our programme delivered by other lecturers at different institutions. Lecturers in traditional universities like Y and like Earth University are reluctant to provide enough information to hand over for the modules to be taught in the same way overseas. If it is not your module, I am thinking of the lecturers now, then they can't (or little) understand it or know it in the same sort of way. I just think it is very hard to maintain quality through a franchise provision. We did have a franchise, and we pulled out six or seven years ago, not in China. As far as I am aware, there is no franchise in the University; in the Business School, there is no franchise arrangement.'

Additionally, the University staff had split opinions on double (dual) and joint degrees, especially the Vice-Chancellor who expressed a negative view on double degrees. He indicated that dual degree did not add value to students.

'Yes, I am not personally keen, and some of my colleagues aren't keen on double degree programmes, simply because of the basic view that when somebody studies for a degree, why should they get two degrees for the same amount of study. What's the additional input? You know, I would have a degree at the home university or this university, why should I have two degrees. It is just a very simple sort of issue. Now, if they do more work, then there is probably a case for saying that might qualify for some additional recognition. I know some institutions say we have a student who does this work for them and that for us in this university to qualify to give a degree. That's fine. We will give him a degree. What the other university does in recognition and what they have (the students) done is their business. However, we have taken the view that you do one set of studies, and that entitles you to one degree. So, we have not been keen on dual degrees.'

To a certain extent, the Pro-Vice Chancellor also shared a similar view with regard to quality assurance. A double degree proposal would be challenged by the Quality Office within the University. However, the double degree program was considered a lower risk activity compared with the franchise programme.

The Pro-Vice Chancellor

'Double joint degrees, the main reason is that our quality, you know here in Britain, quality assurance and quality enhancement, they are a bit cautious about that. So, I wouldn't rule it out, and I think there are certain aspects that would be attractive to students, but we have to overcome the questions and concerns of the quality office.'

Staff perceptions regarding joint degree programmes were less clear, but the joint degree programme was considered a possibility. The Vice Chancellor indicated that the joint degree model was based upon sharing between two institutions, and therefore it was a possibility for future collaborations.

The Vice Chancellor:

'Joint degrees, we are exploring those, because we believe that is a genuine sort of sharing and we are able to do that.'

The Pro-Vice Chancellor indicated that the risk associated with the joint degree model was less than other models, and that the university could consider operating it in the future.

The Pro-Vice-Chancellor:

'We still see the risks with double and joint degree as well, but they are lower. I can see that in the future we can overcome them and move towards them.'

The Dean of the Business School:

'I can imagine that would be something we want to explore. This University only developed a template for developing joint programmes and, dual degrees and that sort of thing last year. So, nobody has pursued that much here.'

By comparison, articulation arrangements (progression routes) were favoured by the staff for three reasons: quality, standards of delivery and the staff concerned. It was widely believed that articulation programmes were the model for future developments, and would be beneficial to UK students as indicated by the Pro-Vice Chancellor.

The Pro-Vice-Chancellor

'I think the risks with articulation and twinning (Author: are relatively low?), that's right. Like I indicated several times, the risks for us are quality, the standard of the delivery and the quality of the staff.'

The Director of the International Office suggested that the articulation model could enable exchange and communication between UK and Chinese students, and students from both sides could learn how to interact globally.

The Director of the International Office

'For me, I think where possibly the market is going in China is a continuation of progression agreements, but Earth University has also got to look at how our UK students interact globally. I would like to see arrangements with maybe students coming here to do undergraduate programmes, their first year is in our university, their second year is in China, and the third year is back to our country. So, it is not just about students coming to the UK to top up; increasingly, we see Chinese universities are teaching in English and having international colleges within the universities. I think that kind of progression route, spending some time in one university, some time in another, is the way we are progressing.'

The Dean of the Business School:

‘For an articulation, we do very careful mapping of the courses that people are taking at the Chinese institution. So, we have one person who looks after that mapping (for) both sides to make sure they have done the right programmes. There is time involved in that, but that works well.’

Distinct from the other models described, establishing an overseas campus was considered the most risky activity by the staff for a number of reasons, including the huge financial investment, the complexity regarding managing the project/campus, building relationships with local government, quality assurance, staffing and potential negative impacts on home institution recruitment, all of which were major concerns for staff interviewed. For example, the Vice Chancellor indicated that establishing a campus in China would require the University to work with the local government, and it could be very complex; student recruitment and staffing resources could not be guaranteed.

The Vice-Chancellor:

‘It’s highly unlikely I think that we will do that in China. That’s not to say we may or may not contemplate doing something in terms of an overseas campus somewhere else in the world. But, I think learning from what has happened in N place with N University and also within S City with L University, they are complex projects. There is a lot of effort to go in regarding working with the city and province governments. There are issues over student recruitment. There are issues over staffing. I think we have decided that, on balance, the level of effort and investment that would be needed, and the investment in a wider sense, cash, people, other resources and effort, means we are not convinced to what we perceive we would get out of it.’

The Pro-Vice Chancellor believed that having a campus in China was in competition with local partners. Moreover, the Pro-Vice Chancellor shared a similar view with the Vice Chancellor that the overall quality was a concern with the campus model.

The Pro-Vice-Chancellor:

'The question is still for us is, will we find locally the staff we would like to have up to the quality levels that we would like to have, and which would be behind the degrees of the Earth University. Again, we wouldn't like to contemplate to send too many of our staff from here over there. So, I think currently we still see far too many disadvantages than advantages. So, for us, we see the future, it is fair to say in collaboration with Chinese universities, rather than setting up a campus in competition with local providers.'

The Director of the International Office suggested that the campus model was very costly, and if it was not successful, it could have a negative impact on the home university in terms of international student recruitment. Moreover, having a campus in China could mean that there would be over-dependence on China market, and this was risky. Additionally, the Director indicated that Saturn University financially was not able to operate this model.

The Director of the International Office:

'It would be a huge investment for the University. There will always be the quality assurance concerns. There is an issue related to quality about whose staff are going to teach there. If we want to replicate the same sort of experience as here, are we going to take staff from here for contracts, or flying them out to teach; it is a different mode of delivery. We are considering an overseas campus in another country at the moment, but not China. (Author: 'Why not China?'). I think probably the offer we have received from another country is financially more viable to explore. There have been no commitments made. It is a huge risk for an institution to open a campus in an overseas country, because, if it is not successful, what are the implications for your own campus recruitment? Now, I would actively encourage us to explore opening a campus maybe for restricted delivery of one or two academic areas overseas, but I would be very nervous if that was to be China. And the reason being that if, it was not successful, what would the impact be on our international recruitment for this campus when we got such a dependence on China, 50% of the students come from China. I wouldn't want to take that gamble. I would much rather take a gamble with a country where we maybe attract fifty students. That's my own feeling, but the offer we are exploring at the moment, it looks as if it could be possibility for us, a less risky possibility.'

Overall, among the collaborative models, the Earth University staff considered that articulation programmes were the most suitable models, more favoured than others (franchise, double programmes, joint programmes and overseas campuses) due to two macro-factors: the scale of investment (including people, resources and financial

investment) and academic quality (staff quality and quality of delivery).

Earth University

– Challenges Associated with Both the Decision Making Process and Operation

Since the Earth University preferred articulation programmes in their strategy towards China, their main challenges therefore emerged by receiving students from Chinese partners and the challenges were mainly associated with three aspects: balancing recruitment, managing cultural differences and solving internal conflict, as illustrated by the following comments. However, balancing recruitment was not as challenging as the others since the University took action to solve this matter.

Table 4.13: Earth University’s internal challenges

Internal Challenge	
<ul style="list-style-type: none"> • Sustainability of partnership 	<p>The Pro-Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘If it is not truly embedded, there is always a danger if staff leave that these kinds of arrangements then will dry up and won’t be followed up. It all comes back to what we talked about sustainability; we only want to enter into something for the future where we are convinced and we can sustain it. That means it can’t depend on, for instance a particular member of staff or someone who knows colleagues in that particular university. That’s too fragile.’</i>
<ul style="list-style-type: none"> • Rigid internal quality audit process for partnership 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘The University, because of the quality assurance audits and stuff, the university has to have processes and procedures and (you) follow them to agree partnerships. And those are quite strict because of our standards and concerns towards audit. Sometimes, they can be ludicrous. So, you propose Tsinghua University as partner, and they want to know about its status and its quality! We should be lucky that they partner with us. And the recruitment partnership, the thing could be too long winded. You want to do deals so you can recruit some students, but you have to go through some symbolic processes of the University.’</i>

For example, the Vice Chancellor indicated that sustainability of the partnership was important; the partnership could not depend on personal links, i.e. a member of staff.

Table 4.13: Earth University’s internal challenges (continued)

Internal Challenge	
<ul style="list-style-type: none"> • Internal bureaucracy • Slow decision making 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘I would say the challenge internally is the bureaucracy to have collaborations approved. The speed of development in China is much faster than in the UK, and the speed of change and development within the universities in China is much faster than traditional universities in the UK like us.’</i> • <i>‘I would say for me the challenge in terms of dealing with Deans internally is that we don’t move things quickly enough. I don’t know why, but I think the UK quality assurance process is very rigid. It isn’t particularly flexible to understand the needs of international partners, and Deans will do all this alongside all their other duties But I think it is very high on the agendas for some of the Chinese universities; for them it is “ I must get this international collaboration and I must get it done now”. People here are juggling, maybe other duties, but also maybe juggling ten different Chinese partners plus one in Pakistan, and also, apart from the people that have been involved in long term, they don’t see the immediate fruits of their labour. So, for example, we signed a collaboration four years ago, but we take students this summer. I think sometimes that is another challenge, convincing them it is worth the trip, it is worth the effort, and in four years’ time we might see a return.’</i>

Both the Dean of the Business School and the Director from the International Office stated that the internal challenges came from implementing a quality audit process for partnership. It is explained that the quality audit process for partnership was very rigid, which could cause delays in developing the partnership. Moreover, the Director of the International Office indicated that some Deans were shortsighted and only wanted to have immediate returns from the partnership, and were unwilling to make efforts for the long term returns.

Table 4.14: Earth University’s external challenges

External Challenge	
<ul style="list-style-type: none"> • Cultural differences 	<p>The Pro-Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘Chinese partners always value it if we send someone senior over there. So, we wouldn’t just send a lecturer over there. We try to send either a Head of department or Dean, just to have that authority to be there. We feel that is the right approach.’</i>
<ul style="list-style-type: none"> • Inconsistent responses from different levels of partnering staff 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘Sometimes, you will find there is pressure from the top at Chinese universities to collaborate and the people at the faculty level, they don’t want to collaborate. There are all kinds of different issues that come up, but no more than we have found with European institutions.’</i>

Additionally, the Pro Vice Chancellor indicated that the Chinese partners always demanded higher levels of management staff to visit them, because it could be seen as showing respect to them. Moreover, the Dean of the Business School found that there were inconsistent responses regarding developing collaboration from different staff within the partner organization.

Table 4.14: Earth University’s external challenges (continued)

External Challenge	
<ul style="list-style-type: none"> • Student number concentration 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘We have occasionally had a problem of too many Chinese students in one class. So, for example, some subject areas, like accounting and finance, are very popular for the Chinese students.’</i>
<ul style="list-style-type: none"> • Admission criteria 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘The conflict will always come. We could fill all the places we have with international students by signing pre-agreements with private universities in China. The conflict comes about quality. The conflict comes with admissions criteria. So, we may not be happy with the level of students been taught, but also they expect us to reduce our entry requirements as well.’</i>

Table 4.14: Earth University’s external challenges (continued)

External Challenge	
<ul style="list-style-type: none"> • Chinese student behavior 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘There is a problem when they (students) first arrive, obviously. The problem is inevitable to some degree and I am trying to take action to militate against it. There is a tendency for staying within the group of your own nationality. That’s true for Chinese students, German students or French. The difference is the education system so that traditional Chinese students tend to be quieter. We try to avoid that, but inevitably they tend to take certain modules. Chinese students will take financial modules, because they feel more able to succeed in quantitative mathematical type subjects. So, they will group together in those certain modules.’</i>
<ul style="list-style-type: none"> • Chinese partner attitude 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘They are good at hiding it (the ‘pecking order’ attitude from a partner). They do, because you usually see a lot about your university when you arrive, others are hidden away. But, you do pick it up. I have never noticed this obvious hierarchy, but obviously in the publicity they put out, you can see the variety of partners, they want to use to make choices available to their students, which is fair enough.’</i>
<ul style="list-style-type: none"> • Managing recruitment 	<p>Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘It can happen, if W University was particular active with a partner, we may tentatively go there and say, look, not all your students are going to get into W University, would you be interested in working with us? They may say Yes. But if W University was to come on and work with a partner we are already working with, then we wouldn’t give up, we will say, fine, you can go to W University if you have high entry qualifications and you are prepared to pay that fee, but can W University match the University of Earth in terms of student experience, ranked No 1 in the UK for international welcome. The International Office is consistently being ranked top five in the UK, can W University match that? We will say, can they guarantee accommodation for every year (while) you study, do they pick you up at the airport and bring you back to your accommodation? So, we wouldn’t roll over and say, okay, you are higher than us in the pecking order, but we put up a good fight.’</i>

Furthermore, the Dean of the Business School indicated that the Chinese partners did not always reveal their overall collaborations with other partners, and often left themselves with choices for students. Therefore, it was suspected that there was a ‘pecking order’ attitude.

According to the Director of the International Office, convincing partners that Earth University was a good choice for students compared with their other partners was a major challenge. The Director had to provide solid evidence for the partner in order to win more students over to Earth University. An additional challenge for the Director was that the partner requested lower entry requirements for their students, which could compromise the quality of the Earth University recruitment standard.

In addition, student learning behavior and student distribution had been challenging issues for the Earth University staff. The Director of the International Office stated that most of the Chinese students had chosen accounting and finance degrees, which had caused an imbalance in the class. The Dean from the Business School indicated that the Chinese students tended to stay within a group, and that there was a lack of communication with other national students.

Earth University – Conclusion

The Earth University has been active in China for some years. The motivation of the University for entering China or partnering was not limited to anticipated increases in financial revenues. Instead, the University had multiple purposes in mind, ranging from academic benefits to enhancing students' international experiences. The articulation programme was the preferred model compared with others including franchise arrangements and double and joint programmes. Regarding the development of an overseas campus, it was not feasible for several reasons, such as the enormous investment and issues over maintaining quality. Moreover, it is worth pointing out that concerns over independence in China made Earth University decide not to choose the branch campus model as well. In the case of Earth University, the challenges of operation involved mainly three areas: managing cultural differences, solving internal conflicts (e.g. rigid internal policies and bureaucracy) and balancing recruitment and student numbers, all of which were described fully by staff in their interviews.

Earth University's behavior was more illustrative of an international approach than a global approach. Although the University stressed that research collaboration was important, its focus was still on student recruitment. In other words, the collaboration was primarily unilateral. Moreover, the University was acting more tactically than strategically in terms of establishing partnerships in China; the university was only focusing on a few partners that could bring students to the University. The University's attitude in choosing collaborative models indicates that Earth University was a very risk-averse institution, and therefore it did not want strategically to build a campus for long term development.

Mixed Group

Mars University – Introduction

Since its establishment in 1838, the University finally gained university status in 1992. Since then, the University has developed into an institution with 22,000 students, among which nearly 5,000 are international students from over 150 countries, making it one of the top 15 most popular universities for international students, according to the University. Additionally, the University has established various types of partnership ranging from international teaching partnerships (e.g. franchise agreements, dual and joint awards and distance learning), international progression partnerships, summer school programmes to international research and knowledge transfer partnerships. With respect to its cross border activities in China, its Business School has established progression agreements with three Chinese universities in order to fulfill its internationalisation strategy. It is clear that the University is an “internationalisation-orientated” institution; as it states in its mission statement – “embedding internationalisation in all that we do”.

This case describes the cross-border activities in China undertaken by Mars University. In the same way as for the preceding case studies, this section focuses on three aspects concerned with (1) motivation; (2) decision making process in terms of both selecting collaborative partners and collaborative models, and (3) the challenges Mars University experienced in recent years associated with their cross border operation in China.

Mars University – Motivation

Unlike other UK universities, Mars University has been active in China for more than thirty years. Initially, Mars University had an agreement called the X Programme with the Chinese Education Ministry. The purpose of the programme was to facilitate mobility of scholars in China, and the programme still exists. Nowadays, Mars University has many collaborative activities with several universities in China; for example, a training programme (such as English teaching, training and testing), a combined programme (developing degree programmes together with partners) and research collaborations, but, in this case, we focus on the collaborative activities forged between Mars University's Business School and its partners, i.e. an articulation programme.

The motivation for Mars University collaborating with the Chinese partners can be summarized into several aspects: academic internationalisation, cultural learning, long-term strategic partnerships, widening participation and building an international profile. It is worth noting that, despite the fact that Mars University has been active in China for 35 years, revenue generation has never been the primary motivation for them, all of which are presented in Table 4.15. For example, the Vice Chancellor suggested that the partnership could make students and staff have multi-cultural understandings. Moreover, the partnership allowed its students and staff to have exchange opportunities.

Furthermore, seeking a long term partnership in China was important, according to the Vice President, because it could broaden the range of activities for Mars University, i.e. the partnership was more sustainable.

Table 4.15: Mars University’s motivation

Motivation	
• Academic internationalisation	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘We are looking at genuine research collaboration. We have gone well past an era of simply providing courses for Chinese students, so it is very much a joint partnership around major strength of at least two institutions, one in China, one here. I think what we have seen now is that there is genuine respect on both sides for the contributions both groups can make. One of the things we try to make most of here is the benefits of having different cultural perspectives on a problem.’</i> • <i>‘The benefits of the multi-cultural characteristic and strength in this institution are very significant. By that, I mean intellectual benefits for staff and students of having that multi-cultural base. That’s what is important to us.’</i> • <i>‘Most of our partnerships are real partnerships. What that means is there is two way movement of both staff and students. And in many cases, there is no financial exchange between the two institutions, because students come here, our students go there. Chinese staff come here, British staff go to China. So, it’s a two way partnership. We are not selling something to China. Of course, we have had a full range of relationships. Yes, we had put on special courses and programmes for institutions in China, in particular, specific tailored courses, where a partner in China has a particular need at a particular point in time for a training programme they can’t put on themselves. So, we would then develop that product if you like, and then we will sell it to them. Usually, in those situations, they come here. It could be for a month, could be for a year. We have had those relationships, they tend to be short term, and focus on particular need.’</i>
	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘It is about internationalizing the student body, of course, that involves student mobility incoming and outgoing, it involves paid for programmes, and student exchange programmes. It involves internationalizing the faculty as well. You won’t be surprised we have a huge international faculty here, but it also involves internationalizing our curriculum and sort of research output as well.’</i> • <i>‘So, our motivations are, and, of course, student income as well, from all sorts of things, not just student tuition fees, but joint research, knowledge transfer and all that, these are also really important, but our key thing is to actually be an international institution, a global institution, and actually to produce graduates and have faculty which have that mind set as well.’</i>

Table 4.15: Mars University’s motivation (continued)

Motivation	
<ul style="list-style-type: none"> • Academic internationalisation 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘...It is a very obvious one, but it is question number one I would expect every university should ask themselves. Whatever you do, you are not a business, you are a university. Your key motivation has to be academic, and if something doesn’t make academic sense, you should really question why you are doing it.’</i> • <i>‘So, the fundamental research is part of much broader agenda. The key word in the broad academic agenda is” relevant”, relevance of our research, relevance of our teaching, relevance of our collaborations with the private sector, collaborations with non-university sector. So, that’s also what we are pursuing in China. It is a slightly different approach to research than one you would find in let’s say a Russell Group University.’</i>
<ul style="list-style-type: none"> • Cultural learning 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘I think they can learn more by interacting with people who grow up in that culture. You know what’s it about. You know, those interactions are very valuable, and in the best cases we even had, you know, a UK student and a Chinese student and an Indian student are going away at the end of their term and set up a business together.’</i>
<ul style="list-style-type: none"> • Long term strategic partnership 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘We are looking for deep relationships. The...University is a good example which is the institution where we enjoy a top level high quality research link through a number of members of... department. It is about how we can look at those relationships that may start of as a research link or individual academics’ connection over there, and look at other areas; we can collaborate to have an institutional relationship rather than having fifty or sixty individual links with fifty or sixty Chinese institutions.’</i> • <i>‘What we really try to do is leverage the existing linkages to build deep relationships while at the same time looking for new partnerships as well.’</i>

Table 4.15: Mars University’s motivation (continued)

Motivation	
<ul style="list-style-type: none"> • Long term strategic partnership 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘What we are doing at the moment is focusing on our partnership strategy in China a little bit more. Identifying probably a limited number of institutions in China, we will say we want to work intensively with you, which would be integrating different strengths or it would be bringing research, joint activities combined degree programs and so on together.’</i> • <i>‘Secondly, (we are) continuing to work with the range of partners we have developed over time in China and probably are broadening the activities we have with them to make it more sustainable.’</i> • <i>‘And the third one is the sustainability. Part of the sustainability is recovering the costs. So, in other words, we know that if we are in a partnership, and we are basically subsidizing the partnership over a longer period of time, it is not going to last, it is not going to be sustainable, it is not going to be stable.’</i>
<ul style="list-style-type: none"> • Non-profit motivation 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘No, it never has been. For us, I don’t have the statistics, but we are one of the most diverse, if not the most diverse, university in Britain, in terms of multi-cultures. We have students from 150 countries. Okay, we have about 25% of our students from overseas, 150 countries, we are a very diverse, culturally diverse organization. That’s part of our brand...The only financial consideration for me is that we don’t lose money.’</i> • <i>‘So, as long we have projects and activities that are breaking even or even sometimes we might put small amount of cross-subsidy in, the multi-cultural benefits are what we are after. You don’t go into these games to make money.’</i> <p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘We have about 300 students from China at this University, which for a University of 25,000 students, with 5,500 of them from outside of the UK, is actually not that many. I think that’s quite important to underline in terms of our whole approach to China, we are not about building huge articulation agreements, bringing over 200 students from an institution, sending them into a class full of Chinese students, that’s not what we are doing.’</i>

Table 4.15: Mars University’s motivation (continued)

Motivation	
<ul style="list-style-type: none"> • Non-profit motivation 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘Linked to that is we use student mobility to finance the academic collaboration...But, the purpose of the programmes is not a purpose in its own right if you understand what I mean. It is not about generating income for the University. It is, first of all, finding the means to finance academic collaboration. So, ultimately, we are more interested to try to find ways of strengthening the links with those two institutions.’</i> • <i>‘We feel that income shouldn’t be our No. 1 priority. We have to earn income, we have to cover our costs, at the end of the day what you do first of all it has to make academic sense, and then it needs to make financial sense in order to make it sustainable.’</i>
<ul style="list-style-type: none"> • Widening participation 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘...always has been important going right back to our founder... in the 1860s, to create educational opportunities for people who didn’t previously have them. We are doing the same thing in the 21st century way. So, most of the people we have from China, they belong to the first generation of their family to benefit from university, and that’s what X University and Y University do in China. I think that fits very neatly within our mission, insofar as it can do, in two cultures that are politically as far apart as others.’</i> <p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘We are a registered charity, we are a public institution. Basically, the work we do is trying to make a contribution to the development of society, not just London society, but in the globalized world. It is also a social global responsibility in a social international community. We make this more solid by, for instance, a very large culture programme, and an international scholarship programme.’</i>

Additionally, according to the Dean of the Business School, part of the University mission was to widen participation. He explained that most of the Chinese students in the UK were the first generation to receive foreign education, and the University would like to widen this opportunity to more Chinese students in the future. Moreover, forming research and student partnerships could enhance the University’s profile and ranking according to the Vice-President.

Table 4.15: Mars University’s motivation (continued)

Motivation	
<ul style="list-style-type: none"> • Building international profile and improving standing 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘So, we have, kind of, have raised the profile, in Chinese words, we would say with the higher ranked universities, and we work together in a more intensive way while still have links with middle ranked universities like X University. So, we are aware that it probably for us makes sense when it comes to research collaborations, we tend to have some preferred partners, which will bring us more in terms of more research collaborations, and will bring more also in terms of our standing because in China there is a great level of sensitivity on the ranking of universities.’</i> • <i>‘The higher ranked universities have become our partnership network. We treat them in a slightly different way by being willing to make some investment in there. So, we give them a little bit more time, literally staff time, possibly willing to pay some for tickets and extra for people who work on those partnerships. The reason for that is because this ties in with our institutional strategy. As an institution, we feel that we have been underperforming a bit on the academic side. We feel that actually there has been under-recognition of our research strength at this university. We need to maybe focus a little more on that. It is not so much about change in China, it has more to do with change within our university.’</i>

However, the Dean of the Business School had a different perspective due to his job requirement, as illustrated below:

The Dean of the Business School

'I am not going to lie to you, or pretend that money isn't part of the equation. Obviously, the income we receive from Chinese students and other overseas students allows me to pay the salaries of my staff and to grow the business that we operate. The Vice-Chancellor expects me to deliver quite ambitious income targets that I could never meet without doing that. So, that's clearly part of the motivation. But it is not the only part of motivation.'

Apart from the major motivation set out above, there were other motivations, such as helping the Chinese universities to develop programmes and partnering with private companies in China to make fundamental research more relevant to society. Moreover, there had been a change of motivation in that the University now tended to have more collaboration with the research intensive universities in order to increase their research strength while maintaining the collaborations with other, less intensive research universities in China.

Mars University

– The Process and Criteria for Selecting Partners and Collaborative Models

Regarding the selection process, according to the staff interviewed, Mars University did not have a formalized process, but this was currently being prepared. This was because the University had previously followed a very liberal approach to forming partnerships. For example, according to the Vice President, the University allowed staff to form partnerships within their subject interests on condition that the University's reputation was not damaged.

The Vice President (International)

'This is exactly the issue we have been looking at here. In the past, we had a very liberal attitude towards partnerships. And that was anybody within the University, who felt they have sensible links and wanted a MoU (Memorandum of Understanding), we would just go ahead. We feel the University's role is not to frustrate things as long as it doesn't damage the name of the University, make sure you don't line up with slightly dubious colleges, extra or colleges or whatever. Secondly, if people feel they wanted to do this, that's fine as long as it doesn't cost the University money, it doesn't damage university reputation, go ahead with it. We are becoming more restrictive of that.'

The Director of the International Office

'At our institution, we are in the middle pretty much of putting together that kind of what I would call a business or partner development process, but the way it works at the moment, you probably won't be surprised here, it is fairly ad hoc.'

According to the Vice Chancellor, the University had three different levels of partnership, i.e. institutional partnership, school level partnership and individual partnership. For an individual partnership, there were guidelines provided by the University. The school level proposal was processed by the Deans of their schools in collaboration with the International Office. The only time the Vice-Chancellor became involved with the process was when there was a proposed institutional partnership, as explained as follows:

Vice Chancellor

'We have, well, I am sure most of universities as well have three levels of partnership. There is the institutional partnership. There is the activity partnership, which is where you have got a research group in a particular school that develops a programme collaboration with another partner in China or maybe a network of partners in China or elsewhere around the world. And then there is the individual relationship, where a member of staff works jointly with somebody else. Here, we provide guidelines for the individuals. So, we are happy for individuals to go out there... let them get on with it providing they are doing it with certain guidelines. These guidelines are more about behaviour to protect reputation of this institution. Then, you have the sort school level partnership, or activity level partnership, and it's up to the Deans. So, the Deans of Schools, if they think it's in the best interest of their schools to have a Memorandum of Understanding with somebody, then they can get on with it. The only time I get involved, or the academic council gets involved, or the senior body of university gets involved, is where we are talking about major institutional partnerships where the institutions are committing significant funding to a particular initiative...there are probably three current institutional level partnerships with China. I am hesitating, I don't quite know what stage they are in, but those are essentially, the major ones that require major investment, and will come through academic council to the executive board for a decision about allocation of university resources. Those are the ones I would get involved with. those are the ones I would go out there and do various businesses and so on.'

According to Dean of the Business School, two general stages were involved in partner selection. First of all, an institutional visit, when the staff from the School went to visit the potential partnering university, and then report to the Dean. If there was general interest, the Dean would then go and meet the partnering university's Dean. At the second stage, the validation stage, the Dean would then meet with the validation committee at the university level and would answer all the necessary questions in order to obtain partnership approval. The process is demonstrated by Figure 4.5 below.

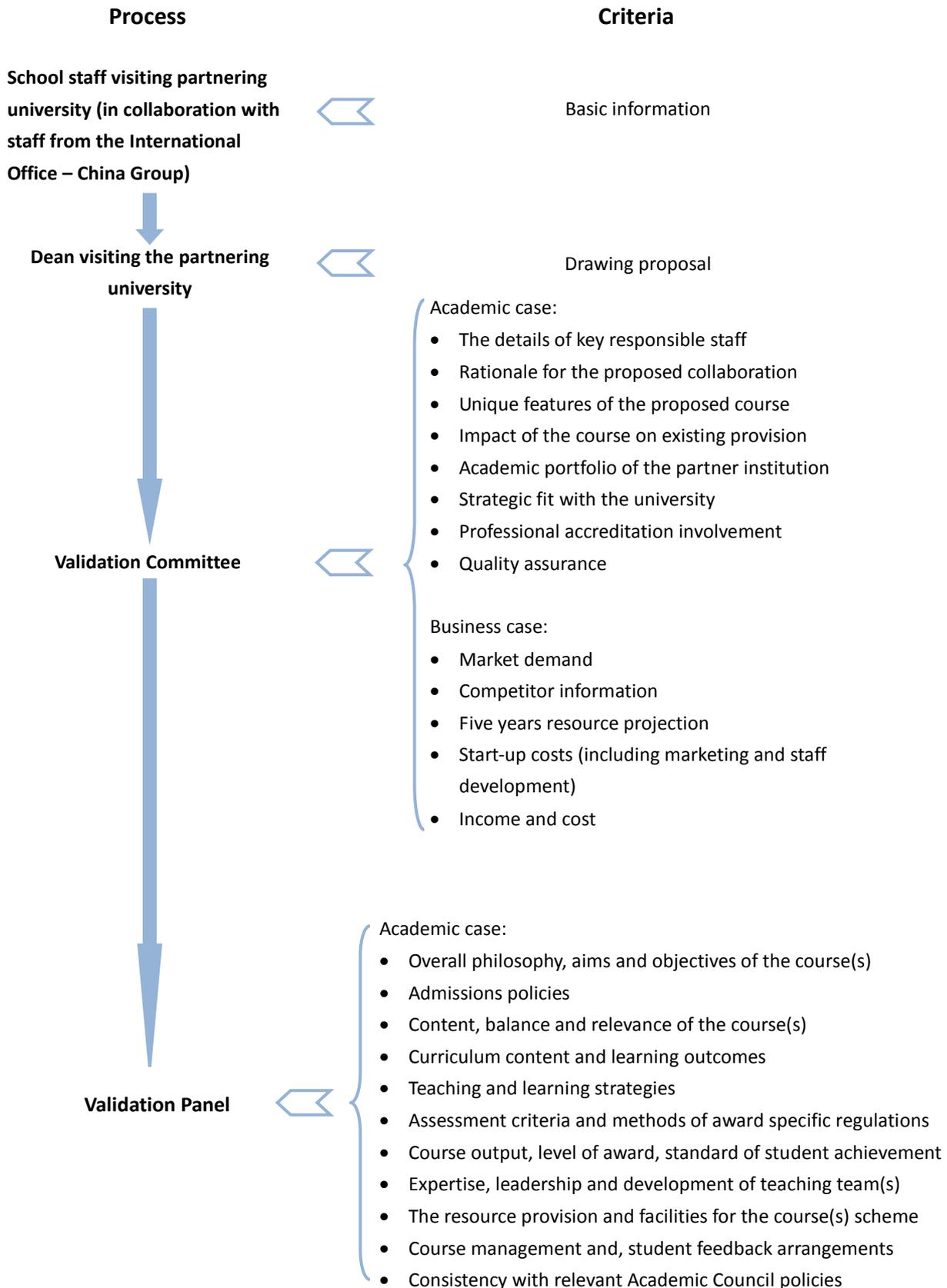
According to the Dean, the criteria were categorized into two aspects: the academic and the business case. The detailed criteria are demonstrated in Figure 4.5, and exemplified by the following:

The Dean of the Business School

'There are several layers of meeting. What tends to happen in the initial incident is that one of my staff will visit the institution and come up with a general idea. Then, they would come back to me, I would then go to visit that institution and meet with the Dean. We then come back and draw up a proposal. That then has to go to the University validation committee. They then have to ask other questions. I tend to ask questions that have to do with money, and questions that have to do with academic quality. The validation panel tends to ask much more detailed questions about the actual structure of curriculum, what students have studied, how the marking system works, all the technicalities that have to be considered. So, there are a lot of different questions, but I guess they all boil down to, first of all, quality, you know, are we satisfied with the students they will be sending us and do they meet our standards and will they be capable of doing the courses and succeeding? Secondly, it is financial, do we believe they will be able to recruit a sufficient number of students to make the thing work financially, so, we don't lose money. Then, the third question is compatibility, which is less, to be honest, about compatibility than about mission, it is more about compatibility of curriculum.'

For example, after initial contact, the Dean from Mars University would conduct a visit to the partner university and forward a proposal to the Validation Committee for review. At this stage, the business criteria included market demand, competitor information, a five years resource projection, start-up costs (including marketing and staff development) and income and costs. Academic criteria included the details of key responsible staff, rationale for the proposed collaboration, unique features of the proposed course, impact of the course on existing provision, academic portfolio of the partner institution, strategic fit with the University, professional accreditation involvement and quality assurance. Then, the final stage was that the Panel would make a decision solely based upon academic criteria including: overall philosophy, aims and objectives of the course(s), admissions policies, content, balance and relevance of the course(s), curriculum content and learning outcomes, teaching and learning strategies, assessment criteria and methods of award specific regulations, course output, level of award, standard of student achievement, expertise, leadership and development of teaching team(s), the resource provision and facilities for the course(s) scheme, course management and, student feedback arrangements and consistency with relevant Academic Council policies.

Figure 4.5: Mars University’s partner selection process



Similar views regarding criteria for selecting partners were shared by other staff, as illustrated in Table 4.16.

Table 4.16: Mars University’s criteria of selecting partner

Criteria	
<ul style="list-style-type: none"> • Academic active/quality • Reputation 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘We have no objections to working with private or public institutions providing they meet our quality standards. They meet our reputational standards. They have appropriate quality controls in place, and they can convince us that there is an interesting academic activity. Simply going into partnership, because there are students, is not something we will be interested in.’</i> • <i>‘...So, the key criteria, the ones we talked about, you know, will be issues around, is it a research active institution? Does it have a good reputation for the particular subject area we want to partner in?’</i>
<ul style="list-style-type: none"> • Academic quality coming first • Academic fit • Strategic fit 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘The criteria first of all from within the university, so, what is our strategy, what do we want to achieve, then the question is how do partnerships fit into that? Of course, there is an institutional strategy, but also the departmental strategy. Ideally, you want to make sure the departmental strategy is as much in line with the institutional strategy as possible. So, we want to offer incentives to do that.’</i> • <i>‘We feel there is no clear match sometimes, it is not necessarily just because we have the opportunity to work with an institution that would enhance our brand, if it doesn’t tick the academic box, we will not do it.’</i>
<ul style="list-style-type: none"> • Financial impact • Investment merit • Market demand 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘...the other criterion is going to be the financial impact, that’s really an interesting area with the Chinese universities as well...’</i> • <i>‘One of the other things we will be looking at as well is what the level of investment merits.’</i> • <i>‘One would be the actual institution itself. It needs to be a reputable institution, but also it needs to have the strategic fit, you know, in terms of, will there be for an articulation agreement, will there be a realistic group of students meeting our criteria, and sufficient numbers to make the financial side of it work, is that realistic, there are a lot of reasons why that might not be so...’</i>

Moreover, a personal relationship was also important for establishing a partnership with the Chinese universities. For example, some of the articulation programmes within the Business School were established by a Mars University's alumnus, as described by the Dean:

The Dean of the Business School

'It was also partly about our personal contacts...it was about people we knew. In the case of X University, we have been working with them for thirty five years on... The Dean again is one of our graduates.'

With regard to collaborative models, the University had articulation programmes with a few Chinese universities. Staff expressed similar views that, by comparison with other collaborative models (e.g. franchise and overseas campus models), articulation was currently the most appropriate model to apply into the partnership, as exemplified in Table 4.17. However, the major reasons that articulation programmes were working well was for two reasons: (1) a long standing relationship and (2) continuous resource investment, as explained by both the Dean of the Business School and the Director of the International Office below:

The Director of International Office

'I spoke to you about the one we got from the Dean's team, the reason it works so well is that we have members of staff over there not only promoting the programme, but preparing the students about what it's going to be like when they come over here.'

The Dean of Business School

'The Y University was well, that partnership goes back beyond my days as Dean, and was established by my predecessor. I think in that arrangement, it was a case our institution already had a link with the University. It was already involved in translation programmes that go back for thirty five years. So, we knew that the university had quality systems. It was also partly about our personal contacts, because the Dean there is a graduate of Mars University. So, it was about people we knew. In the case of X University, we have also been working with them for thirty five years on the translation programmes. The Dean again is one of our graduates. Again, we knew their quality systems in that institution.'

Table 4.17: Mars University staff's perception on collaborative models

Collaborative model	
	The Director of the International Office
Articulation model	<ul style="list-style-type: none"> • <i>'I also think it is about articulating the level of your involvement in an overseas market like China, understanding on the one hand that you have got very low risk, which is articulation or student exchange, and you have got slightly more risk such as the joint degree, and that kind of thing, and then you have got the full risk with the overseas campus. It is kind of that spectrum. I think we are very aware of that spectrum, but in China I think my view is that at the moment we are focusing on getting these middle bits really right before jumping to the final one, but it is not off the picture.'</i>
• Low risk	

With regard to other models, the franchise model, had a number of disadvantages. First of all, it was not in line with the University's objectives which emphasized collaboration. Secondly, if the franchise programme was taught in China, then students would not obtain a UK experience.

Table 4.17: Mars University staff’s perception on collaborative models (continued)

Collaborative model	
<p>Franchise model</p> <ul style="list-style-type: none"> • Not fit with university objective 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘We have had some franchise relationships in the past, but all of these are relatively small. Yes, we do them, if there is a business case, or business need. But, we don’t have a policy for aggressively targeting China for particular types of partnership; it goes back to our fundamental objective, which is partnership collaboration and intellectual development, rather than financial. That’s very important.’</i>
<ul style="list-style-type: none"> • Students cannot obtain UK experience 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘We don’t do franchise programmes at all. That was a strategic decision that was taken some time ago broadly by the University...We don’t have it in our school at all, that is partly because I don’t believe we should. I think the brand of our degree is strong enough, we can say actually we don’t want to do that, because Mars University experience is Mars University experience. So, we don’t want to have a degree that is wholly taught in China, because we think students coming to the UK is part of the experience, mixing with our students’</i> • <i>‘We believe people will continue to pay that high price. We are not going to offer a cheaper option, which is the Mars degree is delivered in Shanghai, because we don’t need to. I am not sure that we wouldn’t lose money if we try to do it.’</i>
<ul style="list-style-type: none"> • Reputation risk • High cost 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘The main thing about the franchise model is reputation risk, and also the cost. It is a very high cost model to do it properly, it is high cost for the partner, because we are so, if you like, protective of our reputation and quality assurance that we will (be) building into franchise agreement, a lot of quality measures which involve our staff going over quite regularly, that’s all paid for by the institution. I know this from other markets that our franchise offering is not particularly attractive to a lot of institutions.’</i>
<ul style="list-style-type: none"> • Money driven 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘We are not great believer in franchising courses. We feel that franchising a course doesn’t bring a lot to the University other than income. And of course as a University, we feel that income shouldn’t be our No. 1 priority. We have to earn income, we have to cover our costs, but at the end of the day what you do first of all it has to make academic sense, and then it needs to make financial sense in order to make it sustainable.’</i>

The Director of the International Office stated that the franchise model could damage the University’s reputation if quality could not be ensured. Also, it was very costly to send staff to China for teaching. Moreover, the Vice President added that the purpose of applying a franchise model was to generate income, which did not fit with their mission.

Table 4.17: Mars University staff’s perception on collaborative models (continued)

Collaborative model	
<p>Franchise model</p> <ul style="list-style-type: none"> • Quality assurance and cost 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘The other side of the franchise is that people only look at the income side, they never look at the cost side. If you want quality assurance in a strong manner, it costs money. So, it is not as profitable as some people believe.’</i> • <i>‘I am not keen on franchise. I think the franchise programme is to make money and is good for universities that want to generate income. But, I find academically it has a very limited contribution to make.’</i>
<p>Overseas campus model</p> <ul style="list-style-type: none"> • Plenty links in China to fulfill the purpose 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘It’s not something I am interested in. I think where we sit here, after 30 years of interactions with China, we have been in China long time. We feel that we have enough doors open to enable us to develop our academic mission in partnership with people and colleges in China without having some of those hardnosed instruments. I am sure that’s purely because we have been in the game, we have been in the country for 30 years. So, we have very strong alumni over that 30 years period. We have a large number of contacts. We have established confident relationships with a large number of institutions. So, we don’t need hardnosed instruments, there is no reason, no benefits to us for going to China for setting up a new campus or whatever. We already have more doors open than we can cope with, to be quite frank.’</i>
<ul style="list-style-type: none"> • Expensive • Not fit with the current Chinese education development • Risk averse attitude 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘I don’t want to do that in China, because it is a very expensive model. I think a country like... which has serious problem of corruption and which is very poor; there it is the appropriate model to have. In a country like China which has its own quality education system, which is relatively wealthy, and is becoming wealthier by day. There it is not an appropriate model.’</i> • <i>‘There are other things about the nature of our exchange rate, our currency, which makes us expensive. I think university Vice Chancellors and Deans are very conscious of that. So, when we talk about going into that market in a way that requires capital investment, which N model does or M model does, I think we are pretty nervous about the fact if we do that, and we run into real risk of losing money. I think with the universities in Britain, because we are public sector bodies, we tend to be quite risk averse’</i>

On the other hand, according to the Vice President, quality assurance for the franchise model was very costly, and as a result the franchise model might not yield a good profit as expected.

With regard to the campus model, the Vice Chancellor felt the university did not need a campus due to having plenty of links in China; these could fulfil the needs of Mars University. From the perspective of the Dean of the Business School, there were three issues with the campus model. First of all, it was very expensive to run a campus in China in terms of resource investment; secondly, the campus model was not in line with the Chinese education development on the whole; thirdly, Mars University was a public university, and losing money in a foreign market should be avoided.

The Vice-President added several challenges. From a risk assessment perspective, it was difficult to assess the associated risks with a campus in China. Moreover, it was challenging to control the campus as it was located in a different cultural environment. Furthermore, the Vice-President applied his 'three box' criteria, namely, academic relevance, social responsibility and sustainability. Firstly, from an academic perspective, a branch campus in China was not in line with the University mission; secondly, the Vice-President felt that having a campus model was a long-term commitment; therefore, the University had to make sure it could stand on its own. Otherwise, it would not be wise to establish a campus and then withdraw from China. Thirdly, the University had a social responsibility, and the Vice President felt that having a campus in China did not meet the objective of social responsibility of Mars University.

Table 4.17: Mars University staff’s perception on collaborative models (continued)

Collaborative model	
<p>Overseas campus model</p> <ul style="list-style-type: none"> • High Cost 	<p>The Dean of the Business school</p> <ul style="list-style-type: none"> • <i>‘...but delivering overseas is always an expensive option. A member of my staff might be ordinarily paid 35,000 pounds a year. If I ask them to teach in Shanghai for a year, they want to be paid more than that, because of the inconvenience of having to live abroad, even in a place like Shanghai, where you know it is a nice place to live. If I want to send them to... somewhere, you know, that’s the matter all over again, because these are not fantastic places for westerners to live. It is an expensive option and our costs would be very high, probably too high in the market to pay.’</i>
<ul style="list-style-type: none"> • Unsatisfied risk assessment 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘We have so far not decided to do the same as A and B Universities, even though we have done it elsewhere. We have been approached many times over the last ten years to set up a campus in China. And probably the main reason why we haven’t pursued that is because we have felt the conditions were not right yet. The risk assessment and risk management aspects - we are just not satisfactory yet.’</i>
<ul style="list-style-type: none"> • Operation control 	<ul style="list-style-type: none"> • <i>‘I think the key thing is keeping control of your operation, and especially academic control of courses, but in general control of your operation is an issue you want to be really confident about.’</i>

Table 4.17: Mars University staff’s perception on collaborative models (continued)

Collaborative model	
<p>Overseas campus model</p> <ul style="list-style-type: none"> • Three Box Criteria: 1.academic, 2.social responsibility 3.sustainability 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>As far as why universities would want to do branch campuses, my advice is that make sure you tick three boxes, the first box is does it make academic sense to have a presence somewhere abroad? All universities have a clear academic strategy. Internationalism is crucial to the strategy of university, which has a certain level of aspiration. If in your presence aboard, a transnational educational branch campus is in accordance with that academic mission, then obviously it is a very attractive (model). If it doesn't, you really should wonder why as a university you should want to do this, because at the end of the day you are a university, you are not a straightforward business...Assuming you are talking about a UK public sector university, you know, your box number one, you need to be very clear, in the academic case, why you want to do this. Secondly, it needs to be the case for sustainability, in other words, an operation like this is not something which you say - well if it doesn't work in a few years' time, we will withdraw from it...If you are engaging in setting up an operation somewhere else carrying your name and issuing your degrees, this is a long term venture, and therefore sustainability of that operation is crucial, and sustainability of that operation quickly comes to financial essentials...Number three which is often forgotten is that in fact universities also have to have a kind of third mission, and that is the social responsibility. So, somehow, does it actually make any sense to have this presence, does it also tick the social responsibility box? Admittedly, for many universities, that is mission drift...but it is still part of almost every university's mission that there is social responsibility. Social responsibility is not just about local mission or national mission. There is also the international universities' mission. So, those are for me the three boxes. If you have got a very clear "yes" to those three questions, it makes academic sense; we believe it is sustainable given the information we have; and it is a core social responsibility in general of the university, then it becomes very attractive to look at and have a presence aboard.'</i>

However, a different perception regarding an articulation programme had been raised by the Vice Chancellor, as explained below:

The Vice-Chancellor

'I think we say it is a short term arrangement. We see the relationship with China, again, as I said at the beginning, as moving away from undergraduate to postgraduate. As the Chinese higher education system matures, we see the relationship moving very much more towards intellectual development at the postgraduate and staff level. Therefore, the current undergraduate relationships are, if they are successful, by definition, time limited. But, they are very much part of the partnership building process.'

Moreover, articulation was not the only model that the University preferred in developing its partnership with Chinese universities, according to the Vice President (International). Unlike articulation, the combined programme was also developed together by both universities. So, the students followed one programme instead of following different programmes at different locations.

The Vice President (International)

'We formally launched a combined programme. I use the words 'combined programme'; unfortunately that was not on your list. The reason for that is the programmes we run in China are not really a kind of 3+1 or 2+2 or that kind of usual jargon which are used, but actually the programme we have developed together. So, they are not existing programmes as such, they are the programmes that were developed by us sitting down with the partner institution, and we say that each partner will teach part of this programme, but will teach towards the strength of their own institution, and students will spend some time in China, and some time in London. That model works very well, because the students are following one programme.'

Mars University

– Challenges Associated with Both the Decision Making Process and Operation

Mars University has been challenged by various aspects of the internationalisation process as exemplified in Table 4.18. For example, from a macro level perspective, the Vice Chancellor was concerned with the unpredictable political environment in China. The Dean of the Business School indicated that the exchange rate, cultural differences and competition had all have been challenging. From an operational perspective, the Dean had a few challenges. First of all, because Mars University's ranking was not particularly high, they sometime received a 'pecking order' attitude from partners. Secondly, personal favours could be essential to partnership development.

Table 4.18: Mars University's external challenges

External Challenges	
<ul style="list-style-type: none"> Political environment 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> <i>'I think the constraints to developing partnerships with China are more related to the political environment of the country, rather than the higher education system, but that's not uncommon again.'</i>
<ul style="list-style-type: none"> Pecking order due to low ranking profile 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> <i>'We are trying to get X University to send us more students. What X University tends to do is they play us off against other partners. They send ten here, and ten there and ten there. It is ok, ten is fine, but I would be much rather it is twenty.'</i> <i>'We are conscious of the fact that. In a sense, we know the rules of the game and we know where we are. We accept where we are. They look at the league tables. League tables are much more looked at in China than they are in the UK. So, for example, X University, their very best students don't come to us. They come to Warwick. We know that, we know that Warwick is higher in the league table than we are. We accept that.'</i>

For example, one of the local top politicians invited the Dean for dinner in order to ensure that his son could be enrolled into Mars University. As a result, a possible partnership in that city was not successful, because the Dean rejected the request.

Table 4.18: Mars University’s external challenges (continued)

External Challenges	
<ul style="list-style-type: none"> • Cultural differences 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘You know, we don’t have party secretaries supervising people like me, and Chinese universities do. We accept that there are differences in culture. We aren’t going to introduce that system here. We don’t expect Chinese universities to introduce our systems. They don’t have business people sitting on the board of directors. So, there are differences we accept.’</i>
<ul style="list-style-type: none"> • Personal favor 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘I had another misunderstanding in China, which was not with staff. On occasions when I was offered hospitality, which initially I thought was coming from the university. In fact, it was coming from elsewhere. That’s why we no longer have got links in Shanghai, it’s because the governmental official took me out to dinner, gave me a very good dinner, one of the best dinners I have ever had. At the end, he came over to me and started to talk about his son. His son wanted to come to this university, he had IELTS 4.5. I said no. Now, you know, the fact I said no didn’t go down really well in Shanghai, and I am not very well valued in Shanghai anymore.’</i>
<ul style="list-style-type: none"> • Economic factor: exchange rate 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘There are other things about, the nature of our exchange rate, our currency, which makes us expensive. I think university Vice Chancellors and Deans are very conscious of that. So, when we talk about going into that market in a way that requires capital investment, which, say the Nottingham model or Middlesex model does, I think we get pretty nervous about the fact that if we do that, we run into real risk of losing money. I think the universities in Britain, because we are public sector bodies, we tend to be quite risk averse.’</i>
<ul style="list-style-type: none"> • Market competition 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘Taking students from China, it is a low risk activity. It is a very competitive activity, we have been losing market share as an institution over the last five or six years both to other UK universities which are being outside London and can undercut some costs, and to other countries, and also the other big cost we have is student accommodation.’</i>

Table 4.18: Mars University’s external challenges (continued)

External Challenges	
<ul style="list-style-type: none"> Partnership: running cost 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> ‘Really, we aren’t interested in partnerships that send us a few students a year, because according to our quality assurance system, and the fact that I as the Dean have to visit those institutions. We have to receive the delegations from those institutions; yet, maintaining that partnership has cost. We don’t want to incur that cost for the sake of two or three students.’ ‘We have, for example, a quality assurance system which is quite good, it is one of the reasons why students come to Britain, because they know the quality is quite good. It is quite expensive and I have to actually appoint external examiners to look at the quality of the work. It means I have to send validation panels to China if we want to operate courses in China. That makes me think; anything I do in China is more expensive than what American, Canadian or Australian universities would do in China.’
<ul style="list-style-type: none"> Partnership: student quality 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> ‘So, we have to trust in their quality processes and they have trusted in ours. This is what went wrong with Z University, I didn’t that link would survive; the fact is that they sent students who failed. We don’t want that. We feel that shortchanges the students and their parents.’
<ul style="list-style-type: none"> Partnership: Key staff leave 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> ‘I guess, the people who know the best are also likely to move on. The Dean in X is reaching retirement age, and the Dean in Y is a high flyer. He is now the vice president, but I think he is quite likely to find his way into the poly-bureau and disappears by promotion. So, when those people move on, I think that becomes a point of challenge for us.’
<ul style="list-style-type: none"> Partnership: Chinese partner taking shortcut 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> ‘Sometimes for us, Chinese partners tend to from our perspective to take some shortcuts, which we aren’t comfortable with.’
<ul style="list-style-type: none"> Partnership: tendency to improvise 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> ‘The other dimension is we tend to plan things quite carefully while in China there is more tendency to improvise, they have the strength to improvise but that is the cultural difference.’

Moreover, key Chinese staff might leave the partnership institution. For example, a retirement could sometimes influence partnership development. Again, similar to

other universities, running programmes was very costly, especially with the partners that could not send many students to Mars, because the Dean still had to invest an equal amount of effort and time to them. Additionally, the partner universities sent unqualified students to Mars University, which compromised entry standards,

The Vice-President added that their partners tended to progress faster than they did due to the slow quality assurance process within Mars University. Furthermore, there were different expectations, understandings and management practice with respect to partnership development between Mars University and its partners. For example, for the Director, when a Chinese delegation visited Mars University, the Mars staff were not sure at what point to start real discussions for partnership development with the Chinese partners after various polite and formalized conversations and activities. Also, judging by the reaction from the Chinese partner, they also seemed uncertain due to the lack of understanding of cultural differences.

Moreover, when finalizing the partnership, the Chinese partner would commonly decide whether the partnership had been completed, according to the Director of the International Office. However, for Mars University, it was just the beginning of the partnership because there were more issues that needed to be solved in terms of the future operation and development of the partnership. In other words, the Chinese partner had a different focus from Mars University during partnership development.

Regarding internal challenges, the Vice-President considered that its quality assurance system and process was slow, which could delay the partnership process. Moreover, the Vice-President was worried that its slow internal decision making process could not keep up with the fast developing environment in China.

Table 4.18: Mars University’s external challenges (continued)

External Challenges	
<ul style="list-style-type: none"> Chinese partners tend to move faster than us regarding quality assurance 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> <i>‘I think the Chinese institutions tend to want to move fast while because of our quality assurance procedures, and also maybe because we are more cautious by nature, and because we have a strong name, we want to make sure that we don’t take risks with the name, we want to make sure everybody in the institution has an opportunity to make sure that we don’t take risks. We tend to be much slower than our Chinese partners who would like us to be.’</i>
<ul style="list-style-type: none"> Different expectation and understanding regarding the partnership 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> <i>‘But, I think quite often what happens is you develop a programme and it literally sits on a shelf. People are not actively working it, and (it) involves commitment from various people in the university to actually work the relationship, but also to monitor it, and also to evaluate it to the point where actually that’s not quite working right,. I think sometimes that is difficult with our Chinese partners, because I think the development is fine, but then it is almost like the relationships are now all there. Actually, that’s just the start of the relationship.’</i>
<ul style="list-style-type: none"> Different understanding on managing partnership Lack of understanding on how to progress the negotiation process and maintaining credibility 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> <i>‘I think in terms of implementation, which is also applied to development again. I think the cross-cultural side of it sometimes is underestimated, particularly in the business development side, but also on the implementation side. I spoke before on the development side about a large group of senior Chinese officials, party officials, senior university officials, coming to the university, a lot of polite and formalized conversations, extra, extra meetings, and the university, it is not just this university, not really understanding at which point you go for the business, you know. The formality and everything are very important, but, at the same time, these people are here to do business. I think one of the biggest challenges for us and other universities on the implementation side, you have gone through all of these efforts, a lot of effort to set the relationship up, and then I think you have got to maintain your creditability by delivering on it, because I think the Chinese partners have a lot of options. Often, they have more than one partner. So, you have got to make sure that everybody delivers.’</i>

Table 4.19: Mars University’s internal challenges

Internal Challenges	
<ul style="list-style-type: none"> • University quality assurance system 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘But, the other challenge is of course the national and local system bureaucracy. It may sometimes get less straightforward in setting up (programmes) in China. Again, that is not criticism, because we (in the UK) would come with a certain level of baggage as well. I mean, our QA (Quality Assurance) system can be quite demanding as well, which on the one hand is good, because it ensures quality, but then it can be (a little bit) perceived as culturally insensitive. So, that’s the kind of baggage we come with. That’s kind of taking it or leaving it, and some universities have the lessons, they have learnt from experience and have introduced it, because they have realized that not having it is not a good idea either.’</i>
<ul style="list-style-type: none"> • Human right issue 	<p>The Dean of the Business School</p> <ul style="list-style-type: none"> • <i>‘You know, there is a tiny handful of academics, who believe we shouldn’t do business with China, because of the human rights record, but they are a tiny minority.’</i>
<ul style="list-style-type: none"> • Obtaining support from colleagues and having the right people on the team 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘So, I think in the collaboration’s area with Chinese institutions, one of the big things to take into account when you develop a relationship is the internal dimension, getting the right people on board at the right time, getting them to understand, that part of that is about engaging academic faculty and staff as well with the internationalisation agenda. It is not good enough to just have the international office sitting there and go on do all these, because it is not going to work without the colleagues actually to drive it forward. Their views need to be listened to, but again, at times, things are needed to drive forward. That’s where the real skills are needed; if you like, skill in managing international operation comes in, building consensus, getting support from right people at right time, driving things through, sometimes where you don’t have that support.’</i>

Additionally, there was internal competition among different departments within

Mars University for partnership development, especially with the top ranked Chinese universities, because it could increase their international profile and status.

Table 4.19: Mars University’s internal challenges (continued)

Internal Challenges	
<ul style="list-style-type: none"> • Having different perspective on partnership among staff 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘Actually, this is a key point. This is where sometimes we do have tension with academics, because our academics generally, for them, they would love to have relationships with the best universities in China, because their own department, and their own professional standing, would gain a lot of status from that. But, from my point of view, I need to think about those things you are talking about, are we going to be kind of second stream to some of the partners, maybe we are not best suited to working with them ...’</i>
<ul style="list-style-type: none"> • Slow internal change versus fast developing external environment 	<p>The Vice President (International)</p> <ul style="list-style-type: none"> • <i>‘Essentially, the way I articulate this to everyone and my staff is that UK education institutionally is incredibly internally focused, it’s a big organization, you have got kind of mismatch quite often between what is a very slow moving internal world with a very fast moving external world. You might say to me, well, Chinese higher education is also quite slow moving, but from where I am sitting, it is not, that’s one of the biggest challenges we have to overcome, this is being able to adapt and react and develop, but not in a way where we all run over there, we all have to run here.’</i>

The Director of the International Office complained that there was a lack of support from academic staff in order to progress the partnership. Also, it was very difficult to find qualified staff with experience and understanding of managing international operations.

Mars University – Conclusion

In this case, three major aspects of the Mars University strategy have been examined (i.e. motivation, decision making in terms of choosing both partners and collaborative models and the challenges posed by operating in China) associated with its educational provision in China. First of all, over 35 years of involvement in China for Mars University, some of its motivation had changed. For example, it had previously applied a very liberal attitude, allowing staff to develop partnerships provided they followed broad guidelines. However, the University had changed its strategy. It had decided to have a limited number of strategic partners, while also encouraging individual collaborations. Moreover, its motivation had never been primarily financial. So, recruiting students had not been their priority. Although its Business School had been active in China by having articulation programmes, its purpose had been primarily to internationalize their academic activities, such as widening participation, and to encourage mutual learning between the staff and students. The University also wanted to increase their numbers of collaborative activities with research intensive universities in China in order to boost its international profile. Regarding the criteria for choosing the partners, the University has two categories: the business case and the academic case, all of which are demonstrated in Figure 4.5. Although articulation had been applied by the Business School, it was seen as a short term approach due to the University's focus, which was not student recruitment. By comparison, according to the staff, another model – the combined degree model - was preferred because it could combine the strengths from two universities. Various challenges had been presented to Mars University, such as cultural misunderstandings, political influences and operational challenges (e.g. managing mismatched expectations).

Mars University has chosen an international approach. The University focused on a student recruitment partnership, although it also emphasized research collaboration.

Therefore, its collaboration with the Chinese university was unilateral. Moreover, the Mars senior management team held the view that a campus model was a long term and risky strategy, and felt that it was not in line with the university mission. By comparison, articulation was more appropriate and suitable for the medium term.

Research Focused Group

Mercury University – Introduction

Mercury University was established in 1881. With continuous growth in the last century, it has become one of the UK's top research universities, and is a member of the Russell Group of research-led universities. It is unarguably one of the pioneers with respect to internationalisation in higher education, especially its activities in China. In 2006, it became the first foreign university to open an independent campus in China. Since then, the growth in its China Campus has been very rapid with student numbers growing from 250 to nearly 5,000. Its China campus offers comprehensive degree programmes ranging from undergraduate programmes in economics, business and engineering to research degrees in international studies and communications. Moreover, the University has a further presence in other international locations, such as in Malaysia, which is also growing in parallel at the same rate. As a result, the UK, China and Malaysia campuses have formed an international academic network to enable exchange between students, and teaching and research staff. Additionally, the University is a member of 'Universitas 21' in order to expose itself to more cross-border activities with universities globally. With its increasing international presence, it is believed that the University will continue to strive in order to meet its key objective – to consolidate the University's position as a leading global university for learning and teaching, and to establish the campuses in Asia as leading institutions within their regions in terms of teaching quality.

In this case, Mercury University's motivations for entering China are explored. In particular, the rationales why Mercury University wanted to have a branch campus in China are explored. In addition to the campus, Mercury's Business School has established some recruitment links with Chinese research-intensive universities, and these rationales are also briefly explained. Furthermore, it reveals the reasons why W

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Education Group was selected by Mercury University to be its partner in terms of establishing the campus. Additionally, the challenges Mercury University has experienced are explained.

Mercury University – Motivation

The University believed that it had a very sound strategy with clear purposes, as explained by the following:

Mercury University International Strategy (2008)

‘The main purpose of our internationalisation strategy is to provide globally excellent and internationally relevant teaching, research and knowledge transfer activities to our key external stakeholders. The strategy emphasizes breadth and diversity of activity and seeks to embed an international dimension across the range of University activity. In achieving these purposes, our internationalisation strategy will establish the University as a leading global university and give us a competitive advantage over universities in the UK and Europe.’

In becoming a leading world university, they believed that ‘being truly international will be a key to success in the 21st century.’ It was claimed that one of their most important actions to this end was to have a campus in China, and the University believed that they had established a new model for the globalization of university education.

According to the interviews, several factors had encouraged them to go to China and to establish a campus, as well as having articulation programs, as summarized in Table 4.20. First of all, the Vice Chancellor had a clear vision that Mercury University should be the lead pioneer in the internationalisation of higher education; this was the reason for Mercury establishing a campus in China, according to the Director of the International Office.

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Table 4.20: Mercury University’s motivation

Motivation	
<ul style="list-style-type: none"> • Importance of overseas students to the university 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘International students were always important, even when they studied for nothing, because of the richness they brought, the cultural richness, because of the friendships, the diplomatic ties. So, we decided to internationalize...’</i>
<ul style="list-style-type: none"> • Having an international campus in China to offer international experience to students 	<p>The Vice President China Campus</p> <ul style="list-style-type: none"> • <i>‘So, the ambition for X Campus - it is not just enough to have a British campus in China, we want it to be an international campus, so we want students in X Campus to have an international experience. We can do that by sending them to other countries for a semester or a year, and we also do that by having an ambitious plan for recruiting non-Chinese students to the Chinese campus, so we are looking to have 20-25% non-Chinese students in X Campus.’</i>
<ul style="list-style-type: none"> • Academic internationalisation 	<p>The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>‘The other thing is having a campus abroad, I mean it is a springboard and an opportunity for academics to make research links, and that is absolutely true, that is exactly what has happened.’</i> <p>The Director of the Business School</p> <ul style="list-style-type: none"> • <i>‘You know, in a sense not just do we have a large proposition of international students, we have sort of recognized our international faculty, but now we also have international campuses. We offer programmes in X and Y Campuses, we also get exchanges of students and staff as well. It gives us genuinely an international perspective, which is valuable to staff and students. Our students can go on exchanges to overseas campuses.’</i>

Secondly, both the Vice Chancellor and the Vice-President from the China campus stressed that Mercury University would like to make a contribution to global and local demand. For example, the Vice-Chancellor considered China had been relatively under-developed for a long time. With internal reforms, China had grown, and Mercury would like to offer assistance to facilitate further growth in the higher education sector and in other important sectors such as environmental issues.

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Table 4.20: Mercury University’s motivation (continued)

Motivation	
<ul style="list-style-type: none"> • Academic internationalisation 	<p>The Director of the Business School</p> <ul style="list-style-type: none"> • <i>‘...more broadly, there will be partnership advantages in terms of exchanges, maybe staff, other developments in terms of student exchanges, research collaborations. If you are an international university, you would want to have a lot of links with other top quality universities around the world. Otherwise, you can’t really portray yourself as international if you haven’t got them and be domestically focused, you haven’t got strong international links, particularly research links.’</i> <hr/> <p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘What Mercury University was getting out of it is a foothold in the fastest growing economy, and where you are seeing the research relationships and collaborations are starting very quickly. That gives you a foothold that nobody else has.’</i>
<ul style="list-style-type: none"> • Competition driven 	<p>Vice President China Campus</p> <ul style="list-style-type: none"> • <i>‘Well, there’s more and more competition for foreign students, it is real business these days, it is run like a business... So, anyway, there is more competition and the level of staying ahead of the game, just staying here and waiting for students to come to us in the long term, it probably won’t work. So, let’s get ahead, let’s go to the students. That would be one level of which you could say that’s our motivation.’</i>
<ul style="list-style-type: none"> • Differentiation from others 	<p>Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>The crude answer is that international student recruitment is a big part of the UK universities’ business. The market has got very much challenging. From China, we have seen a massive drop in students coming from China to the UK over the recent years. So, that is one reason to find the other ways of attracting international students...’</i>

Furthermore, the Vice-Chancellor pointed out the importance of the Chinese students to the University, because they could bring a different cultural experience and offered a potential diplomatic connection to the University in the future. The Pro-Vice-Chancellor had been impressed by the Chinese economy, and believed that

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the University should be involved. In particular, China was opening up to new ideas and would welcome assistance from outsiders.

Table 4.20: Mercury University’s motivation (continued)

Motivation	
<ul style="list-style-type: none"> • Differentiation from others 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘The University had made a commitment through the Vice Chancellor leading it to try to differentiate ourselves among UK universities, and beyond that, as a truly internationalized university...but to differentiate ourselves through international activities.’</i>
<ul style="list-style-type: none"> • Make contribution to the global/local demand 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘I believe we are helping and reforming to opening up the country, because I think what China went through before that was hell. What it had after that is the beginning of hope and growth, it is just marvelous. I actually said in the public before the opening up, this is the greatest event in the history of the world, and I think it is. We want to be there to play our part.’</i>
	<p>The Vice President China Campus</p> <ul style="list-style-type: none"> • <i>‘...there is a simple idea that appeals to me about that thing, because you know the simple project is to go out and offer expertise in an area which matches China’s needs. So, that’s a simple idea, and that remains pretty much the idea today...’</i> • <i>‘So, in China, energy production and pollution, these are all very big issues. So, this is what’s on the Chinese agenda, and then that it has be to convertible into undergraduate and postgraduate degrees, so we have quite a few new degrees relating to these environmental agendas. So, engineering is part of that, in areas like sustainable manufacturing for example.’</i>
	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘Both sides were benefiting, both sides were doing this because they can see the benefits. China is just like every other country in the world - it wants to become an educational hub. This is a way of raising its profile, learning from what’s happening in other experiences elsewhere. So, you know, there was a motivation from China. China is expanding its higher education very quickly. This is the way of helping them to expand it. I know it is very small in percentage terms.’</i>

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Table 4.20: Mercury University’s motivation (continued)

Motivation	
<ul style="list-style-type: none"> • University should be global 	<p>The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>‘...the main reason is that I think we believe that universities now should be global, the boundaries within one culture are going and in twenty years will be a lot weaker, and cross-global, cross-cultural research, cross-cultural business, teaching, globalization generally will demand students and staff that have worked in different cultures...Our graduates from China, many of whom have spent a lot of time here, because they come on summer schools, or they come on a semester or year abroad or they are on joint degree programme, I think we find that is very attractive to employers.’</i>
<ul style="list-style-type: none"> • China’s importance 	<p>The Pro Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘With China, again, I suppose, you look at it and say “world’s largest economy”, it is liberalizing in very sensible fashion, a gradual process of economic reform and (it is) was really starting to take off in the mid ‘90s, with a very old fashioned HE system, but now it is open to this and to new ideas, there is huge potential, and many challenges. But, actually, at the moment, if you are going to be anywhere in the world, you would want to be in China or India.’</i>
<ul style="list-style-type: none"> • Supportive network in China 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘We have felt that we had supportive friends, who could help us with China. So, the Chancellor of the University, although as you know the Chancellor of British university is not an executive position, but having a Chancellor in the University and being the former president of a Chinese university gives us a degree of knowledge, no, not knowledge, but the ability to open doors and talk to people, in a way that if you want to open a campus in any other country we might not have had; it was partly about climate, it was partly about environment, the external and internal support, partly because it is China. You know, already by 2003, China was our single biggest country for the recruitment of students. It was quickly developing into our single biggest country...’</i>

Academic internationalisation was also an important factor for Mercury to go to China according to the Director of the Business School and the Director of the International Office. For example, having a campus in China allowed staff and students to exchange arrangements between locations. Also, partnerships with the Chinese universities could bring research links.

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Moreover, the Assistant Director for Transnational Education indicated that staff at Mercury University believed that the University should be global in approach and that it should not have boundaries in the future, by having a campus in China or by establishing partnerships that could facilitate that development. The Assistant Director also added that Mercury University would like to be differentiated from others through an internationalisation strategy (i.e. an international campus).

From a business perspective, the Vice-President from the China campus indicated that having a campus in China could bring education opportunities to the students locally. Moreover, the competition for student recruitment was becoming intensive, and having a campus in China could be an advantage.

Table 4.20: Mercury University’s motivation (continued)

Motivation	
• Leader’s vision	The Director of the International Office • <i>‘(Our former Vice-chancellor) had a vision for internationalisation of higher education. He saw Mercury as the lead pioneer end of that. Frankly, that’s why we are in China. That is the only reason we are in China, because we have a leader who has inspiration and imagination to make us investigate the opportunities, develop the friendships and so on.’</i>

However, revenue generation was not their main motivation for having a campus in China. The Vice Chancellor stated that having a campus in China is not about earning money, but *‘It is about doing something that is idealistic, important, utilitarian and strategic for the development of Mercury.’* The Vice President China Campus shared similar view with the Vice Chancellor, but also emphasized the structure of the financial arrangement by indicating that *‘any income that is left over at the end, we have to put it back into the Chinese university, that’s the way we set it up.’*

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The Vice Chancellor

'...going to China is not about making money and it is not about losing money. It is about doing something that is idealistic, important, utilitarian and strategic for the development of Mercury. We can't go bankrupt out there, so we have got to make sure we balance the books, but the motivation isn't financial, although financially, it probably helps us, because it is the international exposure of your reputation that only a very few other people have.'

The Vice President China Campus

'I think making money may well be a motivation for quite a lot of universities, but this University's overseas campus, it doesn't make money directly for this University. They might add to the profile of this University, they might attract attention to this university. So, the University in general expands and flourishes, but in terms of the new income flow for this University, that's not the way it works. And any income that is left over at the end, we have to put it back into the Chinese university, that's the way we set it up.'

The Director of the International Office indicated that having campus in China could not be seen as a profit-driven strategy. By establishing a campus, it could prove that Mercury University was a true pioneer in terms of international campuses.

The Director of the Business School

'I wouldn't consider it is purely being income driven or profit driven. I think it is very important to enrich the image of Mercury, the brand...but partly because of our international profile, us being pioneering, pioneering in terms of international campuses, we are at the forefront...that's good for our image, good for the prestige of Mercury as an international university. That carries the Business School as well, but we all have to be aware of bottom line considerations in those things, but that is not the only value or the only issue.'

Mercury University

– The Process and Criteria for Selecting Partners and Collaborative Models

With regard to building the campus, according to the senior staff interviewed, initially, they had various offers from China to establish a campus. However, most of the proposals (“the food court model”) did not fit in with the University’s preferred model, i.e. having academic control and setting up an independent campus. By contrast, the proposal from W Education Group met these criteria. The Director of the International Office explained that ‘*W Education Group was the only partner that was allowing a foreign university to come in and run a university academically.*’ In other words, there was a fit between the two parties in terms of objectives.

The Director of the International Office

‘The issue with X City and W Education Group is that, at that time 2003, all of the propositions that were coming out from China at that time, they were generally coming from the famous universities, they were looking to develop what they were calling international campuses, they were inviting British or American universities, you would be invited to have a base on their campus to run a Master programme, another university would run a programme in English...At that time, and it is still the case, W Education Group was the only partner that was allowing a foreign university to come in and run a university academically. So, it was the right partner for what we wanted to achieve, because the model we previously had in Malaysia, is one where there is only one Mercury University academically, you know, the degree programme, the staff, it all goes through the core. The whole notion of being a partner or one of many, not that I think there is anything wrong with it, it just didn’t suit the Mercury model.

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In addition to W Education Group's proposal, there were several other conditions, such as location; moreover, W Education Group had certain criteria that had impressed Mercury University. First of all, W Education Group had an impressive record of building universities, as commented by the Vice President China Campus.

The Vice President China Campus

'They seemed to have an attractive record in building up their own university - Z University - to show that they can do this, they could build the university and it would look good, and they could deliver. So, the University chose as its partner W Education Group and they were behind the university; that was important, that we had confidence in them, and also we had good support from X City itself at the municipal level and also from the province. These were all these things you needed to be in place for it to work...'

Secondly, as indicated above, the local and provincial government had shown great support. Thirdly, the division of labour regarding the partnership between the two sides was very simple (i.e. W Education was responsible for financial and political resources, and Mercury University concentrated on academic issues), and it matched Mercury's model, as pointed out by the Vice President China Campus. Moreover, the Vice-Chancellor indicated that the leader from W Education was a wonderful character, who had been one of the key factors to the success of establishing the campus.

The Vice-Chancellor

'If you go into partnership, the two sides must agree to be partners. One key feature is they want to be partners. Secondly, they have a wonderful leader, Mrs Y, who has made a great contribution to the development of providing education in China, primarily at school level. W Education Group has set up a university, but it is not an international research university. It doesn't pretend to be and that's correct. It is our territory to do this business, we are in total control of the academic side.'

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The Vice-Chancellor

'With one leader, there is no argument there. They look after the commercial side, financial side, dealing with government, infrastructure, they are very good at that. We deal with the academic side...'

The Vice President China Campus

'I think that was that there was a simple division of labour, I suppose, they would build the campus for us, we would supply the intellectual property, the degrees.'

Additionally, having a network and contacts was also important. As briefly mentioned above, W Education Group was responsible for negotiating with the local government, which they were good at, as confirmed by Pro-Vice Chancellor.

The Pro Vice-Chancellor

'Certainly, I think having knowing the people, having links, having contacts becomes hugely important.'

Moreover, the location was very important in terms of its affluence for the University, as indicated in the following:

The Vice President China Campus

'Z City is also scheduled. There also have to have a certain level of affluence. I mean, I was interested to see Z City is statistically more affluent than H city. So, you need the level of wealth to work properly, because in the first instance, you will be recruiting locally. So, around half of our students are now recruited within Z Province.'

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With regard to the choice of collaborative model, the branch campus, although it was considered a high risk from a financial perspective, according to the staff interviews, it had other advantages over different models; why the branch campus model was preferred by Mercury University is set out in Table 4.21. In particular, a branch campus could ensure strong academic and quality control (i.e. the programme would be taught entirely by the University’s own staff) according to the Director of the Business School.

Table 4.21: Mercury University’s perceptions regarding the models

Collaborative model	Perceptions
<p>Branch Campus</p> <ul style="list-style-type: none"> • Strong academic and quality control 	<p>The Director of the Business School</p> <ul style="list-style-type: none"> • <i>‘I think it is preferable, in a sense you do have more control over quality, you are not relying on delivery by a franchisee if you like, where you want your stuff to be delivered by a third party if you like. I think it is easier to manage the quality assurance process...In terms of risk, I think it is probably a safer option in a sense that you have that greater control. You are not relying on management quality delivered by a third party if you like.’</i>
<ul style="list-style-type: none"> • High business risk, high cost but low academic risk 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘If you drew a risk chart, at the high end risk would be the campus, it is potentially a business risk, a cost risk, but the academic risk is very low, because you control it.’</i>

The Director of the International Office shared a similar view with the Director of the Business School. From an academic perspective, a branch campus model had very limited risk, although the model could create a financial risk. More importantly, the branch campus could establish a solid ground for Mercury University staff to build research and teaching partnerships in China. Additionally, having a campus could encourage student and staff exchanges more easily between the UK and China.

Table 4.21: Mercury University’s perceptions regarding the models (continued)

Collaborative model	Perceptions
<p>Branch Campus</p> <ul style="list-style-type: none"> • Building solid foundation in China 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘What Mercury University was getting out of it is a foothold in the fastest growing economy, and where you are seeing the research relationship and collaborations are starting very quickly. That gives you a foothold that nobody else has.’</i> <hr/> <p>Mercury University International Strategy (2008)</p> <ul style="list-style-type: none"> • <i>‘These campuses provide Mercury University staff and students with a range of study and travel opportunities.’</i>
<p>Joint Campus</p> <ul style="list-style-type: none"> • Academic control confusion 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘So, we don’t actually have a joint campus, if we set it up with A University or B University, there would be problems about who makes decision on academic matters...Keep it simple. It is the Mercury University degree, not something else. We would never pass control of standards, quality and academic integrity. We would never share that with anybody.’</i>
<p>Joint degree</p> <ul style="list-style-type: none"> • No quality addition 	<p>The Vice President China Campus</p> <ul style="list-style-type: none"> • <i>‘I don’t think it will add anything for us... it won’t make our qualifications desirable to make them dual degrees. There are all sorts of arrangements that are possible, but there is a lot to be said for a simple deal, you know, go to this university will be taught (by) us, Mercury degrees, by people appointed at Mercury or who are employees at Mercury, the programme will be a Mercury programme, and the degree you get at the end will be the degree of Mercury University.. That’s a simple message if you start saying it is kind of hybrid or it is half degree from Mercury and a half degree from somewhere else, then what is it?. I don’t know it would add anything. We would consider it if it would be enhancing the quality of what we do, but I think the Mercury name is the attraction. We are not convinced that any other deals would be more attractive as a kind of product in the market.’</i>

Table 4.21: Mercury University’s perceptions regarding the models (continued)

Collaborative model	Perceptions
<p>Franchise</p> <ul style="list-style-type: none"> • Reputation risk 	<p>The Vice President China campus</p> <ul style="list-style-type: none"> • <i>‘The franchise is something we don’t do. We regard it as risky to our reputation. I am sure our Vice Chancellor said exactly the same thing, and that is just too much risk, we can’t afford to, the one thing we have is our reputation as a high level university, research intensive with a keen eye to quality assurance and teaching, we can’t afford to do anything to risk that.’</i> <hr/> <p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘Also, with validation and franchise, the academic risk to reputation is much stronger.’</i> • <i>‘Validation and franchise? With all of those things you then water down the brand’</i>
<ul style="list-style-type: none"> • High risk 	<p>The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>‘We don’t believe in franchising. That has been the University’s policy since I have been here, and I think it is on a scale, if there is a risk of different activities, and high is there and low is there, and the franchise is probably the highest risk, near branch campus, but one of the highest risks, because you are basically letting someone else to teach your programme. So, I think that’s where the University is coming from, we are not adverse to the idea of other types of collaborations, but not for us.’</i>
<ul style="list-style-type: none"> • Quality control risk 	<p>The Director of the Business School</p> <ul style="list-style-type: none"> • <i>‘...because you have more control. If it is a sort of partnership arrangement or franchise type agreement, then it is going to be managed through a contractual agreement. So, what we might call service deliver agreements, they have to be monitored even more. Whereas the model we have, as I said, it is the Mercury University is delivering as the University of Mercury, not through some contractual agreement to deliver...’</i>

Table 4.21: Mercury University’s perceptions regarding the models (continued)

Collaborative model	Perceptions
<p>Franchise</p> <ul style="list-style-type: none"> • Quality control risk 	<p>The Director of the Business School</p> <ul style="list-style-type: none"> • <i>‘If we were to rely on buying-in somebody to deliver our programmes or modules, that would probably be higher risk than if we have our own staff we have appointed, such as to our usual system and requirements and meeting our expectations of delivering these services. It is the same sort of thing. It is sort of in-house, rather than contracting out type.’</i>

Furthermore, with respect to the franchise model, both the Vice-President China Campus and the Director of the International Office disliked the model because of reputation risk. Moreover, the Assistant Director for Transnational Education pointed out that a franchise model is not encouraged according to the University policy. Quality control of the model was another potential risk. Both the Dean of the Business School and the Assistant Director had little confidence in allowing external parties to deliver Mercury course.

The research articulation programme is also employed by the Business School at Mercury University to collaborate with the Chinese partners. The purpose of employing the model is to use it as an entry step for students who come from partnering institutions. Moreover, it helps the School to secure student recruitment, as explained in the following:

The Director of the Business School

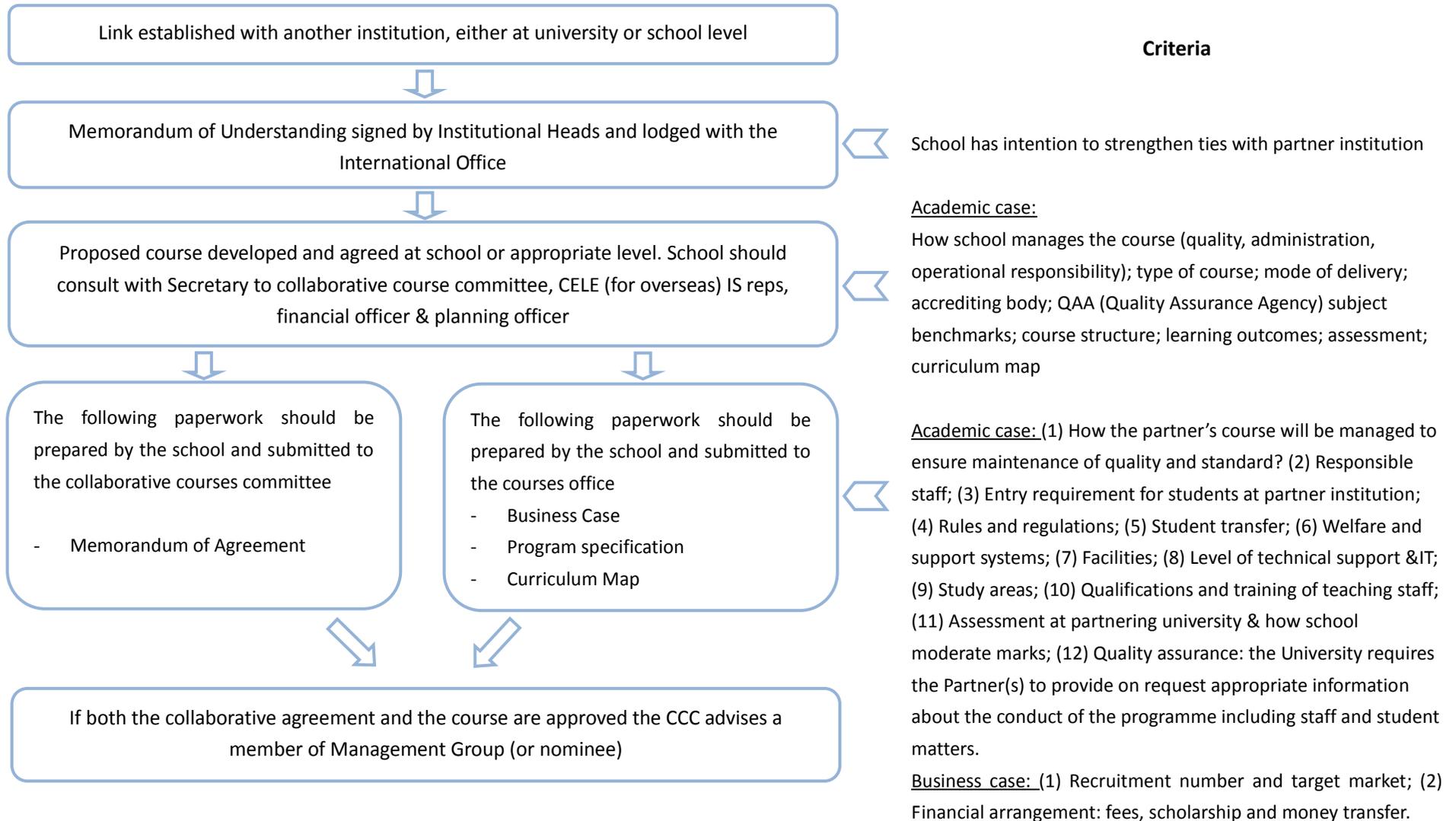
'There are examples. For example, with YY University, we have an agreement, which starts this year with a 1+3 articulation programme...but, the criteria would typically be quality. Obviously there would be a risk assessment, but that's largely as you sort of expected, a quality university in terms of world rankings. So, we typically partner with YY and ZZ University or whatever, these are perceived as quality universities. I think there is an obvious value to us, take the 1+3 model, we can sort of specify our entry requirement if you like, so, there would be an agreement. But, we can specify that we want to set up what the entry requirement would be in terms of quality students. The international student intake can be quite volatile, so it gives us more stability if we have these agreements in place, it is a fairly limited commitment initially, but it gives us a pipeline of students if you like, a guaranteed pipeline of students to hit our international student quota, you know, we have targets per year, and that takes out some volatility. It is obviously strong in terms of the business case provided you have got good quality students through a good quality partner, because what you don't want is one year you have plenty of international students, you can meet the targets, next year you are fifty per cent below the targets when you are just recruiting generally in the market. But if you have partnership agreements and it is suitable for both institutions, then that makes a lot of sense.'

The articulation partners were selected on the basis of certain criteria. As indicated above, for example, ranking and agreement on academic control for student entry requirements were two criteria. Other criteria were related to approving the articulation programmes, as demonstrated in Figure 4.6 below. At each level, certain

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criteria were applied. For example, according to University documents (e.g. a draft Memorandum of Agreement), the main aspects were study details, the scope of the agreement, management of the programme, recruitment and admissions, transfer of student records, rules and regulations, learning environment and infrastructure, assessment and quality assurance and the financial agreement. Again, the criteria can be categorized into business and academic cases, as detailed below.

Figure 4.6: Process of approving collaborative programmes



Mercury University

– Challenges Associated with Both the Decision Making Process and Operation

The University has experienced various major challenges associated with managing its branch campus including, for example, employing staff, managing expectations and external publicity, as exemplified in Table 4.22. Moreover, it is worth mentioning that, according to the staff interviewed, the challenges, such as employing and seconding staff to strengthen the campus and recruiting high quality students, have been eased, and these aspects are not as challenging as they used to be.

Table 4.22: Mercury University’s challenges

Challenges with Branch Campus	
<ul style="list-style-type: none">Unconvinced staff	<p><i>Pro Vice-Chancellor</i></p> <ul style="list-style-type: none"><i>‘They don’t believe it is right for them. They think that they are not convinced there is market. They don’t think they can support it. But, we will still try to persuade them. I will go back to persuade them again. So, it is complex in a sense that we rely heavily on being able to persuade and convince them and encourage and get schools engaged. And that’s been effective in a sense that we don’t want schools absolutely to say no...’</i>

In detail, the most challenging issue was to convince Mercury staff that having a campus in China was strategically appropriate action. For example, the departmental staff had doubts with respect to recruitment opportunities on a large scale. Moreover, some staff initially had not seen the relevance of a Chinese campus to their research and teaching. Staff also raised questions from an academic perspective such as, what subjects should be set up in the first phase, what partner is like, and where is the location?

Table 4.22: Mercury University’s challenges (continued)

Challenges with Branch Campus	
<ul style="list-style-type: none"> • People raising questions regarding several aspects: income/cost • Not every one’s interest • Who should be the partner • What subjects should we have • market/location 	<p>Pro Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘The other questions are financial, you know, what does this mean, how long will it take to be in surplus, what it will cost us financially to do this, you know, why we are doing it. What does it mean to an academic in a school down the road, that has no interest in the university as a whole, you know, for him and his office doing his research, you know, what does it mean to him, he might ask why we are doing this, how does it affect him, you know. There are a lot of questions like that, I guess in the decision making process, plus obviously in terms of setting the campus up, who should we partner with , where should it be, what subjects should we teach, where is the market, what does the Chinese students want, what we have tried to do is set the mission, we came up with to a plan to try to match where the university has real strength...matching those areas with what China wants, that sounds very grand, what I am trying to say is what training, what education is needed by China now, and that’s how we made the decision.’</i>
<ul style="list-style-type: none"> • Employing and seconding staff to the China Campus 	<p>The Vice President China Campus</p> <ul style="list-style-type: none"> • <i>‘That’s another challenge, to get the right quality staff out there. The good news is that each year the interest in China grows and grows, so we have relatively little trouble in recruiting good quality academic staff who go to work in China.’</i> <p>The Pro Vice-Chancellor</p> <p><i>‘Can you get the right calibre of people to manage the campus, particularly given when we want people to go from here to China, and there are a lot of constraints that might affect somebody moving to overseas? We have risks around being able to staff the campus.’</i></p>

Furthermore, staffing issues were very challenging. First of all, there was a lack of qualified staff in China ranging from academics to managers. Secondly, convincing staff to go to China was very difficult, because they were not familiar with China including culture, language, the people and work environment.

Table 4.22: Mercury University’s challenges (continued)

Challenges with Branch Campus	
<ul style="list-style-type: none"> • Employing and seconding staff to the China Campus 	<p>The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘It is a real challenge, particularly in staffing of those campuses, particularly in terms of getting the academic staff to go out; we seconded them, it is not easy, because usually today’s family in England is made up of two people who work and children... we have been learning how to create support arrangements and packages, thinking about the children’s education and so on.’</i>
	<p>The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>‘On the teaching side, it is a challenge to get the right people out there. That’s really important, to get really good quality faculty, recruit them and keep them there.’</i> • <i>‘One of the challenges for running overseas campuses is getting qualified excellent staff and their families to go to China; you know this is not a simple thing. In the early days, it was more difficult, but now the staff have started to go out there and come back, and have great experiences, and have talked to other people.’</i>
<ul style="list-style-type: none"> • Risk to reputation 	<p>The Pro Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘So, what do we have? We have the risk for our reputation. If some aspects of the quality of what we do, do not reach somebody’s good faith or expectation, it damages our reputation.’</i>
<ul style="list-style-type: none"> • Recruitment risk 	<p>The Pro Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘We have just expanded our recruitment into several provinces I have never heard of, and we are going out towards the North and Centre. Now, we have a set of quotas we have to recruit to in what are some comparatively poor areas in China. We are expensive. So, we have a recruitment risk. We won’t be able to recruit to the quotas for some provinces. We have financial risks on both cost and the revenue side.’</i>

Additionally, there was a recruitment risk according to the Pro-Vice-Chancellor. Mercury University had been expending very fast, and the University had set recruitment targets for various regions including some comparatively poor areas. However, it was challenging to recruit students from many of these areas due to expensive tuition fees. Another challenge with recruitment was that Mercury staff

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were not familiar with some areas in China, and therefore it was difficult to conduct market research or predict the recruited student numbers.

Table 4.22: Mercury University’s challenges (continued)

Challenges with Branch Campus	
<ul style="list-style-type: none"> • Unfamiliar with new recruiting area 	<p>The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>‘And then I guess the other challenge, until you get the students through the door, you don’t know how many you are going to get...we did a lot of work in choosing X City and our partner, and choosing the area we thought it would be a good market for the courses we have offered, but at the end of the day it doesn’t matter how much market research you do, it is not until the students sign up, you have got your reputation intact, and you get by ‘word of mouth’, that you start to increase the visibility, that it means anything really.’</i>
<ul style="list-style-type: none"> • Managing rapid expansion while maintain quality • Live up to people’s expectation • Managing people’s expectation and balancing ideas 	<p>Vice President China Campus</p> <ul style="list-style-type: none"> • <i>‘One challenge is the pace of growth, the rapid expansion of the University, because things don’t stand still, there is pressure from all sides to do more. The challenge I guess is to ensure that, as we expand, we keep the quality exactly at the level we want it to be, because clearly it is only the highest quality that will really succeed in China.’</i> • <i>‘So, I would say the challenge is to make sure it carries on working and we live up to people’s expectations , and this will be - do our students get jobs, are our degrees highly regarded in China, are we delivering everything we say we are going to deliver, so, we will continue to make a big effort, because our reputation or our face, all these things are very important in China, and if you once slip, once encounter problem with your image, it is a difficult thing to recover from, so we put a lot of effort into this to get it right. I think as long as we continue to be very ambitious for the University, we will be fine. If we are ever anything less than extremely ambitious in terms of the quality of everything we do, then that could be a risk to our reputation.’</i> • <i>‘There is pressure to expand to do more, people have a lot of good ideas, they want to come out and get involved. I suppose we say that’s okay, but we have to choose the best three out of these; next year, we will choose the next best three. It keeps us from getting ahead of ourselves, but I don’t think that is a major issue.’</i>

Moreover, there were three main challenges regarding campus development in China, according to the Vice-President China Campus. First of all, people expected that the

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China campus would grow as fast as possible at the expense of quality. Secondly, it was challenging to fulfil everyone’s expectations, e.g. student employment ability after graduation. Thirdly, the Vice-President had to manage the relevant stakeholders’ enthusiasm for wanting to do more things with the campus.

Table 4.22: Mercury University’s challenges (continued)

Challenges with Branch Campus	
<ul style="list-style-type: none"> • Chinese staff cultural behavior 	<p style="text-align: center;">The Vice President China Campus</p> <ul style="list-style-type: none"> • <i>‘I suppose occasionally there is a kind of discussion with the Chinese partners about how quickly we can do this. Maybe, there is a little bit of fine-tuning and throwing in the discussion before we get some of kind of consensus emerging about things...What we need to do is this, it is related to my broad range of interest in cultural difference, if somebody seems to be less than happy or something, you need to figure out what it is that is really the issue, because there is a kind of cultural politeness of the Chinese people which is really endearing, very nice to work with, but sometimes that will mean they are not going to tell you quite what the problem is as they see it, so you have to work hard to understand, because only when you understand what is really on people’s mind, are you going to make progress. If you are not addressing the issue they are worrying about, then you maybe feel this isn’t quite working,’</i>
<ul style="list-style-type: none"> • Communication • Language 	<p style="text-align: center;">The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>‘At first, people didn’t know how to communicate; this place is like 8,000 miles away, and now they have learnt how to communicate and when to communicate, and what it is like with communicating with say video conference or Skype, or transatlantic phone calls, so you know I think there are a lot of things we have learnt, that let us to buy the whole idea.’</i> • <i>‘There is communication in terms of the logistics of communicating that can cause all sorts of issues for universities in this kind of set up. You know, there is only one hour that we overlap in terms of the working day, because of the time difference. You know, you need to invest in technology, you know, these things, video conferences, it has taken time to realize that, you think everything is done by email, well, it is not, it doesn’t work, you have to communicate in different ways, and then there is the language, the language in some respects is a barrier, although we have got around that with using simultaneous translation.’</i>

The Chinese manner presented another challenge according to the Vice-President

from the China campus. For example, cultural politeness stopped the Chinese staff being direct with the Mercury staff, and therefore issues associated with campus development could not be solved quickly. Moreover, the Assistant Director for Transnational Education added that the UK's team working attitude was very different from the Chinese's working style, i.e. in taking personal responsibility. Also, in the China campus, there was a lack of middle management staff to interact with the Assistant Director.

Table 4.22: Mercury University's challenges (continued)

Challenges with Branch Campus	
<ul style="list-style-type: none"> • Less middle management culture in China • Different working style • Headquarter and branch relationship 	<p>The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>'It seems to be in China, certainly in my experience, much less likelihood of there being people like me, middle managers with quite a level of freedom, quite a lot of decision making powers. It seems, again this is my own perception that sometimes, the more I know China, the less I have known about it. There is less middle management culture, and it is more polarized, whether the decision is made in the centre, and the people or the workers do the work. For me, as a middle manager, that makes it quite hard, because I haven't got anyone that is me out there. So, you know, I am often in between things, that sometimes isn't particularly easy to negotiate, because the concept of team work seems to be different in China, again whether that's just a wrong perception. I am not sure'</i> • <i>'...and if something goes wrong, it is not one person's fault, it is a team. And I really like that kind of working, but it doesn't seem to be quite as easy to do in China.'</i> • <i>'So, this kind of counterpart that connects with the overseas campuses, so if it is a decision here, then it goes out to the overseas campuses, that is difficult. That is difficult, because our bible is our quality manual organizationally and academically, that is our bible. Everything in that quality manual, we have to buy into, but in China, in some respects, for example, complaints are not complaints. What would be a good example?, I am trying to think... now I am not sure whether I am right in saying this, but in China, we might have to do things slightly differently, because they haven't got the same structure as we have got in the UK, so the committee structure is different. So, what we are trying to do is make everything that we do here, take place there; it sounds a little bit big brother, but it is not meant to be. It is a kind of headquarters and the branch relationship.'</i>

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At the initial stage, the communication facilities were not in place to ensure communications could be effectively undertaken between the campuses. Moreover, notwithstanding the help of simultaneous translation, language could still be a challenge.

Table 4.22: Mercury University’s challenges (continued)

Challenges with Branch Campus	
<ul style="list-style-type: none"> • Difficult to obtain approval from the Chinese government • Undeveloped Chinese education system • Chinese regulation is incompatible with the university development 	<p style="text-align: center;">The Vice Chancellor</p> <ul style="list-style-type: none"> • <i>‘...because to do this in China probably is not that easy, because you have got to get Beijing, XX Province, Shanghai, Y City and your partner, all agreeing to the same deal as you. It is not so easy.’</i> • <i>‘We don’t speak Chinese. The Chinese system is in western terms underdeveloped. And the way of interpreting a plan is very difficult. It is very difficult for the Chinese, it is very difficult when you try to apply existing laws to a new thing called a foreign university, because you go to the provincial government and the Beijing government, you are dealing with the officials, they have never seen you before, what is a foreign university? What regulations do you apply?’</i> • <i>‘...but that regulation never thought of an international universities coming in. So, we say, we ask for permission to do a bachelors, masters and PhDs straightaway. That’s a difficult one for any officials, who worry about what their bosses say.’</i>
<ul style="list-style-type: none"> • Complex operating environment 	<p style="text-align: center;">The Pro Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘In China, the regulatory and legal environment...the operating environment is complex because of language and other related characteristics of the marketplace...’</i>
<ul style="list-style-type: none"> • Less understanding regarding Chinese environment 	<p style="text-align: center;">The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>‘You are going into a territory that was unknown, so you need help and support and understanding especially about what the regulations are and the framework in China is, because we don’t understand it.’</i>
<ul style="list-style-type: none"> • Expensive research facility 	<p style="text-align: center;">The Assistant Director for Transnational Education</p> <ul style="list-style-type: none"> • <i>‘Having the facilities for research is another challenge, because it is expensive to set up certain kinds of facilities to facilitate research in certain subject areas.’</i>

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Additionally, having facilities established in the China campus to support research activities could be very costly. Teaching resources could be constrained due to the heavy workload facing Mercury staff at various campuses.

Table 4.22: Mercury University’s challenges (continued)

Challenges with Branch Campus	
<ul style="list-style-type: none"> • Managing extra dimension • Balancing academic resource 	<p style="text-align: center;">The Director of the Business School</p> <ul style="list-style-type: none"> • <i>‘It adds additional dimensions. As all cases can create challenges, but it certainly has an additional dimension thereby with some degree of additional complexity. Particularly with the model we have, we have responsibility here for quality assurance at the overseas campuses. So, I guess that on a more day to day, week by week level, it has sort of added a new dimension coming into play. We have to ensure that we have persons in place to moderate and take exam papers, moderate scripts as well as second marking.’</i> • <i>‘What’s more difficult to manage is that we teach over ten week periods, and losing a member of staff for that period of time to X City would be more problematic, because obviously, they can’t teach that semester here if they teach there, but if you manage that on a block basis, it is much more flexible, and it can be arranged in terms of vacation time, vacation here, so it hasn’t been too problematic, although you have to balance these issues; the resource you have and the demand. It just adds an additional dimension. But it hasn’t been problematic.’</i>
<ul style="list-style-type: none"> • Competition in China 	<p style="text-align: center;">The Director of the International Office</p> <ul style="list-style-type: none"> • <i>‘Of course, it is challenge, because you don’t want to be seen as a second rate university, because that would affect the perception of you here. Tell me, do you think it is a good thing or bad for China or any other country when it sees the competition? Does it raise the level of other universities, does it raise expectations, does it change how people think?’</i>
<ul style="list-style-type: none"> • Distance 	<p style="text-align: center;">The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘The biggest challenge is trying to understand something six and half thousand miles away...but it is not as bad as it used to be, because now you have got emails, mobile phones for texting...’</i>

Although modern technology could smooth communications between campuses, it was still difficult to have a full picture of the China campus regarding various issues, according to the Vice Chancellor. Further, the Director of the International Office pointed out that some Chinese universities viewed the China campus as competition.

According to the Vice Chancellor, UK media had provided negative publicity which had influenced development of the China campus and the views of Mercury senior staff.

Table 4.22: Mercury University’s challenges (continued)

Challenges with Branch Campus	
<ul style="list-style-type: none"> • Misleading media 	<p>The Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>‘And so what happened was the newspaper decided to do an article of fierce criticism...they were going to one of the senior staff. You can see from the questions they were trying to prepare an article to attack us. It was after H University, they decided not to go to Singapore. So, these journalists were trying to write something that the senior staff had been bullying staff, had threatened people, manipulated things ...’</i>
Challenges with Articulation Programmes	
<ul style="list-style-type: none"> • Student cultural and learning behavior 	<p>The Director of the Business School</p> <ul style="list-style-type: none"> • <i>‘It is a challenge...it is good to have an international mix, you wouldn’t want to have 98% of the students from one particular country, that wouldn’t be giving the right sort of value education. I don’t think that we would want to offer that in terms of international experience. So, yeah, we do see that students coming from China are attracted to the programmes like Finance, Accounting and Management, maybe especially the more quantitative modules. That is just their natural preference. We tend to observe that Chinese students do tend to stick together, naturally. That is an issue.’</i>

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China's policy and environment were seen as challenges to the Mercury senior management team. For example, the Vice Chancellor said that the process of approving China campus was very difficult because it had to be approved by every level from local government and the provincial level to central government level. Also, there were few existing regulations and policies from the Chinese government to support development of the China campus at that time.

Furthermore, according to the Vice Chancellor, when making decision on establishing the Chinese campus, there was never any opposition to it, as exemplified in the following:

The Vice-Chancellor

'...go on, do the research about when we discussed all this...and the research shows we talked about it in management board 40 times, we talked about it in Senate over four years, we talked about it in the Council over three years, all of the meetings ended in consensus. There was never a vote. There was never opposition. So, I think what happened was that we - the people who are just supposed to be leading the University - let them talk until we reached the point of agreement.'

'We didn't ask them for a decision until we thought they were ready for a decision. So, I suppose the thing we did was moderately intelligent, because we got the time right. We didn't ask them too soon, we didn't ask them too late. When we did ask them the question, we prepared the ground, we consulted, we were warned, we raised policy a year before, whatever, so people have time to think. When the decision came, it was consensual.'

Regarding additional perceived challenge, i.e. insurance of UK educational value and

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the need to ensure that courses were being well taught at China, according to the research, the staff had recognized that there was a difference between teaching at the China campus and the UK campus. However, it was claimed that relevance, teaching and learning methods were still maintained in line with the UK style, as explained below:

The Vice President China Campus

'The reality for the students is that the most of them will end up working in China, so they need to know about China as well, and we needed to adjust our courses a little bit when we realized that the reality was that we weren't teaching them anything about Chinese business, so that was an issue. You have to see what is the ultimate destination for our students, and most of them will stay in China. So, they need to know about China. The fact that they are living in China, one shouldn't necessarily say that's a shortcoming of the operation that is not a problem. Not necessarily. The other one is the sort of cultural reference when we are teaching, you regularly make the reference to the things outside the narrow teaching or you give examples in order to illustrate what you mean. You rapidly realized the examples we used in this country don't mean anything to Chinese students, because it is not their culture.'

The Director of the International Office

'Clearly, it is not exactly the same, because that can't be possible, the location, the language the students are using when they are in residence. I think you have to recognize that, but ultimately the product, the academic, the social experience is also very different. The academic experience should be, but potentially the case studies they use will be different and so on. The basic programme should be the same. They might have to take the exam at a different time, but the essence is the same. Of course, the experience is different, you can't say otherwise; the Chinese students at China campus have to take extra courses required by the Chinese law, philosophy of Mao etc, but their extra credit doesn't count towards the degree...There are Chinese regulations that regulate how halls of residence operate, and things like that. So, it is different, and to pretend otherwise it would be wrong, it would be a lie, it would be false.'

Mercury University – Conclusion

Mercury has applied a different collaborative model, namely the branch campus that, in governance terms, is an integral part of the University. The University has very ambitious aims in term of the China campus's development. According to the Vice Chancellor, the China Campus will be developed to become an international research university, as explained in the following:

The Vice-Chancellor

'The simplest way of getting a good international research university is to ask someone to build one for you. That's what we have done...You will see this building there. We have introduced a lot of things to copy this. The model which we haven't achieved yet, the model is that this will be laid by Mercury people, who are sent out on secondment. The model is one third Mercury, one third international, one third Chinese. We haven't achieved that yet. So I am the one third Mercury, but the senior leadership is all Mercury...so, they fake Mercury, they use Mercury's service, so they train international faculty to do the same thing.'

The decision of Mercury University to enter China with a branch campus model has fulfilled several motivations. For example, they would like to use the campus for differentiating their approach from other competitors in China and to increase their international profile. Moreover, they would like to be part of Chinese reforms, and the campus provides the grounding for them. Academic internationalisation is also important. By having the campus in China, Mercury University can provide the platform for staff and student exchanges.

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The main criterion for Mercury University choosing W Education Group (as their partner) was because their model matched W Education Group's proposal, i.e. Mercury University was allowed to have academic control. Moreover, W Education Group had a good record of building a campus and had the experience to negotiate with the Chinese local government. For articulation partnerships, the key criteria tended to be ranking and quality control.

As analyzed above, for Mercury University, the branch campus was considered a better model than other models, such as the franchise and the joint campus, because of its academic autonomy and control of quality assurance. Moreover, the University applied articulation programmes for certain purposes (e.g. securing student recruitment).

The challenges faced by Mercury were varied. However, for academic challenges, three were very important: recruitment (i.e. student quality), staff quality and recruitment of staff. It seemed that these challenges were being eased as more staff from Mercury University grew their interests regarding the China campus and as more qualified Chinese staff returned to China. By comparison, managing expectations from different stakeholders because of the fast campus development was a long term challenge. Other challenges, such as the cultural difference with respect to communications, existed, and distance (i.e. managing the campus over a long distance) was the biggest challenge of all according to the Vice Chancellor.

Mercury University viewed itself as a global university. It had set long-term goals and had made long-term commitments in China with a strong global approach, i.e. setting up a campus in China. With the Chinese campus as a foundation, the University could develop broadly based programmes. Moreover, not only did Mercury University establish a campus, but it has also formed partnerships with other universities with an articulation model, all of which could further prove that Mercury University's

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partnership strategy was very multilateral. Mercury University staff emphasized that the University had positioned itself as a pioneer in the internationalisation of higher education. This further proves that Mercury University had been strategically and actively reacting to changes and impacts caused by globalisation.

Research Focused Group

Venus University – Introduction

As a member of the Russell Group, Venus University is a well-established research-focused university. The University portrays itself as a global university by actively engaging in partnerships with others around the world, such as partnerships with X University in Turkey and Y University in Spain. However, among all these strategic partnerships, its joint venture with a leading Chinese university to establish a Chinese university has been the most significant. Although having a campus in China like Mercury University, its partnership model is different and the University claims that it has created a new higher education model in China. In 2006, the joint venture university was officially established with a vision to become a research-led international university in China and a Chinese university recognised internationally for its unique features in learning & teaching, research, social service and education management. By now, its joint venture university offers both undergraduate and postgraduate programmes to nearly 5,700 students. Some of the programmes in business are offered in a 2+2 form, which means that students study two years at the joint venture university, and then students are transferred to Venus University for the final two years of their study. The joint venture university also attracts over 100 overseas students from more than 20 countries and regions. Moreover, the joint venture university is actively engaging in exchange programmes with other international partners in order to establish an international profile on its own. In this case, three major aspects associated with this venture are examined. First of all, the case study reveals the rationales for Venus University entering China and establishing the joint venture. Secondly, it analyzes the institutional decision making process with particular reference to two aspects: partner selection and choosing the collaborative model. Finally, it introduces the challenges relating to establishing the joint venture.

Venus University – Motivation

The original motivation for the University was to establish a base in order to recruit students, as explained by the Director of Planning below. However, its motivation had widened into a number of broader aspects.

The Director of Planning

'The original motivation was to ensure we had a base in China from which to recruit Chinese students here. That's, let's say, four or five years ago. What's changed, I think, is that we are now realizing there are many other things we can do as consequence of the partnership, particularly in research, and that maps to the British government and Chinese government's desire to establish research bridges. Now, that's obvious, we have positioned ourselves very well to benefit from that sort of thing.'

According to the interviews with the University's senior staff, establishing the joint venture in China could offer several benefits to both China and themselves. First of all, the University wanted to contribute their input into Chinese education. Secondly, it brought income, which had enabled the University to expand. Moreover, having this venture could assist the University to have access to students. Furthermore, academic internationalisation was important to the University, such as having student exchanges and research engagement with the Chinese university. Contributing to economic growth in China by offering western experiences to Chinese students was also a motivation for the University. Moreover, through establishing the venture in China, the University wanted to re-establish its image/brand to become a true global/international university. Due to the venture's location (A City), one of the motivations for the University was to contribute to A City's growth by having the

venture co-located among other international companies there, as exemplified in Table 4.23.

Table 4.23: Motivation of Venus University in China

Motivation	
<ul style="list-style-type: none"> • Contribution to educating Chinese students/Chinese education system 	<p>Academic Secretary</p> <ul style="list-style-type: none"> • <i>‘My understanding is that the real motivation was around the belief that there was a big change in the Chinese market in a sense that the government was very keen to expand education within China, rather than be sending students to overseas institutions. Since we do take quite a number of Chinese students here at Venus, we could see that in the future they wouldn’t be coming to Venus. So, if you like, we were taking Venus to them in China. So, it was really around continuing to have an input into the education of Chinese students, continuing that sort of role in that.’</i> <hr/> <p>The Director of Planning</p> <ul style="list-style-type: none"> • <i>‘Certainly, one of the things we try to do at the new university (venture) is to take the best of the two systems and encourage the students to be more independent learners while at the same time taking some of the advantages that we have seen in the Chinese system...’</i>
<ul style="list-style-type: none"> • Financial motivation 	<p>Academic Secretary</p> <ul style="list-style-type: none"> • <i>‘Obviously, for students who come here, overseas students, they are a source of income for us. They are the one way we can expand, because we are obviously constrained by our home government in the number of students we can take of home and EU students, but we could take as many overseas students as we like. So, it is one way we can expand and grow, which is one of our aims. That’s obviously, one of the strong reasons we have taken overseas students in the past. Seeing that was changing, we just needed a more novel way of being able to access the students.’</i>

Table 4.23: Motivation of Venus University in China (continued)

Motivation	
<ul style="list-style-type: none"> • Financial motivation 	<p>The Director of Planning</p> <ul style="list-style-type: none"> • <i>'You know, we did see it as having advantages in terms of bringing students over here,, that obviously has financial benefits to it as well.'</i>
<ul style="list-style-type: none"> • Secure recruitment source 	<p>Head of China Academic Affairs</p> <ul style="list-style-type: none"> • <i>'...there is a defensive dimension, we have a lot of Chinese students already, but we can't see the kind of Chinese students we were getting and how they were coming here; it couldn't be assumed to be indefinite. So, we needed to create a new stream, and the new university in A City offers us at the moment a new stream. It is our degree which means we design the programmes, which means it is quite easy for them to do two years there and then come do two years here...'</i>
<ul style="list-style-type: none"> • Gain more understanding with respect to current development of China 	<p>Pro Vice-Chancellor</p> <ul style="list-style-type: none"> • <i>'...but the other drive was to have a link into the Chinese economy so that we can align our activities with China through understanding more about what's going on. And now we (also) desire to have a strong research partner in China.'</i>
<ul style="list-style-type: none"> • Contribution to Chinese economic growth and regional establishment 	<p>University Development Plan (2008)</p> <ul style="list-style-type: none"> • <i>'It is proposed that a joint international university with an emphasis on the provision of high quality education in engineering, applied science, technology and management be established in A. Special attention is to be paid to the economic structure and the needs of A and the (region). The Joint University aims to serve the needs of the local and national economic development by providing high quality graduates in microelectronics...'</i>

Table 4.23: Motivation of Venus University in China (continued)

Motivation	
<ul style="list-style-type: none"> • Contribution to Chinese economic growth and regional establishment 	<p>University Development Plan (2008)</p> <ul style="list-style-type: none"> • <i>‘The collaboration between our partner and Venus University to set up a joint university in A serves the needs for the training of high level personnel with an international dimension. Such calibre of personnel is urgently needed by the fast economic development of China in general and by A in particular. In order to satisfy the needs of the employers, the Joint University plans to introduce degree programmes in microelectronics, information technology, computer science and engineering, information and computer science...’</i>
<ul style="list-style-type: none"> • Building brand/image to become global university • Differentiation 	<p>The Director of Planning</p> <ul style="list-style-type: none"> • <i>‘The original motivation I think was around the fact that, I mean specifically the Vice Chancellor...at that time, they identified that we weren’t strong in terms our international exposure, in terms of the number of international students here, in terms of the kind of brand of Venus more broadly wants and that was part of a more general concern that the Vice Chancellor had when he came here, that we were kind of seen as a bit of a back water. He wants to put us back on the map. We were punching below our weight as an institution. So, his view was that we needed to kind of get out there and do things which will put Venus on the map... Obviously, we also knew within the sector there were a lot of franchise arrangements going on...we decided that we didn’t want to go into that kind of relationship. We wanted something that was different, that would have broader benefits for us. As an institution, it would be much more embedded within China than really just saying you can do two years in China and two years in Venus or undergraduate programmes there, we will give you entry to Masters programmes here, although part of what we do at the new university is do say that, but we wanted to be more holistic, and also I think (this is probably more specific) the opportunity we had doing something on A Industrial Park, which is a massive developing area and has a lot multinationals on it that link quite nicely with the whole concept of developing a global brand. So, really, that was our motivation.’</i>

Table 4.23: Motivation of Venus University in China (continued)

Motivation	
<ul style="list-style-type: none">• Building brand/image to become global university	<p>Head of China Academic Affairs</p> <ul style="list-style-type: none">• <i>‘There was a feeling within this university that it had a part to play in that, and anyway, it’s time to develop our own attitude and try to be much more visible nationally and internationally and more innovative. And one of the other aspects was that we wanted to make a mark in the global context. It seems there are only two really huge arenas to do that in: India or China. We chose China, so we specifically wanted to try to develop a distinctive new brand for ourselves in China.’</i>

Although the senior staff indicated that they would like to secure the student recruitment by having a joint venture in China, they did not see it as a profit-making activity, as explained below:

Head of China Academic Affairs

‘We don’t do anything for money. We are a university. So, what we do is to teach people, we do research and we support research and development in the economy, but you need money to do that. We don’t have shareholders and my salary doesn’t get a bounce if we do well. That’s not what it is like. When you say do you do it for money, we do, but not in the way that business does it for money. We do it in order to grow what we do or to protect what we do, because you have to adapt all the time as the world changes.’

In summary, some of the University’s mission reveals why Venus wanted to enter China and to a joint venture as follows:

Venus University Mission Statement (2008)

- *‘To ensure that Venus University is recognised regionally, nationally and internationally as a distinctive provider of high quality teaching, learning, and research;*
- *To enhance the University's status as a respected global name in higher education;*
- *To enhance the volume, quality and commercial relevance of our research;*
- *To enhance the quality of the student experience at the Venus University;*
- *To deliver financial stability and security for the University, primarily through the pursuit of revenue generated from activities consistent with the University's mission.’*

For example, the mission clearly stated that Venus University wanted to position itself as a global institution. With internationalisation, the University could be recognised as a distinctive provider of high quality teaching, learning and research at an international level. From the student’s perspective, the University wanted to enhance the student experience through internationalisation. From a financial point of view, internationalisation could deliver financial stability and security.

Venus University

– The Process and Criteria for Selecting Partners and Collaborative Models

Before analyzing the criteria used by Venus University, it is necessary to introduce the structure of the collaboration in order to provide further clarification. According to the University staff interviews, there were three parties involved in this joint venture, (1) Venus University itself; (2) an educational investment financing company; (3) and an educational partner.

Head of China Academic Affairs

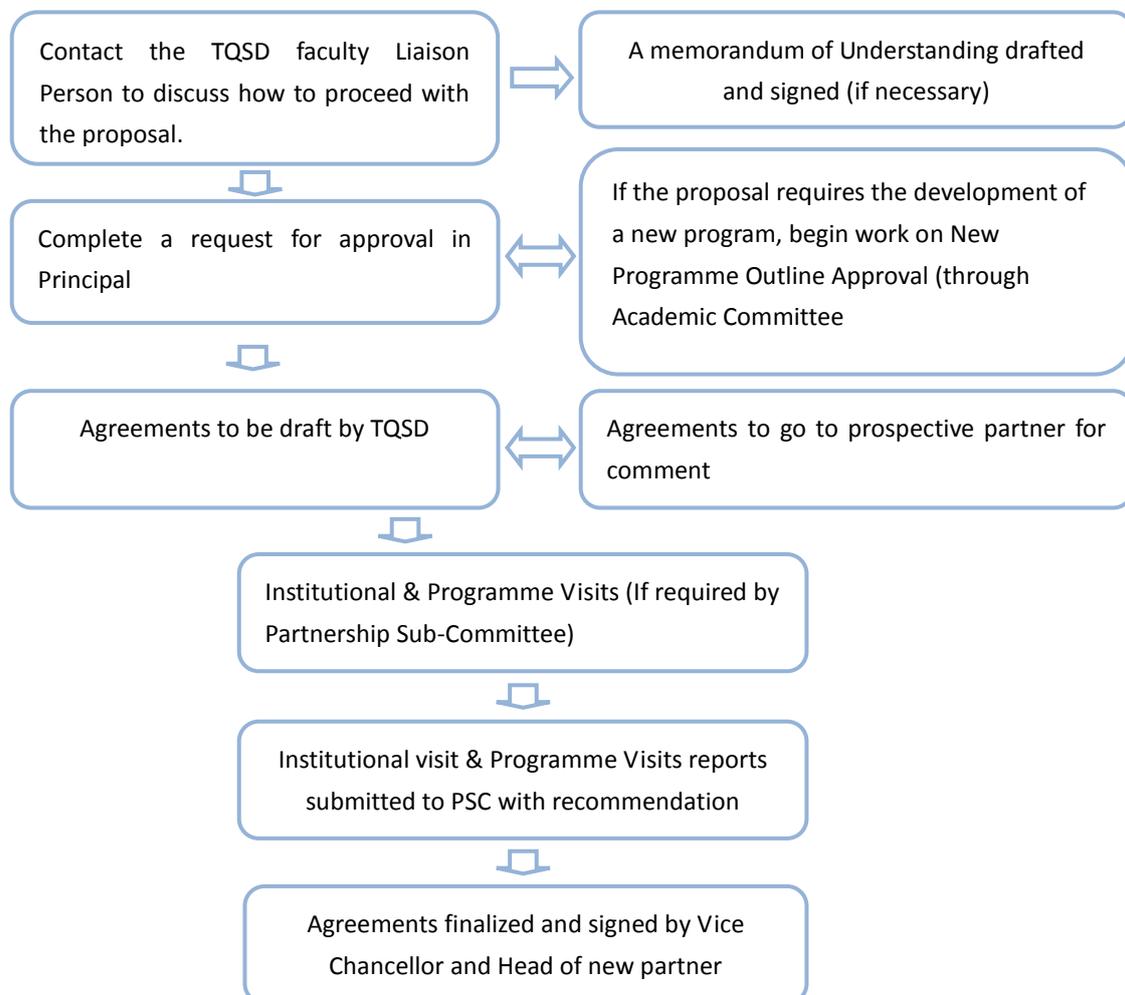
'We haven't spent any money at all on buildings or anything. A government through the park in A City built the buildings; the bond is put up by our (educational financing company). The thing is funded basically by a combination of fees paid by the students and continuous capital investment from (our educational financing company)... The only direct active presence in the University from (our educational partner) at the moment is that there are first year compulsory modules which we can't possibly design or monitor, the one which are compulsory within the Chinese system, the present situation of China...'

Although the University now has detailed procedures for selecting and approving partnerships as shown in Figure 4.7, the staff indicated that they did not follow the procedure which had not been formulated at that time, as explained below:

Pro Vice-Chancellor

'I have to say when we got into the whole X business, we hadn't got this scheme as well developed as it is now. In part, what you have got is the consequence of our experiences with X, saying to ourselves what we have got to do is make sure in the future we do this and this. So, that scheme is not the one that we followed.'

Figure 4.7: Venus University's procedure for selecting partner



Instead, the Venus University staff visited several institutions and selected XA

University, based upon some major criteria, e.g. academic profile and status, and business record, as illustrated in Table 4.24. For example, the University’s various documents (e.g. ‘Mission statement’ and ‘Approval in principle for a new partnership or collaborative relationship’), set out key criteria, including relevance to University mission, similarity in expertise, the partner’s experience and ability, costs and benefits, market demand, exclusivity and partnership duration.

Table 4.24: Criteria for Venus University choosing a partner

Academic Criteria	
<ul style="list-style-type: none"> ● Relevance to university mission 	<p>University Mission Statement</p> <ul style="list-style-type: none"> ● <i>‘The main criterion is that the proposed link should clearly relate to the overall University’s mission as well as clearly benefiting the University’s strategic plan and tending to enhance its academic reputation...’</i>
<ul style="list-style-type: none"> ● Similarity in expertise 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>‘The subject area and level of academic work involved in the proposed link are sufficiently closely related to the University’s own expertise...’</i>
<ul style="list-style-type: none"> ● Partner institution’s experience & ability 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>‘Does the Partner Institution have experience in delivering comparable programmes at a similar level?’</i>
<ul style="list-style-type: none"> ● Financial, human and opportunity cost 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>‘The financial, human and opportunity costs incurred by the University in establishing and maintaining the proposed link have been carefully assessed and are at an acceptable level.’</i>
<ul style="list-style-type: none"> ● Financial benefit 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>‘There are either significant financial benefits to the University, or the financial consequences are at least neutral where the academic or strategic benefits are substantial.’</i>

Table 4.24: Criteria for Venus University choosing partner (continued)

Academic Criteria	
<ul style="list-style-type: none"> ● Market demand 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>'Market-research has been carried out to confirm sufficient interest in the proposal by prospective students to ensure its viability.'</i>
<ul style="list-style-type: none"> ● Partner institution's Financial status 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>'The partner institution is financially stable, has a legal status guaranteeing its freedom of action and is located in an environment not unduly vulnerable to governmental or other political pressure.'</i>
<ul style="list-style-type: none"> ● Exclusivity 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>'The partner institution either wishes to have an exclusive relationship...or the agreement with the partner institution will specify restrictions on the freedom of either party to enter into agreements with other partners which might adversely affect the competitive position of the courses concerned.'</i>
<ul style="list-style-type: none"> ● Partnership duration 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>'The proposed link should normally be planned to last for a minimum of five years.'</i>
<ul style="list-style-type: none"> ● Partner's responsibility for cost 	<p>University Document - Approval in principle for a new partnership or collaborative relationship (2008)</p> <ul style="list-style-type: none"> ● <i>'The costs the partner institution has agreed to be responsible for from its share of the income...'</i>

Venus University

– Challenges Associated with Both the Decision Making Process and Operation

Venus University encountered various challenges through its international collaborations, especially in the case of its joint campus, as summarized in Table 4.25 below in accordance with the interviews with Venus University staff. For example, Chinese regulations and policies were not clear, according to the Academic Secretary. Both the Director of Planning and the Head of China Academic Affairs found there was a high degree of state control and strict hierarchy that had to be faced.

Table 4.25: Venus University’s challenges from having a joint venture with their partner

Challenges	
<ul style="list-style-type: none"> ● Chinese educational regulation / policies/system ● Unfamiliarity 	<p>Academic Secretary</p> <ul style="list-style-type: none"> ● <i>‘...it is very difficult to find out what the rules are around the things like applying for permission to offer certain degree programs, and that’s caused us to struggle at that time. We can never be sure if the new university is applying to offer degrees in a particular subject, what the processes they have to go through with that and how many they can have approved in one year. Sometimes, that’s a bit unclear, so we struggled a bit with that.’</i>
<ul style="list-style-type: none"> ● Different management styles ● Degree awarding authority delayed 	<p>Head of China Academic Affairs</p> <ul style="list-style-type: none"> ● <i>‘There is a high degree of state control and of strict hierarchy.’</i> ● <i>‘It is true that we hadn’t quite expected there to be such a time lag before the new university could have its own degree awarding powers. So, as it has turned out, they are at the moment they are awarding our degrees, although programme by programme they will get their own powers, and gradually it becomes fully autonomous. So, we are, after all, subject to the UK authority, but not in the long term. In the very long term, it will hopefully be an independent university in China...’</i>

Chapter 4: Case Study – Venus

Table 4.25: Venus University’s challenges from having a joint venture with their partner (continued)

Challenges	
<ul style="list-style-type: none"> ● Understand fast changing environment in China 	<p style="text-align: center;">Head of China Academic Affairs</p> <ul style="list-style-type: none"> ● <i>‘We ended up having to worry about everything in China and everything in the UK. We tried to avoid that. You do have to worry about reputation and standards, quality at both ends. And you do have to learn as much as you can about how you survive in the strange climate of China today, which is really an odd mixture of extreme control, rigid bureaucracy, the apparent machinery of an impressive totalitarian state, but incredible flexibility, elasticity, and the ability to allow things to happen if that’s what seems the best.’</i>
<ul style="list-style-type: none"> ● Tight and controlled system in China 	<p style="text-align: center;">The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘In terms of management and planning, I think there are some obvious differences. The system is much more tightly planned and controlled than the UK system is. It seems to be. Certainly, if you look at the joint university, you know, they have to apply to the province for quotas for student numbers on particular programmes. There is quite rigidity. Officially, there seems to be quite a lot of rigidity in the system about saying what, okay, let’s take fifty students into this electronics programme and a hundred students onto this management programme, and when they have the recruitment fairs, everybody has that big spreadsheet up on the wall, that says these are our programmes, these are the provinces, this is the number of student we can recruit. Having said that, it seems to be the reality that it is a bit more flexible, and it is the case, kind of, , if you go back to the provinces and say, look, we are not going to meet those targets, but can we swap it around with another target? Then, generally, there is a fair bit flexibility within the system to do that as long as you don’t go over your overall numbers. So, the reality is probably not that much different from the UK system where we have a contract that we have to meet in terms of student numbers, but the process they have to go through to get to that point is much more onerous than it is the UK where basically, we just get a letter once a year from the funding council and it says this is your contract, (and) this is how many students you have to get. And usually it is just rolled on from one year to next unless you specifically put a bid in for additional number. So, from that perspective, in terms of management and control, I think there is quite a lot of similarity ,but you know, it feels much more controlled than UK higher education.’</i>

The Head of China Academic Affairs indicated that China was in a rapid development phase; it was very difficult to keep up with its speed in order to understand the full picture of China.

Chapter 4: Case Study – Venus

Table 4.25: Venus University’s challenges from having a joint venture with their partner (continued)

Challenges	
<ul style="list-style-type: none"> ● Distance 	<p>Academic Secretary</p> <ul style="list-style-type: none"> ● <i>‘So, there is a whole thing about different culture, and just distance, you know distance is a problem.’</i> ● <i>‘I come back to this point about distance, it is a long way away. It is a new institution we are setting up from scratch. That’s a big undertaking. I can’t think in this country of a new institution that has set up within the main stream of higher education that actually has been set up from scratch.’</i>
<ul style="list-style-type: none"> ● Independence or dependence on Venus University 	<p>Academic Secretary</p> <ul style="list-style-type: none"> ● <i>‘...we find ourselves in the situation of, I suppose, on the one hand helping them to develop, on the other hand, being the examiner, the person checking whether they are doing it. I think there is slight conflict there at times. So, there is always a risk that we are going to be over-influenced by the fact we own the university or part of the university to be a little bit more linear than we might with any other institutions, because we can’t do that, because that means they won’t succeed, we want them to succeed because we own part of them. So, it is a difficult balancing act. Professor E calls it playing tennis with yourselves. It is quite a difficult balancing act, you have to all the time be saying we have got to insist on this for quality assurance purposes and that’s not negotiable, but on the other hand we have got to help them do this, because they have got to develop this as a university. So, it is quite difficult.’</i>
<ul style="list-style-type: none"> ● Reputation 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘The major risk for us is a reputational one. We have very publicly put our name to something. We need to now keep very clear control over things in terms of preserving our brand, because we have a very clear vision as an institution in terms of developing our global brand, wanting to be seen as a global institution kind of whose corporate HQ happens to be in Venus. That’s very much the view we are taking. If there is either a hit on our reputation or there is a more general problem with the joint university, that has a major impact on our ability to look at other opportunities, other initiatives that support that vision. So, it’s a pretty major thing.’</i>

Distance had been a challenging issue for Venus staff in understanding the issues associated with the joint campus in China, where there was a different culture and language. According to the Director of Planning, ensuring a high reputation was challenging for joint campus. If the reputation of the China campus was negative,

then Venus University would also be adversely affected at a global level.

Table 4.25: Venus University’s challenges from having a joint venture with their partner (continued)

Challenges	
<ul style="list-style-type: none"> ● Excessive number of students and the impact on Venus University 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>There was then another set of related planning issues about what the impact is going to be on Venus University of students coming over from the joint university either to do 2+2 arrangements or 4+ masters arrangements, what’s the impact going to be in terms of our student number planning, the impact of those students coming in both academically and in terms of support services. So, that was another set of issues we would have to work through. Obviously, I will continue to work through them, because every year they get another intake, it becomes more complex. We have to start thinking through what the mechanisms are. So, there are a lot of things around how far we could manage that whole process, because basically we have said from the outside that we want to encourage the students to go the new university. We said you will get a significant fee scholarship if you transfer to Venus University, and we are not going to put any quota on the numbers you can transfer. So, basically, as long as you have passed your undergraduate year two exams, you can come to Venus into our second year. So, that was quite difficult to manage, because we were basically saying this to the departments, you know the departments have an intake of say eighty students, you might have another a hundred students coming into your year two in three years’ time. So, from a planning perspective, that’s quite difficult to manage as well.’</i>
<ul style="list-style-type: none"> ● Change of recruitment within the partnership 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘...because they are not a branch campus, they are an autonomous institution that awards our degrees, we have taken the view that they should be making assessments of the kind of student numbers they can manage. And then we will discuss with them whether we think that raise any issues. So, we would have agreed targets with them, I mean the first year they recruited 164 students which is fine, is manageable, you know, even if they all came over to us, we could deal with that. The following year they had quota of 600, and they recruited 570-ish students, but because we have agreed not to have any quotas in terms of students transferring here, there wasn’t anything we could do about that, and we have been working with them in different ways to try to encourage the students to stay at the joint university to do their undergraduate degree there, but, of course, from their perspective, this is why we try to keep academic and financial arrangement separate. From their perspective, they need more students to get more fee income to allow them to become financially self-sustaining more quickly. So, we constantly work in a compromise between the financial requirements and academic requirements that knock on to us. So, what we have done for the next entry, they have got a quota of about eight or nine hundred. We have said we will impose a quota, so we will have a maximum of two hundred students coming here on 2+2, because we can’t manage the big numbers.’</i>

Chapter 4: Case Study – Venus

According to the Academic Secretary, ideally, the joint campus should be independent. However, considering that the joint campus was relatively new, Venus University has to assist the joint campus. Therefore, it was challenging for Venus to balance joint campus’s initial dependence and future independence.

Table 4.25: Venus University’s challenges from having a joint venture with their partner (continued)

Challenges	
<ul style="list-style-type: none"> ● Marketing on student recruitment 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘We recognize that we are taking a risk by doing that. We have looked at that and we have decided that, on balance, that is the way we want to take it forward. It is going to be interesting to see how they then market it for student recruitment this year, because they don’t want to complicate things by saying to people there is going to be a quota. So, I think what they are going to do is to just say it is four years at the joint university and a year at Venus, rather than complicating the things with 2+2, because they feel just that, particularly with the parents, they will complicate the things. You don’t want to say there is 2+2 option available, and then say sorry it is only available to 200 students out of 800 or whatever. It is quite difficult to manage.’</i>
<ul style="list-style-type: none"> ● Different vision from various shareholders 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘I think there is some tension between what the A management and the A municipality would like the university to do and some of the views held by senior management at the joint University. That’s really just starting to emerge. It is still pretty early days for them, but I think that’s starting to develop.’</i>
<ul style="list-style-type: none"> ● Lacking of senior staff such as Director for planning at the joint venture 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘There isn’t a director of planning there...That’s part of the challenge. I mean the way it works they have a small senior management team; basically, they are responsible for planning within the senior management team. That’s one of the things that is a concern for us, they don’t have somebody whose focus is planning and making all the linkages, and saying that if you want to do that, that will take this, have you spoken to so and so, etc. They haven’t got somebody who is doing that at the moment. They are trying to do it through their senior management collective...From my perspective, that makes it quite difficult, obviously, because you know my immediate reaction when they say we want to do this, whatever it maybe... my immediate reaction is how does that link with other things you have got going on, how are you pulling your different strengths together, you know, how are you going to support a new research programme or whatever it happens to be, you know, how you get the money in for it, have you got the labs in place, and they haven’t got somebody doing that role, that’s the problem, so, that becomes challenging.’</i>

Due to the current arrangement (i.e. most students progress into Venus University for their final two years), the Director of Planning indicated that, as more Chinese students came to Venus, there would be challenges associated with teaching resources, class size and accommodation for those students. Moreover, according to the Director of Planning, Venus University had to change recruitment arrangement with joint campus due to the limited resources available. The University had considered placing a quota on the student numbers coming to the Venus, and it was highly challenging for the University to explain this policy to students. From a financial perspective, Venus would like the joint campus to become financially viable. However, the joint campus had to lower entry standards in order to meet the recruitment target, i.e. to fulfil the financial requirement. Thus, the Director of Planning indicated that there needed to be an acceptable balance between student quality and recruitment numbers.

Since the joint campus involved various stakeholders, the Director of Planning pointed out that they had to balance the visions and expectations from those stakeholders. Also, in the joint campus, there was not a position which was equivalent to the Director of Planning role at Venus; therefore, the Director of Planning had to make plans for both universities. Furthermore, the Director of Planning indicated that the staff from the joint campus often presented proposals without considering any consequences.

According to the Pro-Vice-Chancellor, the Venus University staff had to build a quality assurance system for the joint campus, and a challenging issue was how quality assurance for the Chinese programmes would map onto what Venus University normally undertook in the UK.

Table 4.25: Venus University’s challenges from having a joint venture with their partner (continued)

Challenges	
<ul style="list-style-type: none"> ● Planning without considering consequences 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘And so that’s one of the challenges that you know, they come up with the proposals, and it is clearly that they haven’t probably thought it through, so we do a lot of talking through with them what the consequences are (from) what they are proposing...’</i>
<ul style="list-style-type: none"> ● Quality assurance 	<p>Pro Vice-Chancellor</p> <ul style="list-style-type: none"> ● <i>‘So, we built the quality assurance regime as the institution has developed. At each stage, we would have to determine how the quality assurance for the Chinese programmes would map to what we would normally do here, and that’s required a lot people thinking very hard. I would say that’s a very big challenge.’</i>
<ul style="list-style-type: none"> ● Growth in parallel 	<p>Pro Vice-Chancellor</p> <ul style="list-style-type: none"> ● <i>‘The second very big challenge is how to ensure that the two institutions, Venus University and the joint university, are developing in parallel, because in part their aspirations are to grow and retain their students, but they recruit on the basis that their students will spend some time here. So that has to be balanced off.’</i>
<ul style="list-style-type: none"> ● Managing different visions from various shareholders 	<p>Pro Vice-Chancellor</p> <ul style="list-style-type: none"> ● <i>‘I think in our case, we have the new university...that has its own vision. We have got our partner as the joint owner of the new university. We have got AP, the industry park is providing the resources, they have their own vision. We also have a private sector partner H represented on the board that provides some support. So, there are four or five players, all of whom have a stake in the future and getting the links between those players sorted it out is not easy. So, they share a common vision and common sense of how to approach practical problems, but there are different perspectives. That’s a major challenge.’</i>

Table 4.25: Venus University’s challenges from having a joint venture with their partner (continued)

Challenges	
<ul style="list-style-type: none"> ● Internal challenge: more requests from internal departments wanting to be involved with the joint campus 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘There have been couple incidents where we have said we don’t think you should do this within this context or this year. For example, we had some issues about biological science and pharmacology. They wanted to put them on, but the plan kept changing and they said we want to put pharmacology from next year, we said we don’t think we can do that, we aren’t geared up to help you with that. And, also, they were sort of saying, can’t we just do it as stream within biological science, we said no, it is too different. So, where there’s been issue like that, where academically speaking we don’t feel there is coherence, we haven’t said no, we have said we need to just rethink this into something that makes more sense academically, and maybe (it could be) delayed for a year. We have just negotiated that through.’</i>
<ul style="list-style-type: none"> ● Internal challenge: getting departments involved is challenging when central management staff are in charge partnership 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘One of the downsides of managing it very closely centrally was that the department was kind of left out, like we don’t know anything about this, we don’t know what’s happening, you know, why should we send our staff out there? Because they didn’t really know what’s going on. What we try to do is kind of being quite keen to encourage our academics staff now to go out there and really see what it’s like, because people have perceptions, don’t they, about what somewhere is going to be like...’</i>
<ul style="list-style-type: none"> ● Internal challenge: Decision making questions: impact on home university, quality of delivery 	<p>Head of China Academic Affairs</p> <ul style="list-style-type: none"> ● <i>‘The main questions were about how we were going to prepare for the impact on the Venus activities of so many extra Chinese students coming here, and also there were questions about how do we control quality and standards of the Venus University degree being delivered so far away by a group of people who don’t work for us. So, those are the key sorts of questions that have arisen and these have been the main sorts of areas where we have been preoccupied.’</i>

Table 4.25: Venus University’s challenges from having a joint venture with their partner (continued)

Challenges	
<ul style="list-style-type: none"> ● Internal challenge: teaching resources (e.g. request for native English speaking teaching staff) 	<p>The Director of Planning</p> <ul style="list-style-type: none"> ● <i>‘Also, I mean from Venus’s perspective, it is quite difficult with the diversity and quality issues we have. It is kind of a start; you have to just say we are in completely different contexts and therefore we are going to have to work in a completely different way, but we have been working with HR consultants in terms of identifying people to bring in, we have been working quite closely with them, we have got quite a set of attractive common policies here for our staff going out. But, one of the interesting issues is that a lot of subject areas here at the moment tend to have quite a high proportion of non- English native speakers; you know, our electric engineering department is a whole mixture of different nationalities, our maths department is the same, the management school is the same. So, there is an issue there about, you know, if you said it has to be taught by a native English speaker, actually we have got departments where a few more than fifty percent of our staff are native English speakers. So, it is a difficult one.’</i>
	<p>Head of China Academic Affairs</p> <ul style="list-style-type: none"> ● <i>‘There is an issue of finding staff who are interested in spending time and teaching over there, although we are finding there are staff who want to go, and that will build up...’</i>

With respect to internal challenges, the Director of Planning indicated that there were many requests from departments wanting to be involved with the joint campus. However, the Director of Planning had to balance those requests, which was challenging. Moreover, finding native and qualified English teaching staff to teach the Chinese students could be a challenge for the University.

Venus University – Summary

Although Venus University has a campus in China, its collaborative model is different from Mercury University. Instead of having a branch campus, Venus and its partner have established an independent university, which fulfills many purposes, such as contributing to the local economy and academically internationalizing themselves, as well as raising the University's profile at the global level. According to the University staff, the University also uses the campus as a recruitment channel, but it did not think that the primary goal of establishing the campus was to make a financial profit; rather, it was to educate the Chinese students who might not have the opportunity to come to the UK, and hence make international education more affordable and accessible. When selecting the partner, many criteria were used, and, according to the staff, university profile and academic compatibility were the primary factors. However, it was revealed that the University did not have an appropriate selection process at that time when its partner had been selected. The University had encountered many challenges; for example, the risk to reputation, the impact of the joint campus on the home campus and the provision of adequate teaching resources.

Venus University has chosen a global approach. First of all, its mission is to be a global university. Secondly, it has a long term commitment in China by establishing a joint campus in China. The joint campus was the result of a strategic decision jointly made by Venus University, a local partner university and other funding partners. Moreover, the joint campus had very broad interests in terms of working with local companies and government as part of a wider contribution in China. Therefore, the internationalisation of Venus University in China was very multilateral.

Chapter 5: Analysis and Discussion

Introduction

Comparison I: Research Focused Group

Comparison II: Mixed Group

Comparison III: Teaching Led Group

Comparison IV: Group Analysis

Summary

Chapter 5: Analysis and Discussion – Introduction

This chapter focuses on a comparison between the six universities in terms of three aspects of their internationalisation strategies: motivation; decision making process for two areas: (1) partner selection and (2) model of collaborative programme selection; and the challenges associated with their operation. As previously indicated, the comparison is conducted within and by groups, i.e. primarily teaching led universities, mixed universities and research focused universities, and the purpose is to reveal the differences and similarities within and between these groups from the three aspects set out above.

Comparison I: Research Focused Group

- Mercury and Venus Universities

Mercury and Venus are the only two universities that have campuses in China. In general terms, although both have campuses established, the form of co-operation with local partners was very different. Mercury has an independent branch campus, whereas Venus has a joint venture (campus). Therefore, the entry strategy (the way of their cooperation) has led them to have different ongoing motivations and decision making criteria, and has meant that they faced different challenges. Moreover, the partnering selection criteria and processes when they entered China were different. However, both universities shared some similarities in their mission and motivation, and in the challenges they encountered, such as the macro-factors, e.g. economic and political aspects, all of which are analyzed and summarized in the following sections.

Comparison I: Research Focused Group

- Mercury and Venus Universities: Motivation

First of all, the campuses of both universities were established on the personal initiative of their Vice Chancellor; both University Vice-Chancellors wanted their approach to China to help differentiate them from other UK universities. In the case of Venus, the Vice Chancellor was determined to boost the University's international profile as the University thought itself to be 'off of map', i.e. the University did not have the strong international profile that it should have. Similarly, in the case of Mercury, according to the International Director, the establishment of the campus in China was the result of the inspiration and vision from the Vice Chancellor, who was a very internationally-minded leader. Visionary leadership was therefore essential, together with a determination to see the project through and willingness, as the head of the institution, to accept a calculated risk.

Apart from the Vice-Chancellor's initiative, an increasing international profile and positioning themselves as global universities (branding) were priorities for the staff, i.e. entering China could help to build the foundation for them to reach wider targets. With regard to Venus University, it had been recognized that the University was not strong in terms of its international exposure, the number of recruited overseas students and its brand as whole. Therefore, one of the primary motivations had been to enhance the brand and to lift Venus University's international standing. The motivation of Mercury University can be exemplified by the summary in its international strategy: *'Our internationalisation strategy will establish the University as a leading global university and give us a competitive advantage over universities in the UK and Europe.'*

Additionally, both universities placed academic internationalisation as one of their

Chapter 5: Analysis and Discussion – Comparison I

major motivations. By establishing the campuses, both universities achieved new opportunities for their students to enhance their multi-cultural learning and experiences, and could offer additional staff mobility for research.

The universities had similar broad motivations. For example, both universities wanted to contribute their expertise and experience to benefit the Chinese higher education system and the Chinese economy. Illustrating this point, for example, Venus university staff had sensed that the Chinese government was keen to expand higher education within China. Therefore, by establishing the campus, Venus University could extend its role in the education of Chinese students. Mercury University also shared this view, explaining that China was becoming an educational hub, and the entry of Mercury into the market could help China to achieve this aim by offering additional expertise.

According to Venus University's development plan, the University used the campus to serve the needs of local and national economic development by providing further skilled graduates. Both universities had established degree programmes based upon the assessed local needs. Venus University has established particular programmes in engineering, applied sciences, technology and management to serve the business park where it was located and local city development. Mercury University had established courses in energy pollution and manufacturing production in order to fit into the Chinese national agenda.

For both universities, China was important to them in many different respects. Staff from both universities emphasized that China was now playing a leading role in the world economy, and that being part of China's development was beneficial to their understanding regarding the culture and economy. Moreover, from a business perspective, China was an important recruitment market for both universities. A member of staff from Mercury University observed that competing for students was

Chapter 5: Analysis and Discussion – Comparison I

like business for the university, and the idea of expecting international students always to come to the UK in the long term was not feasible. Therefore, providing 'in-house' education to Chinese students in their own country had become the channel to achieve this goal, staying ahead of the competition. A similar view was expressed by Venus University staff when they were interviewed. The Venus staff said that, due to the UK government controlling the enrolled numbers of EU and home students, recruiting overseas students, especially the Chinese students, could be a valuable source of income and growth to the University. However, staff from both universities also claimed that establishing campuses in China was never primarily motivated by revenue generation.

The motivations for both universities establishing their campuses in China were very similar. To the universities, what they wanted to achieve was academic internationalisation, increased student recruitment and new cultural understandings. China, with its fast economic growth, large market size and rich culture, was highly attractive for both universities; in return, the universities were able to offer expertise and experience to help China on several fronts, such as helping to build the Chinese HE education system, making a contribution to the local economy and assisting the country to solve national issues (e.g. environmental pollution). As far as institutional motivation was concerned, no significant differences between the two universities were found.

Comparison I: Research Focused Group

- Mercury and Venus Universities: Partner and Collaborative Model Selection

Although both universities had established their campuses in China, their collaborative models were very different. In the case of Mercury University, it was an academically independent campus established with financial support from its partner, operated as an integral part of the University and owned by the University. By contrast, for Venus University, its campus was established as an independent university, based on a joint venture together with its partners, a Chinese university and a private sector investor. Therefore, the universities applied different business and academic criteria to identify their partners, but, at the same time, some criteria were also shared by the two universities. Moreover, staff from both universities did not reveal much information on these matters for reasons of business confidentiality.

Partner Selection: Business and Academic Criteria

Bearing in mind the different operational model, academic criteria were not a major concern to Mercury University staff; rather, they focused on the partner's business criteria. For example, as mentioned in the previously chapter, Mercury University staff were impressed by the partner's past record of establishing universities. Moreover, local government support and the partner's political contacts and relationships were considered vital to the University staff. Moreover, the division of responsibility was a 'must' factor for the University, i.e. maintaining academic autonomy as the core operational model was important. From a market development perspective, the city's affluence was also emphasized, according to one of the university staff who explained that half of the students were recruited from the local province.

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According to Venus University's collaborative handbook, it clearly focused on similar criteria, such as market demand, the partner institution's financial status, potential financial benefits, and costs relating to finance and human and opportunity cost. However, the joint-venture was actually financed by third parties (e.g. an educational investment company and local government), and the University had not been directly involved with financing the joint venture, according to the staff interviewed. Additionally, according to Venus University's collaborative handbook, three primary academic criteria for assessing partners included: (1) the partnership's relevance to the University mission, having clear benefits to the University's plan and enhancing academic reputation; (2) relevance of programmes and work to the University's expertise; (3) the partner's experience of delivering programmes at a similar level; The detail was further explained by Venus University staff, as follows:

The Director of Planning (Venus University)

'When we first started to look at the academic relationship, the key issues were really about ensuring they have the resources to deliver the programmes, both in terms of the infrastructure and staff, things like the library and IT, those kinds of things, understanding the programme development and curriculum development side, what they were doing with the programmes and how that linked in with our programmes here, and ensuring there were articulation routes we felt that was appropriate between their programmes and our programmes, getting and understanding between the two institutions about how we were going to deal with programme validation, accreditation of the institution, quality and standards issues, how we were going to oversee all of that...'

In other words, Venus University was more concerned than Mercury University with

academic criteria because of its particular operational model.

Collaborative Model Selection: Criteria

When the universities were choosing to collaborate with partners in China, there were several collaborative models available to them. For Venus University and Mercury University, although their final operational models were different, they both chose considerably more risky collaborative models (compared with franchise and articulation programmes) to operate in China. For both universities, it was clear that they both wanted to differentiate themselves from other universities and position themselves as global brand universities. Moreover, the staff considered that the campus would enable them to have academic autonomy and greater independence and control over their affairs. Choosing between a joint venture and a branch campus, senior management staff from Venus University favoured a joint venture, stressing that it captured the best of both UK and China systems, rather than imposing the UK system on China. However, the joint venture model was also criticized for having academic control confusion. As for other models, such as the franchise, staff from both universities did not favour it, because of its potential risk, especially the reputation risk and the risk of poor quality control.

Comparison I: Research Focused Group

- Mercury and Venus Universities: Challenges

As previously indicated, most of the challenges faced by both universities originated from three aspects: external pressures, internal pressures and partnership issues. With their associated campuses in China, both universities encountered similar challenges caused by macro-factors, such as government policies, but, because of their collaborative models, the universities also faced different challenges.

First of all, at the initial stage, staff from both universities were challenged by existing educational policies that were unclear and incomprehensible, and were not sufficiently precise to assist their work. Secondly, staff from both universities felt that the tight control and strict hierarchy of Chinese society were challenges for them. For example, the requirement to have Chinese officials from different levels agree to the establishment of the campus was not straightforward, according to the Mercury University Vice-Chancellor. In Venus University's case, they had to apply for permission regarding their recruitment quota. Additionally, unfamiliarity with the Chinese environment, language and culture were common challenges to both universities.

Senior management staff from both Universities also had to manage challenges within their organizations. For example, initially, when deciding to establish the campus or enter a joint venture in China, they had faced doubting questions (i.e. is it in everyone's best interests? how do we convince them to support the campus's growth? is there market demand?) from their staff. The second common challenge to both universities was staff recruitment. As both campuses grew, the need for qualified and native English speaking staff became demanding.

Chapter 5: Analysis and Discussion – Comparison I

In addition to the above, the Universities had encountered challenges caused by partnership itself. Quality assurance was one of the common challenges to both universities. It required management staff from both universities to determine detailed arrangements for quality assurance in accordance with the Chinese requirements and taking into account different phases of development. In Mercury's case, the staff indicated that quality assurance was the 'bible' of the University, but they recognized that they might have to modify arrangements according to the local situation. For Venus University, quality assurance had to be decided at every single development stage bearing in mind that they were, in practice, establishing an entirely new university. Moreover, the shortage of middle level management staff in China was a challenge to the staff. The Director of Planning at Venus University, for example, pointed out that the joint venture did not have sufficient, experienced staff focusing on planning and coordination work. Similarly, the Assistant Director for Transnational Education from Mercury University indicated that there was less "middle management culture", and that it was more polarized in China in both quality and attitudes. Therefore, decision making was normally undertaken by the senior management, and, unlike the Assistant Director, the middle managers in China had limited decision making powers.

The Universities also encountered three major additional challenges: distance; reputation/brand protection; and managing expectations, apart from all the above. First of all, according to the senior management staff, the remoteness and distance had caused them difficulties in understanding the ongoing process in China. Since universities received enormous support from various partners, including their local city and provincial government, university staff and financing partners and academic partners, managing expectations had become one of the top management priorities, i.e. can they deliver the promises made to the partners? What is more, all staff considered that reputation protection for their campus in China was important, because it was closely associated with their home university.

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Although the two universities shared many similar challenges, they had also encountered different challenges. For Venus University, the original plan had been influenced by its academic partner; they had wanted the new joint venture to have the degree awarding powers immediately, but the plan had been delayed due to the Chinese educational policy. Therefore, the '2+2' arrangement had been implemented for the students at the joint venture university, i.e. the students could be transferred to Venus University after completing a two year course and with satisfactory results at the joint venture university. The change had caused ripple effects to Venus University. With extra students coming to Venus University, arranging resources needed to receive these students had posed a challenge to the staff. Moreover, since the Venus University was assisting the growth of its joint venture, the challenge for them was to prevent the joint venture becoming so financially and academically dependent on its "parent" institutions. Additionally, for Venus University, its joint venture had several shareholders with different visions; therefore, tensions could emerge regarding the direction of running the new campus. For Mercury University, by comparison, these challenges were less apparent mainly because of the different operational model which provided them with more direct control.

Comparison I: Research Focused Group

- Mercury and Venus Universities: Conclusion

According to the comparative analysis, several important points emerge, as shown in Table 5.1. First of all, the motivations for the two research-focused universities were very similar. Achieving a global brand and becoming global universities were priorities alongside other similar motivations, such as academic internationalisation, contributing experience and expertise to the Chinese education system, and developing the Chinese economy together with the local government. Moreover, revenue generation was refuted as a primary motivation by staff from both universities. Instead, one of the common reasons for both universities establishing a campus in China was that they had perceived a change of policy by the Chinese government (i.e. trying to build China as an educational hub); therefore, by providing education to the local population, they could help China to achieve this aim. However, since education had been transformed by marketization (or business-like activity), some staff from both universities indicated that part of the underlying rationale for internationalisation was to generate income (and/or to preserve or diversify income streams), but none of these staff saw “profit” as a main priority. With respect to partner selection, the ability to provide necessary finance was a key criterion for Mercury University since they had full academic autonomy. Venus University was slightly different from Mercury due to its partnership model. The Venus management staff had two partners who contributed different strengths into the establishment of the new university. One was the academic partner, and the other was the financial partner. In other words, Venus staff had to develop and apply different criteria for both partners. The establishment of an international campus for both universities was part of the Vice Chancellor’s vision. As previously indicated, building a branch campus (or the joint venture university) was part of a strategy to increase the profile of both universities on the global stage.

Chapter 5: Analysis and Discussion – Comparison I

The Universities faced very similar external challenges, such as Chinese culture and government policy, internal challenges, such as managing staff expectations, and challenges caused by the partnerships, such as the shortage of corresponding mid-management staff. Moreover, distance and managing expectations were challenges to both universities. The two universities also had some particular challenges. For instance, the joint venture university was currently relying on Venus University because its degree awarding powers were currently not allowed due to the Chinese government policy. Therefore, Venus University's original aim, of building a new university, was changed to offering 2+2 courses as a temporary solution in order to assist the growth of the new university. A further important aspect of management emerges, namely the importance of pragmatic, flexible management. The challenge of helping the new university become academically and financially independent was the key challenge for Venus University. For Mercury, the interview data did not reflect any unusual challenge, apart from those stated.

More importantly, both universities have chosen a global approach. First of all, both universities have strategically positioned themselves with a vision of becoming global universities. Secondly, both universities have broad interests instead of focusing on one particular area. Thirdly, both universities want to use their campus as a foundation to serve more purposes in China rather than just academic purposes. For example, Venus University would like to collaborate with the local government to work on employment issues and regional economic development. For Mercury University, with research output, it would like to work with the government to solve local pollution issues.

Table 5.1: Comparison between Mercury and Venus University

	Mercury University	Similarities (crossing area)	Venus University
Key background information	<ul style="list-style-type: none"> • Branch campus • Established in 2004 • Undergraduate & Master course • Shareholder: Local financing partner & itself 		<ul style="list-style-type: none"> • Joint venture: establishing a new university • Established in 2006 • Undergraduate course only • Shareholder: financing company & Venus University & Chinese academic partner • However, original changed due to the Chinese policy, it temporarily runs 2+2 program at the current stage
Operational model	<ul style="list-style-type: none"> • Branch campus: fully academic autonomy 		<ul style="list-style-type: none"> • Joint venture: helping the new university to be academic independent, but currently managing academic affairs for the new university due to control of the Chinese government
Motivation		<ul style="list-style-type: none"> • Becoming global university • Global brand • Academic internationalisation • Growing local economy & assistance to developing Chinese educational system 	
Decision making Criteria of selecting Partner & operational model	<ul style="list-style-type: none"> • Partner criteria: Focusing on financing ability • Collaborative model: academic autonomy control, clear division between partner's ability 	<ul style="list-style-type: none"> • Vice Chancellor's vision as major initiative 	<ul style="list-style-type: none"> • Partner criteria: focusing on academic partner's ability, academic similarity and reputation • Collaborative model: establishing a new university, achieving the best from both education system

Table 5.1: Comparison between Mercury and Venus University (continued)

	Mercury University	Similarities (crossing area)	Venus University
Operation & Challenges		<ul style="list-style-type: none"> • Political challenge (external) • Cultural challenge (external & partnership) • Managing expectations (Internal) • Staff recruitment (Internal) • Reputation protection (Internal) • Lacking mid-management staff (partnership) • Distance 	<ul style="list-style-type: none"> • With extra number of students coming to the university, how to manage them become challenging issue • Managing different vision from various shareholders • Helping the new university to be financially and academically independent
Strategy applied: global approach or international approach		<ul style="list-style-type: none"> • Global approach 	

Comparison II: Mixed Group

- Earth and Mars Universities

Although neither of these two universities had established a campus in China, their relationships with Chinese universities had been established for a long time. For example, Mars University had been in China for 30 years since its first partnership had been established. Similarly, Earth University had a number of partners ranging from research to teaching partners. As mentioned before, they all had particular purposes for going to China and for going through the decision making process, and both faced a number of challenges. The following section draws comparisons between the two universities with respect to their motivation, decision making and operational challenges.

Comparison II: Mixed Group

- Earth and Mars Universities: Motivation

The two universities shared very similar motivations. First of all, both universities had been impressed by the rapid growth of the Chinese economy and the increasing international influence and impact of China... Moreover, China had been reforming its higher education, and staff from both universities expressed their strong interest to be part of the reform process by offering knowledge and expertise. Furthermore, academic internationalisation was core to both universities. Staff from both universities indicated that several academic benefits, including internationalizing the student body, teaching and learning, and internationalizing research and gaining more research opportunities were vital to them. Moreover, it is important to note that, for both universities, there were two emerging trends for developing academic internationalisation. One was that the logic of forming partnerships for both Earth and Mars Universities was similar. Both were very keen to develop strategic partnerships with a few universities, instead of establishing many partnerships. Secondly, research partnerships were a higher priority compared with teaching partnerships.

Additionally, through internationalisation, the two universities or their departments hoped to increase their profile and standing. For example, the Head of the Business School from Earth University stressed that internationalisation was very important for the accreditation of their Business School.

Moreover, according to the analysis, revenue generation was not the major purpose of either university in coming to China. However, revenue generation was important to some staff. The Director of International Office from Earth University and the Head of the Business School from Mars University both had specific recruitment targets to

Chapter 5: Analysis and Discussion – Comparison II

meet based upon the expectations of senior management within their universities. Therefore, China was thought to be a strategically important recruitment market for them.

Cultural learning was also important to both universities according to the staff interviews. The staff hoped that local students could gain cultural understandings by communicating with the Chinese students, and therefore make them more culturally aware.

What is more, part of the mission stressed by Mars University was widening participation. By establishing a presence in China, not only did they want to make a contribution to UK society, but also wished to extend and fulfill this mission within Chinese society.

Overall, the two universities had very similar motivations. From a macro-perspective, both universities wanted to make a contribution to China's higher education reforms and economic growth. Academic internationalisation and cultural learning were priorities for the universities. Although two staff, the Director of International Office from Earth University and the Head of the Business School from Mars University, considered that China was an important recruitment market (and hence significant for revenue generation) and believed that this was central to their job requirement, revenue generation had never been a top priority for both universities.

Comparison II: Mixed Group

- Earth and Mars Universities: Partner and Collaborative Model Selection

Partner Selection: Criteria

As shown before, although both universities had different partner selection procedures, the two universities shared very similar criteria (in both academic and business categories) as demonstrated in the analytical comparison. Both universities emphasized the word 'fit' when they selected their potential partners. Both sought 'fit' from their potential partners in a number of ways: university mission, philosophy, strategy, admissions standards, course aims and learning outcomes, programme structure, assessments, quality assurance and accreditation. Moreover, sustainability was another key criterion shared by both universities, i.e. looking for a long-term partnership.

Financially, both universities requested very similar criteria from their partners. Key criteria included market demand, delivery location, competitor information, available resources, such as staff and facilities, and financial investment/ cost of the start-up. Like academic criteria, few differences regarding financial criteria were found between the universities.

Additionally, both universities stressed that personal relationships were one of the key criteria for establishing a partnership. For example, the Vice Chancellor from Earth University explained that some of the partnership development was driven by a few staff that had similar interests with other staff from potential partnering universities or with alumni. Similarly, the Dean of the Business School from Mars University indicated that some of the links had been developed by alumni.

Collaborative model selection: criteria

By comparison, although both universities opted for articulation programmes, the logic applied was slightly different. For Earth University, its Pro-Vice Chancellor considered that the articulation programme was a guarantee of quality, standards of delivery and staff quality. For Mars University, the articulation programme had been applied for a long period due to their long standing relationship with the partner, i.e. the personal contacts. However, the articulation programme had only been used in the short term. Instead, a combined programme had been preferred by the staff. It was believed that the combined programme could be developed by both sides, and that the programme could enable each side to teach with their strengths; in the meantime, students only followed one programme, according to the Vice President, and therefore had advantages of simplicity and clarity...

Additionally, both Earth University and Mars University had a negative view of franchise programmes, with slightly different reasons. For Earth University, according to the top management staff, several criteria were applied, including poor control of teaching, protection of materials or information, quality assurance and risks associated with staffing, all of which had made the franchise model unattractive... For Mars University, the franchise model was not preferred by the staff for a number of reasons, including insufficient learning experience for students, high costs, risks to reputation and incompatibility with institutional motivation.

Unlike Mercury University and Venus University, the senior management staff from both Earth University and Mars University were not keen on developing an overseas campus. All staff pointed out that reputation risk, issues of academic control and the high levels of financial investment were major concerns, alongside other criteria including potential impact to home university recruitment, quality assurance and relationship building with local government. Moreover, by comparison, for Mars

Chapter 5: Analysis and Discussion – Comparison II

University, its educational involvement in China was long-established, and hence the university already had a strong presence in the country. An overseas campus was not needed, according to the Vice-Chancellor.

Comparison II: Mixed Group

- Earth and Mars Universities: Challenges

Both universities encountered some similar challenges in their approach to internationalisation. For example, culturally, staff from both universities indicated that Chinese students had a tendency to stay together. Internally, staff from the two universities admitted that conflicts existed among the staff involved. For example, the Director of International Officer from Earth University indicated that some the support from the Dean was slow, and that the Deans tended to be outcome-orientated and did not have enough patience; therefore, the arrangements had been a challenge to the Director. Similar issues arose for Mars University. There was a lack of coordination and team work, according to its Director. Moreover, like the Deans in Earth University, academics in Mars University had different perspectives on establishing partnerships. In the case of Mars University, the academics wanted to collaborate with top ranked universities reflecting their departmental interests, but, from the International Office's perspective, it was important to seek suitable partnerships from an overall, broad perspective. This is a key issue in the management of international partnerships; commonly, academic staff are looking for narrow, specialized links closely associated with their own interests in teaching and research, whereas university managers are looking for more broadly based relationships.

Furthermore, it was pointed out that the bureaucracy within the Chinese university had slowed the approval process and that the pace of development was different between the UK and China. From the partnership perspective, when dealing with potential partners for recruitment, staff from both universities found that a 'pecking order' existed, i.e. the partner might send less quality students to them. Moreover, the staff from both Earth and Mars Universities felt that the absence of key personnel

Chapter 5: Analysis and Discussion – Comparison II

(on leave or through retirement) at their partnering university was a massive challenge to them with respect to maintaining the relationship.

Additionally, each university had faced some different challenges. For Earth University, the Dean of the Business School had found that internal audit procedures were too strict and were unreasonable in terms of some aspects of the partnership approval. Moreover, this challenge was not necessarily caused by both sides. The Dean pointed out that the challenge could originate from the partnering university's internal conflicts. For example, some departments refused to be told what to do from the top university level. What is more, the Pro-Vice-Chancellor indicated that, culturally, the Chinese partners always preferred to have more senior staff visit their university. Issues of authority and status were therefore critically important in establishing successful links.

For Mars University, the senior staff had encountered different challenges. For example, from a cultural perspective, the Dean of the Business School from Mars University had encountered several 'doing a personal favor' situations, e.g. a government official who wanted to send his son to the university and offered the 'gift' of an expensive meal to the Dean. Moreover, the Vice President pointed out that the Chinese partners tended to improvise in negotiations more than their UK counterparts. From a partnership point of view, the Director of the International Office emphasized the importance of three aspects: ongoing management of the partnership after developing the programme, a lack of understanding regarding the negotiation process and the importance of maintaining credibility, and difficulties because Chinese partners did not synchronize their arrangements for quality assurance with Mars University. First of all, according to the Director of International Office, Chinese partners tended to become relaxed after the initial development stage, and did not understand that the implementing, maintaining and enhancement maintaining stages were just as important as the development stage. Secondly, it was

Chapter 5: Analysis and Discussion – Comparison II

thought that the staff had limited understanding of progressing the negotiation with Chinese partners to settle the partnership on a long-term basis, and also the importance of maintaining credibility by delivering promises; these were key issues to the University, especially as the Chinese partners had options in their choice of partners. Thirdly, according to the Vice-President, in order to protect their brand, it was necessary to be cautious regarding the quality assurance procedures; however, the Chinese partners tended to move quicker at this stage.

Comparison II: Mixed Group

- Earth and Mars Universities: Conclusion

This comparison focuses on the mixed universities research group: Earth University and Mars University. With respect to motivation, the two universities had very similar approaches, ranging from academic internationalisation to establishing an enhanced international profile; in addition, Mars University was strongly motivated by the importance of widening participation. When choosing potential partners, two key words, “fit” and “sustainability” stand out from the criteria used. Both universities aimed for a balance between strategic fit and academic fit. Both universities looked for partners with a sustainability test, i.e. financial sustainability and market sustainability.

The staff from both universities had negative views towards franchise programmes, due to quality, reputation and staffing issues. With respect to the overseas campus, this was considered a high risk to reputation, and other factors, such as the expensive investment, difficulties with quality assurance and the potential adverse impact on home university recruitment, were concerns to the staff from both universities. For Earth University, articulation was the preferred model for staff due to factors such as quality, standards of delivery and staff quality. The main reason why Mars University had developed an articulation arrangement was because both universities had a long term partnership and it had been established through personal contacts. However, the articulation programme was seen as short term at Mars University and the combined programme was seen as a major form of long-term partnership for Mars University.

Table 5.2: Comparison between Earth and Mars University

	Earth University	Similarities (crossing area)	Mars University
Current Operational model		<ul style="list-style-type: none"> • Articulation programme 	<ul style="list-style-type: none"> • Tend to change to the combined programme
Motivation		<ul style="list-style-type: none"> • Being part of China’s change and higher education reform • Academic /campus internationalisation • Increasing profile and standing • Revenue generation (not motivation, but meeting university recruitment target is necessary to both director of international office from Earth University and the Dean of Business School from Mars University) • Long term strategic partnership • Gradually moving towards to more research focused partnership 	<ul style="list-style-type: none"> • Widening participation
Decision making Criteria of selecting Partner & operational model		<ul style="list-style-type: none"> • Partnership selection criteria: Fit and sustainability are essential, e.g. strategic fit, academic fit, partnership sustainability... • Personal relationship is important criterion • Attitude on collaborative model selection, overseas campus: expensive, risk to reputation, difficulties with control and management, quality assurance; Franchise model: poor quality, less control 	<ul style="list-style-type: none"> • Overseas campus: the university has enough links and don’t need to establish overseas campus in accordance to the Vice chancellor • Franchise: incompatible with university mission

Table 5.2: Comparison between Earth and Mars University (continued)

	Earth University	Similarities (crossing area)	Mars University
Operation Challenges	<ul style="list-style-type: none"> To the Dean of Business School: conflict originated from partners, i.e. its department refusing to be told by the top management to implement collaboration 	<ul style="list-style-type: none"> Pecking order, being placed in secondary stream by partner in terms of recruitment partnership Cultural difference To the director from two universities: obtaining support from colleagues sometimes is challenging, and colleagues have different expectation from partnership To staff, internal development is not in phase with the fast changing environment in China Bureaucracy occurred in partnership approval process Leave of the key personnel at partnering universities 	<ul style="list-style-type: none"> To the Dean of Business School: ‘Personal favor’ situation; conflict originated from partners, i.e. its department refusing to be told by the top management for collaboration The director of International office: having different understanding on managing partnership from the Chinese partners; Lack of understanding on how to progress the negotiation process and make sure to deliver credibility To the Vice President: Chinese partners tend to move faster than us regarding quality assurance; Chinese people improvise more often
Strategy applied: global approach or international approach		<ul style="list-style-type: none"> International approach 	

Chapter 5: Analysis and Discussion – Comparison II

The staff had encountered similar challenges, such as Chinese government policies, and internal challenges, such as bureaucracy and having unsupportive staff. Challenges could also arise from the partnership arrangements. For example, the partnership could be adversely affected because of the absence (e.g. retirement) of the key personnel from the partnering university. Different challenges had also occurred to individual staff. For example, the Dean of the Business School from Mars University encountered 'personal favour situations' that were difficult to resolve.

More importantly, both universities have chosen an international approach. First of all, the two universities emphasized that their partnerships have mainly focused on student recruitment, although other activities, such as research collaboration with the Chinese partners, were also important to the universities. Therefore, their partnerships in China are fairly unilateral. Secondly, although both universities admitted that they would like to establish strategic partnerships with respect to student recruitment, they did not consider this to be a long term strategy; the campus model was inappropriate approach for them for various reasons, such as financial strength and risk-averse attitude. Thirdly, both universities had reacted to globalization more tactically than strategically. Instead of a strategic approach, becoming global and leading the internationalisation development trend, both universities had been passively waiting and reviewing how globalization had impacted upon themselves, then tactically forming international partnerships in China to follow the globalization trend.

Comparison III: Teaching Led Group

- Jupiter and Saturn Universities

Both Jupiter and Saturn had supported partnerships with the Chinese universities for a number of years. The two universities had chosen similar collaborative models. In the following section, comparisons are drawn in order to investigate the differences and similarities.

Comparison III: Teaching Led Group

- Jupiter and Saturn Universities: Motivation

Both universities had almost identical motivations for partnering with the Chinese universities. Financially, both universities stressed that their universities were under-funded, and also that the Government had encouraged the universities to diversify their income streams by various alternative channels. Therefore, recruiting international students, which could help their financial situation, was seen as a high priority. However, most staff considered that revenue generation was not a primary motivation. In both universities, a stark contradiction was apparent on this issue. Secondly, both universities had been impressed by China's rapid economic growth, and wanted to participate in this economic development, by which they could teach students some of the lessons learned in China. Thirdly, both universities had widening participation as one of their university missions; therefore, they wanted to engage with "the world", not just in the UK, and China was a massive potential audience...

Academic and campus internationalisation was important to both universities. Moreover, the staff from both universities hoped to have home students benefit from culturally mixed groups by recruiting Chinese students. Additionally, by internationalisation, the two universities expected to establish or increase their profile.

Furthermore, for Jupiter University, according to the International Director, by partnering with Chinese universities, they could offer alternative teaching methods to the Chinese students, and also provide assistance to help develop the Chinese education system.

Comparison III: Teaching Led Group

- Jupiter and Saturn Universities: Partner and Collaborative Model Selection

Partner Selection: Criteria

The two universities had very similar criteria for partner selection. All these criteria were very standard, and were little different from other universities. For example, important academic criteria included ranking, status, staff benefits and facilities. Business criteria included market demand, costs (e.g. start-up cost) and the partner's financial status. According to the analysis, the only different criterion between the two universities was personal contact. In Saturn's case, personal contact was one of the key criteria according to the Director of the International Office.

Collaborative Model Selection: Criteria

Both universities had similar views on their collaborative models, although there were some differences as well. Both universities had articulation programmes, but Jupiter University also operated the franchise model. The staff from both universities considered that articulation programmes were low risk and low cost models. However, with the articulation programme, curriculum and quality were difficult to control, according to the Chair of the UK and Overseas Partnership Panel from Jupiter University. Articulation was used as complementary with the franchise programme in Jupiter University. For example, articulation could be useful to increase the number of students when the franchise programme was in a downturn, according to the Director of the International Office. For Saturn University, articulation was the main collaborative model, because it met the University's mission and enabled the Chinese

Chapter 5: Analysis and Discussion – Comparison III

students to obtain experience of two higher education systems, as explained by the Director of the International Office.

The staff interviewed from both universities had different opinions on franchise models. For Jupiter University, according to the previous analysis, it enabled the University to generate high revenues, to protect brand and to ensure the quality of provision. By contrast, others believed that the franchise model was not feasible, because there was a lack of qualified Chinese teaching staff and insufficient market demand.

Staff from both universities considered that the overseas campus was not an appropriate model to apply to the Chinese market. For example, the Vice-Chancellor from Saturn University considered that the establishment of an overseas campus was “academic imperialism”. The Dean of the Business School suggested that culture and sending staff to China were challenging issues. Financially, it was not feasible to Saturn University, according to the Associate Dean of Business School. Similarly, the Jupiter University staff expressed several reasons why Jupiter could not establish an overseas campus in China. For example, it required high financial investment and involved a complicated government approval process. It also required the University to compete with local partners. Moreover, if the overseas campus was not run successfully, it would have an impact on recruitment to the home university. More important, it was argued that the establishment of an overseas campus did not fit with Jupiter University’s mission, as explained in the previous chapter.

Comparison III: Teaching Led Group

- Jupiter and Saturn Universities: Challenges

Both universities faced similar political challenges, such as difficulties with obtaining approval, and both had found that the Chinese system was highly regulated. From a partnership perspective, the staff interviewed from the two universities felt that over-dependence on one partner had placed them in a less advantageous position. Culturally, it was also seen as difficult to get straight answers from the Chinese partners.

However, the universities also faced different challenges. For Saturn University, their low ranking position had not helped them to partner with better ranked Chinese partners. From a partnership perspective, obtaining information from the partner had been difficult; therefore, this had an adverse influence on planning work for the Saturn staff. Sometimes, due to teaching workloads, Saturn University found it a challenge in fulfilling requests from the partner for longer teaching periods in China. Moreover, the staff had found that the Chinese partner's decision making process tended to be excessively long. Communicating with the partner could be challenging. For example, the Chinese staff did not like interference from Saturn staff; moreover, the partner tended to rely on the Director of the International Office (who was Chinese) for all their communications, rather than directly contacting the departmental staff. This had caused tensions between the Director of the International Office and the departmental staff. Internally, the Director of the International Office had found that other colleagues were not being supportive enough.

Additionally, the Associate Dean of the Business School pointed out that student distribution across different programmes and classes was a challenging job, and that

Chapter 5: Analysis and Discussion – Comparison III

the Chinese students' "spoon fed" learning style had not made teaching easy. The key challenge originated from the partner's internal conflicts. For instance, the Saturn staff had found that they had to be very sensitive when two departments within their partnering university were involved because of internal competition. Moreover, distance was also a practical challenge according to Saturn staff in terms of programme management.

Jupiter University staff had also found a different set of issues from those experienced by Saturn staff. Culturally, 'guanxi' (i.e. relationship) is an important element in Chinese society. The staff found that it was challenging when someone through the application of 'guanxi' tried to force the staff to give special attention to certain students in the class. The Dean of the Business School found that the opposite Dean was less business-aware (on finance issues) and more teaching orientated, all of which could make the partnership more challenging. From a partnership perspective, it was challenging when partners asked for exclusivity from Jupiter staff, but were unwilling to do the same in return. The absence or departure of key personnel (e.g. retirement) could be challenging to maintaining the partnership. Moreover, recruiting qualified staff to fulfill the needs of the University in China was also a challenge, according to the Vice Chancellor. Internally, balancing academic and financial benefits was a challenge to the Dean of Business School, i.e. lowering entry requirements in exchange for revenue generation.

Comparison III: Teaching Led Group

- Jupiter and Saturn Universities: Conclusion

As the comparison has shown, not only did the two universities share the same motivation, but they used the same collaborative model, articulation. However, Jupiter University used articulation as a periphery to its main collaborative model, the franchise model. Saturn University staff had different opinions on the value of the franchise model. According to the analysis, the criteria applied by the two universities were the same. The two universities had also encountered similar challenges, e.g. a highly regulated environment and over-dependence on one partner. There were, however, some different challenges, as explained above, all of which are displayed in Table 5.3 below.

Furthermore, both universities have an applied international approach rather than global approach. They have been very focused on a student recruitment partnership in order to meet various targets, especially the financial income. In other words, their partnership in China was very unilateral. Both universities have recognized that they are not global. Therefore, the long term strategic model, such as a campus model, was not appropriate for them to implement in China. Instead, a recruitment partnership was less risky in the medium term for them.

Table 5.3: Comparison between Jupiter and Saturn University

	Jupiter University	Similarities (crossing area)	Saturn University
Operational model	Franchise model & Articulation		Articulation
Motivation	<ul style="list-style-type: none"> • Offering alternative education to China 	<ul style="list-style-type: none"> • China growth • Being part of higher education reform • Academic /campus internationalisation • Government’s under-funding forcing them to search funding source • Widening participation 	
Decision making Criteria of selecting Partner & operational model	<ul style="list-style-type: none"> • Articulation: periphery to franchise model for meeting recruitment target • Franchise model: earning high revenue, protecting brand, ensuring quality of provision • Overseas campus: it doesn’t fit in with the university mission 	<ul style="list-style-type: none"> • Partner selection: academic status, ranking, staff, facilities, market demand, start-up cost and financial ability • Collaborative model selection: Articulation : low cost, low risk Overseas campus: culture and arranging staff to China are challenging; high financial investment; complicated government approval process 	<ul style="list-style-type: none"> • Partner selection: personal contact • Articulation: enabling students to have experience from two education system • Franchise model: not feasible, lacking of qualified Chinese teaching staff to deliver education, insufficient market demand • Overseas campus: academic imperialism (Vice Chancellor)

Table 5.3: Comparison between Jupiter and Saturn University (continued)

	Jupiter University	Similarities (crossing area)	Saturn University
Operation & Challenges	<ul style="list-style-type: none"> • Handling ‘Guanxi’, being forced to giving extra attention to some students because of their background and connection • The Chinese Dean has different working style, and less business aware • Lower entry requirement vs revenue • Key personnel’s absence at partnering university 	<ul style="list-style-type: none"> • Difficult to obtain approval • Highly regulated system • From partnership perspective, over depending on one partner • Culturally, communication is not straightforward 	<ul style="list-style-type: none"> • Low ranking, disadvantageous to the university for gaining new partnership with higher ranked universities • Sometimes, communication is not smooth with the partner, therefore it has made planning woke delayed • Request from the partner, it has made Saturn staff’s teaching workload heavy • Partner’s decision making process is time consuming • The partner relying on one staff (the international office director) for all communication • The international office director found other staff not being support • Student distribution • Internal conflict within partner’s organization • Distance, challenge to partnership management
Strategy applied: global approach or international approach		<ul style="list-style-type: none"> • International approach 	

Comparison IV: Group Analysis

Motivation

The six universities had similar motivations for partnering with Chinese universities, as listed below:

1. All six universities were impressed by the Chinese economic growth, and wanted to participate in the Chinese economic growth process. As a result, they expected to learn valuable lessons; in the meantime, they would also be able to contribute their expertise and experience to assist China in the further development of the economy.
2. All six universities wanted to participate in China's higher education reforms.
3. Academic internationalisation (e.g. research and teaching) was a high priority for all six universities.
4. Through internationalisation, all six universities expected to increase their profiles and enhance brand awareness among the general public both at home and overseas. In the comparison, the primarily research-led universities were highly ambitious. They wanted to become global universities, with global brands and positioning.

However, one important motivation did vary among the six universities:

- Revenue generation was key to Saturn University and Jupiter University, the two teaching-led institutions, and both drew links with to the UK's funding scheme for higher education, by which both universities believed that they had been underfunded. Although some staff from Earth and Mars University expressed a different view, generating revenue had never been their primary motivation. The

Chapter 5: Analysis and Discussion – Comparison IV

Director of the International Office from Earth University and the Dean of the Business School from Mars University admitted that revenue generation was part of their key motivation, reflecting their job requirements. By comparison, all staff from Mercury University and Venus University denied that revenue generation was their key motivation for establishing campuses in China.

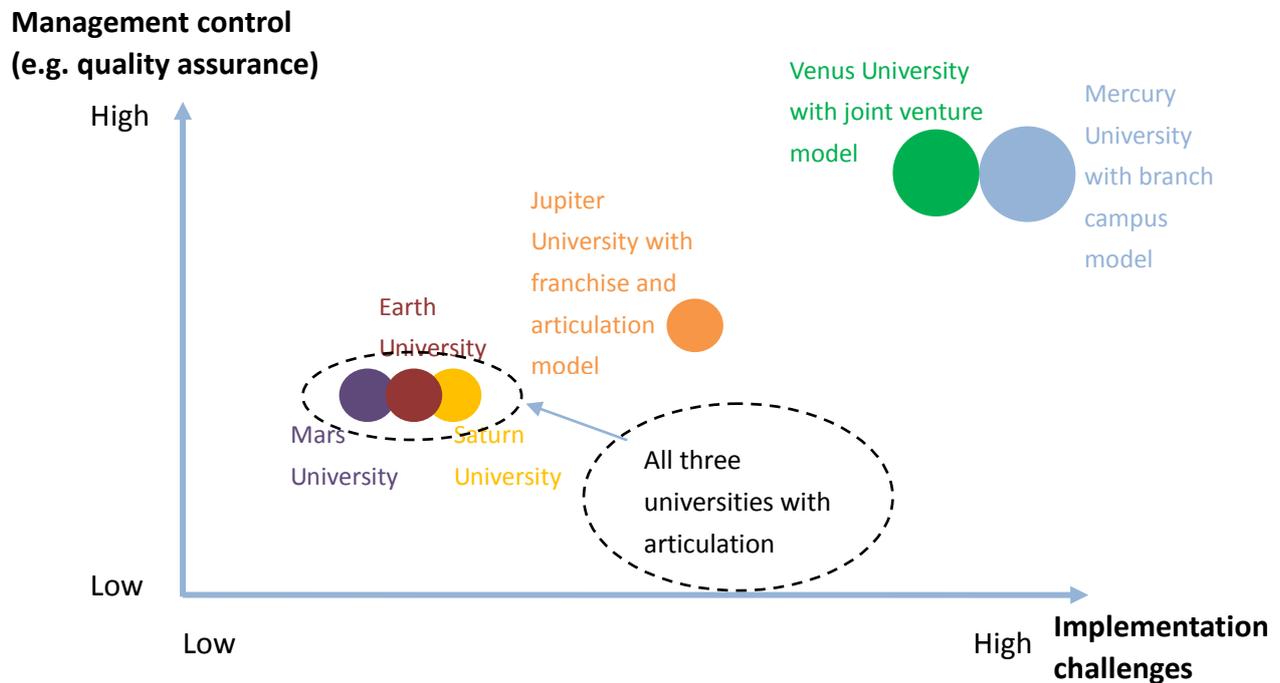
Criteria for selecting partners

Both business and academic criteria were applied to partnerships, most of which were similar across the institutions. Personal relationships or networks had become a key criterion for the universities. For example, Mercury University chose its partner because of its strong ability to handle the local political network. Earth University and Mars University had used personal relationships to establish partnerships.

Collaborative Models

Apart from Mercury University and Venus University, the other universities pursued articulation arrangements because of the low risk and cost. With regard to franchise arrangements, unlike the comments from staff in Earth, Mars and Saturn Universities, Jupiter staff considered that using a franchise could have good brand protection and help to secure quality. From a financial perspective, levels of financial investment, risk to reputation and management costs were major concerns for staff from Jupiter, Mars, Venus and Earth Universities; cost was less significant for the research-led universities.

Figure 5.1: Comparison regarding collaborative model



- Bubble size represents the scale of financial investment

With respect to the franchise model, staff from other universities had different opinions from Jupiter University staff in terms of branding and quality in teaching.

Challenges

The staff interviewed all identified similar challenges.

1. All staff believed that the Chinese system was highly regulated and that sometimes Chinese officials were unprepared to deal with foreign universities like themselves. Moreover, the approval process to grant the universities authority for the partnership was not easy.
2. Cultural understanding can be a challenge to the staff with respect to communication and management issues, such as management structure and staff

arrangements.

3. Distance appears to be challenge for most of the universities.
4. Key personnel's absence or turnover (e.g. retirement) at the partnering university is a challenge to the universities, apart from Mercury and Venus with their different academic collaborative model in China.
5. Internally, for the partnership to be successful, some staff felt that gaining widespread support from colleagues was essential, but also tended to be challenging.
6. Staff recruitment was a challenging issue to all the universities in terms of teaching at partner institutions and with regard to good management.
7. Personal relationships and networks were of vital importance to the establishment of partnerships.

According to the analysis, it is believed that the challenges faced by universities working in China reflected their choice of collaborative models and are not necessarily affected by university type (i.e. research led, teaching led and mixed university). Some very common “macro” challenges apply whatever the model of partnership; others are specific to the chosen “micro” model. For example, Mercury and Venus have relatively more academic autonomy (especially Mercury with full academic autonomy) in their partnerships than the other universities. The challenges, such as over-dependence on one academic partner and the pecking order for other universities are less significant issues for Venus and Mercury. On the other hand, in order to enjoy such independence, Venus and Mercury undertook significantly higher risks (both financial and reputational) than the other universities.

Chapter 5: Analysis and Discussion – Summary

In this chapter, the detailed comparison is drawn horizontally (i.e. by different university group) and vertically (i.e. three stages: motivation, decision making and associated operational challenge). As concluded above, all six universities had very similar motivations, such as a desire to share in China's economic growth and academic internationalisation; opinions were more diverse on issues of revenue generation. The universities had similar criteria (either in business or academic) when selecting partners. Personal relationships proved to be vital to partnerships, especially due to the nature of Chinese culture. The universities also encountered similar challenges, most of which originated from cultural differences and government policies. The different challenges for each university largely depended on their chosen collaborative model.

Chapter 6

Conclusions

Chapter 6: Conclusions

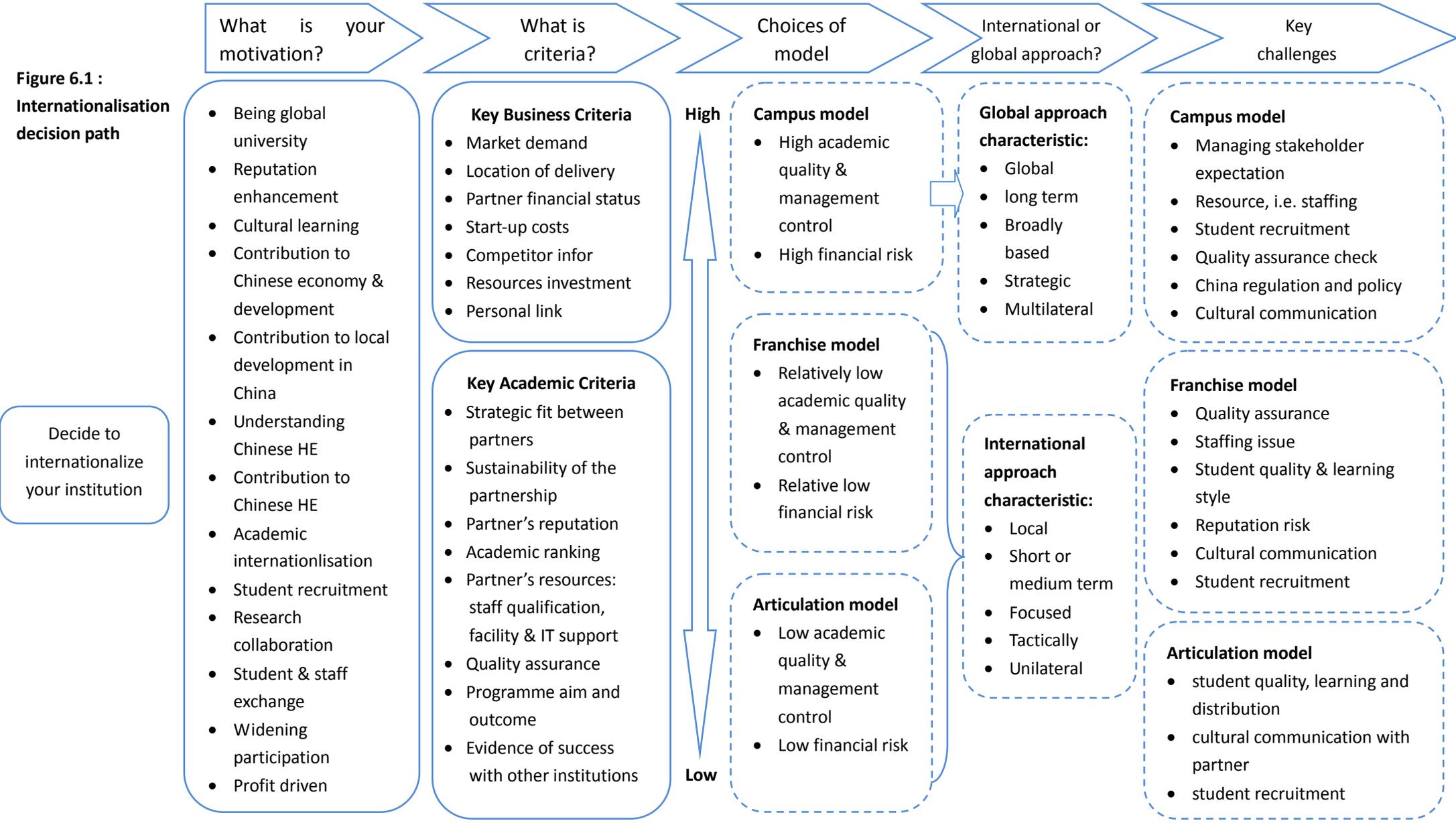
Contribution to knowledge

Based upon this analysis, this research has both made a contribution to theoretical knowledge in the field of internationalisation of higher education and to practical understandings in terms of motivation, decision making and implementation for university decision and policy makers. In this way university leaders and managers can more effectively apply their knowledge for developing future links with the Chinese universities. In order to summarize the above analysis, a new model – ‘Internationalisation Decision Path’ has been created as below in Figure 6.1.

The purpose of this model is to assist university decision makers to identify which model is the most appropriate for them in working in China. More importantly, it assists the decision makers to foresee the key challenges from implementing those models with their potential partners before forming a partnership in China. The model consists of five steps, namely, motivation, criteria, collaborative models, internationalisation or globalization approach, and major challenges associated with implementation. At the first step, the model lists the key motivations summarized from the above universities, by which the decision makers are able to see whether their motivation are matched with listed ones in the figure. At the second stage, the key criteria are provided to assist decision makers to assess their potential partners in China.

Furthermore, the model lists the three models, i.e. campus model, franchise model and articulation model. The three models are measured by financial risk and by quality assurance and academic control management. For example, although the campus model has the highest level of academic and quality control, its financial risk is also high. Moreover, the franchise model has relatively lower financial risk, but

Figure 6.1 :
Internationalisation
decision path



academic and quality control is not fully ensured. For the articulation model, it has the lowest financial risk, but it has a higher risk in terms of academic quality management control. So, for decision makers, they can assess their university's strengths and weaknesses, and can consider if they can overcome those risks regarding their preferred models. Moreover, the campus model is associated with a globalization approach, whereas both the franchise and articulation models are related to an internationalisation approach, all of which are evident from the university cases above.

At step four, relating to the internationalisation or globalization approaches, decision makers are able to understand some characteristics with the approach (i.e. the model) they chose. For example, with the globalization approach, the University would have a long-term, strategic commitment in China through establishing a campus. Moreover, it has various purposes rather than just serving an academic purpose. Therefore, the university will establish various partnerships through their campus in China. In this way, its partnership can be very multilateral. Additionally, the university with a globalization approach has a strategic vision to become a global university, as is evident by Mercury University.

Furthermore, the university with an internationalisation approach has a very focused purpose with their partnership. Therefore, the partnership can be unilateral. Moreover, partnerships under internationalisation approach can represent a short and/or medium term tactical plan due to their models, each of which have fairly easy exit to China market.

At the last stage of the model, the key challenges associated with implementation are stated. Each model can bring similar and different challenges to the university. For example, cultural and political challenges (i.e. Chinese regulations) are common to all universities. For decision makers, they can better prepare themselves in advance to prevent occurrence of those challenges before starting their partnership in China or

to minimize their effects.

There are several knowledge contributions made by this model. First of all, it is the first model that provides an overview of a university's internationalisation process together. Secondly, it provides a simple but comprehensive decision model for the universities, and it has been created specifically for forming partnerships in China. Thirdly, it recognizes the characteristics of both globalization and internationalisation approaches, and can assist decision makers in understanding a university's behavior with different models.

Final Conclusion

The research aimed to investigate the internationalisation activities of UK universities in China, and more specifically, cross-border higher education activities in China. The research was conducted based upon a comparison between six case studies. As shown before, the cases were divided into three groups: primarily research led universities, primarily mixed universities and primarily teaching-led universities. In order to conduct the research, an intensive literature review was studied. Through the literature review, reviews of globalization, internationalisation and cross-border higher education were undertaken. Moreover, the review analyzes the relationship between these three aspects, and narrows the research scope for the project in order to generate the research questions. More important, as previously mentioned, the concept of globalization is re-defined with a 3-dimensional 'box', by which the relationships between three aspects are also displayed, i.e. internationalisation is a response to globalization; and cross-border higher education is one of the university's internationalisation activities pursued in response to globalization. Furthermore, the characteristics of globalization and internationalisation are proposed in order to provide further understanding of cross border activities.

The second chapter defines the research questions which are divided into two stages.

At the first stage, the three key questions are listed below:

- What are the UK universities' motivations?
- How do they make decisions to choose partners and collaborative models?
- What are the challenges they have encountered?

At the second stage, the comparative study is conducted with the following question:

- What are the differences between the three groups of universities in terms of motivation, decision making and operational challenges?
- Do the universities choose an international approach or global approach?

The third chapter explains the research process including several stages. First of all, it analyzes the main research philosophy, and identifies the philosophy, interpretivism, that underpins the research. Secondly, it compares the potential research approaches, quantitative and qualitative approaches; and justifies the use of qualitative research as the most suitable approach for this research because it offers the researcher an opportunity to gain insights, especially regarding the decision-making process of the universities. Moreover, regarding research strategy, the case study with comparative form is chosen, because it suits the research questions, which focus on 'how' and 'why'. The data collection is completed by interviewing more than 50 senior university management staff and conducting documentation analysis. Additionally, Atlas.ti is explained to justify its suitability to the research.

Chapter 4's aim is to analyze the cases individually, i.e. Jupiter, Mercury, Saturn, Venus, Earth and Mars Universities respectively. Then, in Chapter 5, comparisons are drawn within and across groups. According to the analysis, the motivations for all the universities include: academic internationalisation; being part of China's economic

and higher education reforms in order to gain valuable lessons; establishing international status; and widening participation. The criteria for the UK universities choosing partners are divided into business and academic aspects. The academic aspects include academic status, research potential, teaching opportunities and access to facilities. Business aspects include market demand, relative costs and funding opportunities.

However, as previously pointed out, fit and sustainability were key criteria for the universities, i.e. strategic fit, academic fit, financial sustainability and partner sustainability. Among the universities, few significant differences were found in terms of the criteria, apart from some difference in the relative importance attached to personal relationships i.e. networks. For collaborative models, among the cases, most staff recognized that establishing an international campus is a high risk to reputation and requires substantial financial investment. To some staff, articulation is seen as a low risk and low cost activity. However, it is worth pointing out that the collaborative model is applied depending upon each individual situation.

The universities encountered similar and different challenges. As previously stated, many challenges originated from political and cultural aspects. In addition to the political and cultural aspects, managing at a distance appears to be a challenging issue for the universities.

The Chapter 5 also aims to compare the differences and similarities between the three groups. According to the analysis, research-led universities have similar motivations as other institutions... With respect to the collaborative model, Mercury and Venus are exceptions due to their collaborative models, based on an international campus. Articulation appears to be a common model for both the primarily mixed and teaching-led universities due to its low cost and low risk. Jupiter University is the only one that also applied a franchise model due to its quality control and estimations of recruitment, whereas the other universities have feared

poor quality and reputational risk.

In this way, the research has provided new understandings of how UK universities have approached the delivery of higher education in China. The findings demonstrate differences of approach between different types of university, but also show high levels of commonality. It is hoped that this research offers both new perspectives in the emerging theories concerning internationalisation in higher education and very practical insights of value to institutions considering similar activities in China and elsewhere. More importantly, a new decision-making model is created through research, and this provides guidance for the decision makers who would like to form partnership in China. Moreover, with the new model, a knowledge contribution is also made in terms of understanding the internationalisation process of UK universities in China.

There are always limitations in any research project. In the case of this research, it only provides a snapshot of what the UK universities had achieved with respect to their cross border education in China. It focuses on the key aspects, motivation, decision making and implementation. The research is conducted based upon the views of senior management. Therefore, the data can be limited; more insights might have been captured with a wider database, especially the insights related to implementation. If the views from other staff such as lecturers and non-academic staff at the point of delivery had been obtained, it would be expected that more or even different views on the challenges to implementation would have been forthcoming. Thus, more comparative studies are needed.

Moreover, an additional comparative study can be included alongside this research. The comparative study can be analyzed based upon the role of the interviewed staff, i.e. Vice Chancellor, Pro Vice Chancellor, Head of Business School and Director of International Office. In which case, a new set of differences and similarities might be drawn.

From the author's perspective, internationalisation is evolving all the time. Therefore, the research can only reflect UK universities' cross border activities in China at a certain particular period. It is expected that motivation, rationales and criteria with respect to decision making and challenges from implementation will be different in the future. If a further study could be conducted in the same manner, then interesting comparison could emerge regarding the changing pattern over the years.

Furthermore, the research only reveals one side of the story. Internationalisation and cross border higher education activities are only examined from UK universities' perspective in this research. However, their cross border higher education involves the Chinese partners that play key roles, and hence the view from the Chinese partners would also be valuable. Therefore, the research findings could be supplemented by including the view from their Chinese partners. Moreover, the view from both sides (UK and China) could be compared.

Furthermore, it is worth stressing that, although these universities have similarities with respect to their internationalisation, their uniqueness still exists. Therefore generalizations should not be made. The findings from this research only provide some general characteristics of UK universities' internationalisation in China.

Regarding research methodologies, interviews and documentation analysis are used in this research. It is suggested that in the future further work might utilize questionnaire methods in order to capture more insights and to cross examine the data obtained from interviews and documents.

Finally, from the author's perspective, an interesting point is the importance of relationships ('Guanxi') playing a critical role in achieving success in internationalisation. It is perceived that the UK universities have quickly adopted the Chinese way of doing things, i.e. relationship based business model. Indeed,

internationalisation can also be treated as a “people business”. Its success largely depends upon communication between the two sides.

Appendix I

Analysis Transcript: Meeting with Pro-Vice-Chancellor Professor CE at Mercury University

Time: Wednesday, 26th March

Zhanzhan Liang – ZZ

Professor CE

ZZ: ‘The Vice-Chancellor has just talked about his opinions on Chinese higher education. So, what’s your view regarding the Chinese higher education?’

CE: ‘I think, very clearly, China has outstanding universities in terms their international reputation, but it probably has suffered from a number of things. I think lack of investment. I think human resources pressures that mean your better researchers are actually end up with doing all the teaching or they insufficiently poorly paid. They are what we would say moonlighting. I think some of the aspects of the pedagogy are very traditional, perhaps. It is very didactic approach. I think it is quite hierarchical in many senses and often it doesn’t encourage questioning and challenging as much we would like or as much as we feel comfortable with. So, I think there are issues around pedagogy, but there are some huge good universities in China. It is variable.’

ZZ: ‘Do you see the Chinese universities as threat to UK universities in the long run?’

CE: ‘Threat is not a word I am terribly comfortable with, although it is used a lot in the Ian Gow’s report, which I am sure you saw, which is obviously one of the Ian Gow’s statements. I think China will become an important destination country for students which is distant internationally. It is already starting and I think it would increase. I think the Chinese universities will also look to increase their outward

international activities, and so in a sense I suppose we will be committing with each other, but I don't think the competition isn't necessarily bad thing. So, threat, no. Challenge, yes.'

ZZ: 'How can you differentiate yourself in terms of offerings on the market to other UK universities in terms their joint or collaborative programs with Chinese universities or Chinese degrees? Putting it other way, it is wrong to say that students going to universities only because they want to get jobs, but the recognition of the degrees for employers is important.'

CE: 'I think the differentiation is difficult. If you said what differentiates undergraduate degree in business from Southampton with undergraduate degree in business in N or from Leeds or from Imperial or from Cardiff or from Lancaster or from Manchester, and the answer is probably not a lot. In a sense, they are all leading universities. They are all very good UK universities. So, Manchester degree isn't different from N degree. What's gonna be different? Well, it is back to our brands. So, we rely on some olden N degree and N is good at this, but differentiation is difficult. If you said what differentiates a degree from N versus a degree from the University of Luton, that's much more. So, the brand thing is important. For us, one of the things arguably makes us different is the campuses and this is what the Vice Chancellor meant when he talked about the benefits we would have in campuses. The campuses really make us stand out. So, in economist's term, there is very strong positive externality, and they do differentiate us.'

ZZ: 'So, the students in China campus will have strong recognition (of their degree) by not coming to the UK. From the biased perception, that's the most important thing, are we going to get the UK value?'

CE: 'We have been through this in Malaysia as well. I spent couple years in Malaysia. So, I know a little bit about what's like. It was very clear that there were students

who wanted to and could afford to the UK. Clearly, that gives much broader experiences than it would be the case you study at say N Malaysia Campus or China Campus, because as well as education experiences, you also get broader experiences of living in a particular country and that does make things different. But, of course, not every student has that opportunity, not every student can afford to do that or they may have all sorts of commitments make it quite difficult. So, what the campuses do is here is the UK style education but in your own country and you can do all in your own country or as lot of students do, they can do a period of study abroad at N. So, we have exchange, we have student mobility between the campuses and that gives students from China the chance to come and spend time living and studying in the UK, and also students from here can go and live and study in China.'

ZZ: 'Between the Malaysian and Chinese markets, which is more challenging?'

CE: 'They both are challenging in different ways. In China, the regulatory and legal environment, (ZZ: that is the key issues have to be solved), yeah. The operating environment is complex because of language and other related characteristics of the marketplace, but arguably it is much easier to recruit students from China because there is a lot of excess demand. There is still very high level of demand for higher education and relative shortage of supply. In Malaysia, it is the legal system based on the English legal system. English is widely spoken. We have got a lot of familiarities, a lot of familiar structures and processes in Malaysia, which makes the operating environment much more straightforward. But, in contrast, student recruitment is big challenge, because Malaysia has a huge private higher education sector. It is expanding its public sector. Arguably, in Malaysia, there is excess supply. So, they are different. I think if you push me, I would say ultimately China has to be the more challenging.'

ZZ: 'I know the Vice Chancellor said China is exciting therefore we are going to China. But, why go to China with the overseas campus? There must be criteria and checklist

you have applied, for example, great demand, etc.’

CE: ‘I don’t whether we have got that formally written down. But, that process has been gone through. In a sense, the Vice Chancellor said we went to Malaysia in 2000. I was involved my first discussion around campuses in Asia in about 1995. We actually first started off with exploring possibility having campus in Thailand. That was the first activity was going to be the first British university in Thailand. It fell apart because of Asian financial crisis in 1997 and 1998. We started with Thailand, and we also were working in Malaysia. In some senses, the discussion on Malaysia, it took three or four years, not just because it was delayed, but it was because the fact it was long ongoing process. So, during the course of that, there was pack of thinking underlined. Why Thailand, why Malaysia? Well, we know there is huge lack of demand in Malaysia. We know the government is trying to make Malaysia international hub. We know the setting. We know the context. We have good links. Yes, it is competitive, but what is lacking in private sector is a really good, if you like top-end player. So, there is thought process behind that. There is thought process behind Thailand. It is similar set of issues. With China, again, I suppose, you look it and say world’s largest economy, be liberalizing in very sensible fashion, gradual process of economic reform and (it is) really starting to take off in mid 90s, very old fashioned HE system, but open this to new ideas, huge potential, many challenges. But, actually, at the moment, if you are gonna be anywhere in the world, you would be in China or India. The answer is you aren’t gonna be in India, because the Indian bureaucracy makes Chinese bureaucracy and regulation look straightforward.’

ZZ: ‘Should I guess you attempt to set up a campus in India?’

CE: ‘We haven’t attempted. We are still discussing whether we should be attempting, but my personal view is that I think the regulatory climate is too hostile, certainly for the type of venture we are engaged in China and Malaysia, because what’s been the key in China and Malaysia is that it is the University of N we have the academic

control. Now, I don't think that will work in India, because there are too much to be stressed of private higher education. The legal framework is kind of vague and unsatisfactory. Law gets made by virtual judgment. The regulations are unclear. China, I think you can go back and look what VC were saying about higher changing need, expressing the willingness to learn. You contrast that with India, those significant parts of parliament that is really very resistant to you. If you have got that kind of hostility, it would be very difficult place to operate. So, We are thinking about it and we review it, we haven't tried it.'

ZZ: 'Also because of the connections you have, that makes things much easier.'

CE: 'Certainly, I think having knowing the people, having links, having contacts becomes huge importance.'

ZZ: 'Do you think this is the fundamental difference between the N having the campus in China and other institutions can't have'

CE: 'No, I don't think it does, I think couple of things, I guess. One is I think we have been really quick. So, we have seen the opportunities and we have responded it very quickly. I think we also have been willing to take risks. Warwick could have gone to Singapore. You know, in some senses, they went through very proper process of reviewing the opportunity, but I think it's the reluctance to really take the risks. I think we have taken risks. We have been quick. We are very action-orientated. We have learnt a lot from Malaysia venture. We were able to use what we learn from Malaysia to get China working. I think we have some good people. I think it's not so much about contents, or structures or any hardware, it's about software, our culture, our people, our thinking why we have done it, others haven't.'

ZZ: 'In terms of decision making process, what sorts of procedure have you gone through?'

CE: 'I wasn't directly involved, but I can tell you roughly what it would happen, which is that the idea would have been discussed at, the sequence would be probably management board initially, which is the executive group in the university, which is the VC, the Pro-Vice-Chancellors, the registrar and the financial officer. That would probably resulted in terms of discussions of strategy planning committee, which involve both management board and the representatives of university council. We would then have gone to talk to individual schools, who want to be involved, to get their commitments. Eventual proposal would have gone to senate and through senate council, but what you see there, senate council (is) the formal approval stages. So, you see, the management board, strategy planning, schools' deans, then (they have been) brought on board and engage. So, when something comes to formal approval stages, everyone knows about it.'

ZZ: 'Do you have to convince the senate this is the right decision to make?'

CE: 'The senate did have to be convinced, because the senate had to agree. What I am saying is a lot of work in terms of convincing the senate was done before senate met. So, when the proposal finally came to senate, senate knew about it and understood and being encouraged to engage.'

ZZ: 'Do Deans of schools get involved with decision making? Do they actually make decisions in terms of what subjects what they gonna do at the overseas campus?'

CE: 'The choice of subjects was initially done in quite top down way.'

ZZ: 'So, the VC decides.'

CE: 'Well, I think we have to look at, if take Malaysia, no, let's take China. If you

come to review that we will establish a campus, the questions, which subjects do we want in the campus, if we went out to schools and said, would you like to operate, the schools don't necessarily have that much knowledge about Chinese HE sector as we do at the center. So, we might discover that actually, Philology (department), yeah, would like to come to China. Our History (department), we would like to go to China and other good example, psychiatry. We said, that's great, but actually, the trouble is those are not the subjects have higher demand. So, we have to be a bit more top down. We have to look and say well, what we really want, well, at the start-upstage, we probably don't want highly expensive lab-based subjects, because it is big investment requirement. So, what do we really want, we know Chinese students really want to do business. There is also interest in media communication and broad international studies. So, those are what we really ought to be starting with. Then, if the cases say, right okay, now we need to go and talk to the business school, to persuade whether they would like to do this in China. We need to talk to politics and history and we need to talk to modern languages. One of the things does not happen in this university, probably couldn't happen, (it) is the idea of Vice Chancellor says you will do that in China. We don't work like that. We are very much consensus-driven, our schools have huge independence. So, if the business school said no way we are doing this.'

ZZ: 'Then, you won't have it, the business studies in the overseas campus at all.'

CE: 'No, what that really means is that people like me have to work very hard to persuade the schools. We do have schools have said no, we will not do this.'

ZZ: 'Can I ask why they said no?'

CE: 'They don't believe it is right for them. They think that they are not convinced there is market. They don't think they can support it. But, we will still try to

persuade them. I will go back to persuade them again. So, it is complex in a sense that we rely heavily on being able to persuade and convince them and encourage and get schools engaged. And that's been effective in a sense that we don't want schools absolutely say no, but they say no, the Vice Chancellor can't go to them and say, yes, you will, because that wouldn't work and wouldn't be accepted in the culture of this university.'

ZZ: 'Did that happen to China?'

CE: 'No, it actually happened to Malaysia.'

ZZ: 'In China, that was fine.'

CE: 'In China, we have had, actually, it is the same as Malaysia. Malaysia, (we) had hard time to begin with, because it was the first. It is always difficult. We are now in a position where we actually have schools saying we would like to start our degree in Malaysia and in China. We are now having to say no, not yet, we can't cope. So, things have changed.'

ZZ: 'The risks, having an overseas campus, what risks do you have?'

CE: 'We have a lot of risks. I think when he said we haven't got any risks, or he is not gonna tell you the risks, what he really means is any international business, any international organization has a set of business risks. Now, I think what we would be saying is our set of risks are, there is nothing out of ordinary for such risks. There is nothing any business wouldn't recognize. So, what we have, we have risk for our reputation, if some aspects of quality of what we do, do not reach somebody's good faith, it damages our reputation. We have risks around management, can you get right caliber of people to manage the campus, particularly given what we want people to go from here to China, and there are a lot of constraints that might affect

somebody move to overseas. We have risks around being able to staff the campus. We have just expanded our recruitment into several provinces I have never heard of, and going out towards the North and Center. Now, we then have set of quotas we have to recruit to in what are some comparatively poor areas in China. We are expensive. So, we have recruitment risk. We won't be able to recruit quotas for provinces that we have been decided. We have financial risks on both cost and revenue side.

ZZ: 'The VC did say you do put money in and in terms of the income you can't use it for home campus.'

CE: 'Which is absolutely fine. That's what's happening with Malaysia campus, but at the moment our China campus is not in surplus. It is only an initial stage, that's what you expect, the cost exceed expenditure. So, our share of that, deficits come into our income expenditure statements here. So, we have responsibility for the financial position in China. So, if the campus were to lose a lot of money for some reason, then that affects us back here. So, there are risks, but that's no different to any other businesses, I don't think. So, I think what I am saying is I won't sure we have any major risks that are systemically due to the university or systematically due to the way which we set things up, but I do think we face the normal range of operational risks.'

ZZ: 'In terms of operational risks, can you give me some examples about it?'

CE: 'Again, that's back to can we get the right staff... I think what I am trying to say, I might not be convinced very well is that there are risks associated with operating overseas venture and the kind of things we talked about, that what I am calling operational risks. Strategic risk is, have we got the right partner? have we got the right location, etc. I am reasonably relaxed about those. The operational risks I think are the same set of operational risks every organization would face. So, it's not we

had, I don't think we have anything, this is what I said to the internal people, I think they agree with me, I don't think there is anything systematic risk that's to do with our particular activity of the way we set things up. It's not we are doing, if we are doing something was out of regulations, we didn't have the permission for, then that became systematic risk. I don't think there is anything falling into in that category.'

ZZ: 'Can you see the medium and long risks to China?'

CE: 'I am not sure this is the risk. I guess the long term risk if we call it that is that the campus in China grows to such size that effectively doesn't need a campus in the UK. It establishes itself with its own right.'

ZZ: 'You think that may break away from home university?'

CE: 'If look at the history of this university. This started as a college of University of London. This place, the University of N was a college awarded University of London degree. And we did that until 1949, at which point we were big enough to establish our own right and was allowed to become the University of N and award the N University degrees. At that point, we separated from the University of London. Now, if look at that pattern of development, in 50 years' time, 30 years time, if the N University China grows, it becomes with a university with 15 or 20 thousands students, and it becomes established part of Chinese higher education system, we are already recruiting in a division I of Gaokao scores, it might come to a point which University of N China, we don't need you guys, we are fine. That' gonna be a possibility. Is it a bad thing? I don't know. Maybe, it isn't. Maybe, it is part of natural process. Maybe, at that stage, we are already setting up our campus in... that's possibility we should recognize. But, I am not convinced it is a bad thing. I think it might actually quite good thing.'

ZZ: 'Can you recommend someone I can talk to for further appointments?'

CE:

China Projects Manager, International Office: Ms H.F

Director of the International Office: Mr V.R

Head of Business School: Professor L.D

Provost & CEO of The University of N: Professor P.B

Vice-President of The University of N: Professor R.W

ZZ: 'Thank you so much.'

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Note: some references above may reveal the real identity of the cases, however it will be anonymous in the future publication.