



**THE INTERNATIONAL CO-FOUNDED UNIVERSITY MODEL: CASE STUDIES IN
SOUTH EAST ASIA**



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A dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of
Philosophy Program in Education Administration Graduate School

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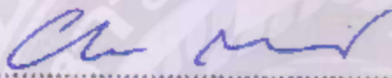
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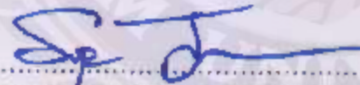
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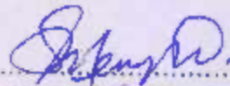
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การวิจัยนี้เป็นการศึกษารูปแบบของมหาวิทยาลัยร่วมจัดตั้ง ค้นหาปัจจัยที่สำคัญในกระบวนการตัดสินใจและกระบวนการที่สถาบันการศึกษาใช้ในการก่อตั้งมหาวิทยาลัยร่วมจัดตั้ง การวิจัยนี้เป็นการวิจัยเชิงคุณภาพที่ใช้รูปแบบการวิจัยแบบขั้นตอนเชิงอธิบาย โดยใช้กระบวนการเก็บข้อมูลด้วยวิธีการศึกษาเอกสารที่เกี่ยวข้องและการสัมภาษณ์แบบกึ่งโครงสร้างกับผู้ทรงคุณวุฒิจากมหาวิทยาลัยร่วมจัดตั้ง 3 แห่งในภูมิภาคเอเชียตะวันออกเฉียงใต้ การวิเคราะห์ข้อมูลใช้เทคนิคการวิเคราะห์แก่นสาร (Thematic analysis) ของ Braun & Clarke (2006) ผลการวิจัยนำเสนอรูปแบบโมเดลมหาวิทยาลัยร่วมจัดตั้ง (Co-Founded University Model) ซึ่งมหาวิทยาลัยร่วมจัดตั้งคือมหาวิทยาลัยอิสระก่อตั้งขึ้นจากความร่วมมือของสถาบันต่างชาติและสถาบันหรือรัฐบาลท้องถิ่น รูปแบบที่ได้แสดงให้เห็นความสัมพันธ์ระหว่างปัจจัย 4 ด้าน (สังคม/วัฒนธรรม, การเมือง, วิชาการ และเศรษฐศาสตร์) และกระบวนการก่อตั้งมหาวิทยาลัยร่วมจัดตั้งซึ่งแบ่งออกเป็นห้าขั้นตอน ขั้นตอนแรกการพิจารณา ตรวจสอบ ประโยชน์และข้อเสียของการก่อตั้งมหาวิทยาลัยร่วมจัดตั้งและพิจารณาเป้าหมายของการก่อตั้ง (สร้างชื่อเสียง, การพัฒนาโอกาสใน, ทุนวิจัยเชิงวิชาการ หรือ ผลประโยชน์ทางการเงิน) ขั้นตอนที่สองการรวบรวมการสนับสนุน มองหาความร่วมมือ เงินลงทุน รวมถึงสร้างความสัมพันธ์กับสถาบันการศึกษาหรือประเทศผู้มีความเป็นไปได้ในการสร้างความร่วมมือ ขั้นตอนที่สามารถรับรู้ถึงโอกาส ประเมินโอกาสทางเศรษฐกิจและวิชาการของผู้ที่จะร่วมมือด้วย ขั้นตอนคือการคัดกรอง การตัดสินใจและการวางแผน ทำการเลือกสถาบันที่เหมาะสมมากที่สุดโดยพิจารณาจากเกณฑ์เฉพาะและประเด็นทางเศรษฐกิจ ตลอดจนลักษณะเฉพาะของวัฒนธรรมและขั้นตอนสุดท้ายการดำเนินการ เริ่มสร้างหลักสูตรและการวางแผนเพิ่มเติมร่วมกัน รวมทั้งการจัดการเรื่องของคุณภาพและเตรียมความพร้อมด้านบุคลากร

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ABSTRACT

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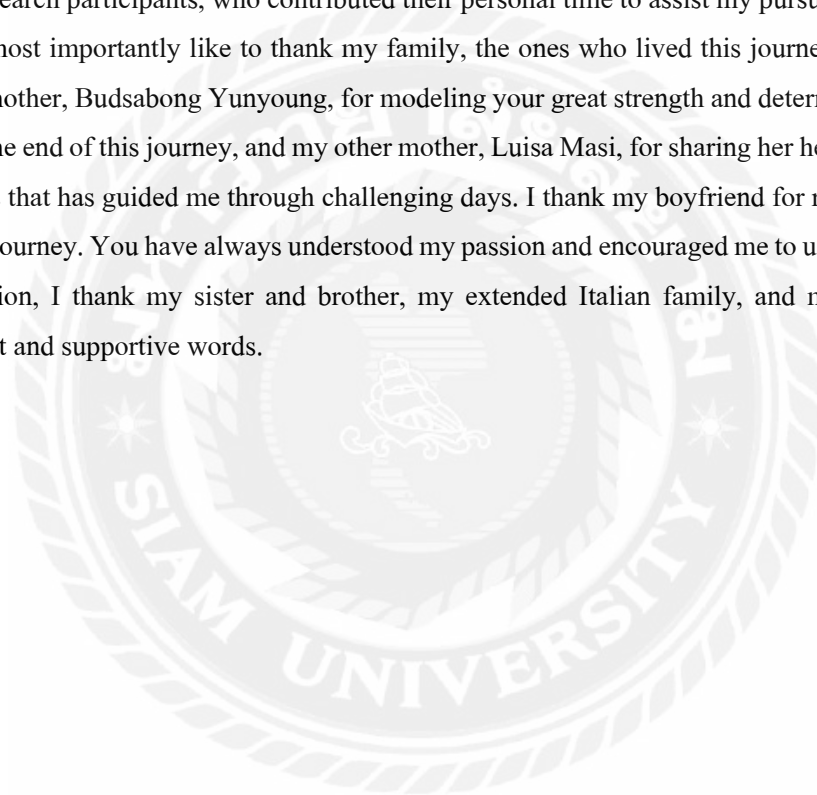
This research explores the model of the international co-developed or co-founded university, the key factors in the decision-making process, and the process that universities follow to decide whether an international co-founded university can be established. This research employed a qualitative method with a sequential explanatory design. Qualitative research involved reviewing existing literature and conducting semi-structured interviews with key decision makers from three co-founded universities in Southeast Asia. Data was analyzed using Braun and Clarke's (2006) six-step coding process for thematic analysis. Research results affirmed the model of co-founded university, which is an independent higher education institution founded through collaboration between foreign higher education institutions and host country institutions or governments. The model is presented as a framework of relationships among four key factors (i.e. sociocultural, political, academic, and economic) and the process involved in the establishment of a co-founded university. This process consist of the following: (1) Consideration: examining the benefits and disadvantages of co-founded universities and their compliance with institutional goals (e.g. building reputation, developing opportunities for academic research or financial gain); (2) Support enhancement: engaging stakeholders, allocating funding and staffing, reinforcing connections with possible host countries, and aligning the mission; (3) Opportunity recognition: identifying economically and academically viable opportunities and working with partners; (4) Screening, decision-making, and planning: considering the specifics of a location, regulations and economic situation in the host country, and leadership preferences; and (5) Operationalization: considering course programs and planning as well as issues regarding staff quality, attraction, and retention.

Keywords: co-founded university, internalization of education, transnational education, educational management

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CHAPTER 1 INTRODUCTION

1.1 Background and Significance of the Problem

Banks et al. (2007) argue that education is the primary means to achieve both intellectual and social development and the advancement of career opportunities, earnings, and social status. In this context, the American Council on Education (ACE, 2011) acknowledges that the change agent that supports a country's economic success and competitiveness is its higher-education system. Further, ACE (2011) suggests that a need exists for increased educational opportunities that support the rapidly evolving global workforce and gets graduates ready to reside and work in a more universal environment. To meet the increased needs for educational opportunities, colleges and universities are transitioning from traditional models of educational delivery on university to alternative modes of delivery, including various modes of borderless education and the establishment of an international co-founded university.

The rise in borderless and internationalism higher education by for-profit and public universities is transforming the landscape of international higher level of education (Olcott, 2014). According to Lane (2011), improved technology and liberalization of trade policies have contributed to the expansion of education's global footprint. The various modes of delivery include electronic or virtual platforms, short-term or longer-term offerings for students abroad, or a hybrid approach that combines these two modes of delivery.

Nations promote internationalization on a state level to create human capital, establish strategic universal coalitions, and to promote trade (Knight, 2012). As a response to these growing demands, a new multi-national collaborative approach is emerging among selected universities who wish to innovate their offer in the global educational market and thus attempt to create a reputation for themselves as world-class hubs of higher education. The collaborating institutions often share or combine names to create a totally new university, appearing as a completely new physical campus in one of the source universities countries of origin.

Professor Jane Knight from the Ontario Institute of Education of the University of Toronto named this new type of collaborative international university a co-founded international university but referred to it as merely co-developed or the co-founded framework of intercontinental institutions (Knight, 2014b). If the actions of some of the world's premier institutions are any indication, this co-founded model might very well be the future of internationalization in global education.

Some aspects of the aforementioned existing models and approaches to internationalization might appear very similar to the co-founded model, but, upon further examination, the differences are many. The international branch campus model, for example, differs significantly from the co-founded model in distinct ways that illustrate both the uniqueness and forward-thinking nature of the co-developed model. Unlike the

international branch campus, the co-founded international university is not merely a satellite operation of a source institution, but rather a self-governing universally co-developed or co-founded institution, accredited by the host nation but established through intercontinental alliance (Knight, 2014b). This research will use the term of the international co-founded only. To be more specific, international co-founded university can be defined as educational institution funded by two or more universities from different countries. It is the most recent generation of universities that receives a particular attention of educational systems all over the world.

Despite being a relatively recent development in global internationalized education trends, there are many examples of the co-founded model already in operation: Singapore University of Technology and Design, Nazarbayev University in Kazakhstan, the German University of Technology in Oman, and both the Sino-British University and the Xi'an Jiaotong Liverpool University in China. Since 2001, approximately a dozen co-developed international universities opened across the world with the parentage of the new universities following a pretty consistent biology—an Asian host institution coupled with either an American or European spouse. Despite this significant growth, the co-developed international universities phenomenon has gone relatively unexplored in the scholarly literature on internationalization, and a need exists for additional research.

1.2 Research Objectives

In this study, the researcher addresses the following research objectives:

1. To describe the model of the international co-developed or co-founded university.
2. To identify the important factors in the decision-making process.
3. To explore the process universities follow when deciding whether to establish an international co-founded university.

1.3 Research Questions

The study addresses the following research questions:

1. What should be the model of a co-founded university establishment?
2. What key factors do higher education institutions consider when evaluating the potential for an international co-founded university?

3. What are the phases of the decision-making procedure that higher education institutions undergo when exploring the potential to establish an international co-founded university?

1.4 Scope of the Study

This study focuses on exploring the process that higher education institutions follow when deciding whether to open an international co-founded university. The research questions seek to identify the specific steps in the decision-making process (gathering data, looking at costs, interviewing people in the host country, etc.). The study focuses on the process decision-makers use and the order in which the steps of this process occur that bring us to explain the co-founded university model. The three co-founded universities were selected for the case study.

The scope of the study is as follows:

1. This study was implemented with a total population case study composed of three co-founded universities established in the last 10 years (2010-2020) in this case all co-founded university are based in South East Asia region.
 - 1.1 Singapore University of Technology and Design (SUTD), in Singapore, established in 2012.
 - 1.2 Yale-NUS College, in Singapore, established in 2011.
 - 1.3 CMKL University, in Thailand, established in 2018.
2. Data was collected from two groups of high-ranking professionals from the three co-founded universities.
 - 2.1 *The target* group was composed of 11 senior professionals (academic vice president, deputy dean, assistant dean, director of the university centers, and officers) from the co-founded universities who work or hire for the host institution or host country.
 - 2.2 *The experts for subtask weighting* comprised two senior staff members from the source institutions who work for host institutions. They have the responsibility of quality assurance and were well versed in the university establishment process.
3. The conceptual framework for this research will integrate from a framework proposed by Knight (1994) known as Knight's Internationalization Cycle views the internationalization process as a series of six inter-connected phases: awareness, commitment, planning, operationalization, review, and reinforcement. It is important to add that the model touches upon not only institutional aspect of education. In fact, multicultural approach and focus on all aspects of education, including campus management are pertinent to this model, as long as they contribute much to the internalization of education as such.

1.5 Significance of the Study

This research is a timely and relevant exploration of the development of international co-founded university. As different countries move toward increasing internationalization of higher education, the emergence of the new model of transnational education will continue to grow. The study intends to add to the body of literature related to the administrators' perspectives on the decision to establish a co-founded or co-developed university. Currently, little is known about this decision-making process. As administrators make operational decisions about co-founded universities, there are complex trade-offs that directly impact the host organization's performance and source organization's value. Having a better understanding of administrators' decision to establish a co-founded university will contribute to future decision making. Administrators' informed decision-making may support both the organization's source and host business strategies and the achievement of operational goals. Furthermore, it may help both institutes evade financial losses, reputation damage, and setbacks to morale, confidence and trust associated with a failed international co-founded university. Additionally, it benefits host countries, among which majority are third world countries that cannot afford to lose public funds into building international co-founded universities. Finally, it serves students at international co-founded universities by improving the potential for learners to acquire uninterrupted and high-quality education.

1.6 Limitations

The case-study approach is descriptive in nature and specific to the context. The case for this study covered a time span of three years, from pre-establishment through to post establishment, which created limitations related to access to some materials and potential research participants. The organizational documents were limited by access to archived materials and by the willingness of the site coordinator to provide access to these documents. Access to research participants was limited by the ability to locate potential research subjects and their willingness to take part in the research study.

1.7 Definition of Terms in this Study

For the purpose of this study, the researcher used the following terms:

1. **Model:** a set of theoretical and empirical foundations that determine a systemic performance of university. There are three models of internalization of universities: classic, satellite, and internationally co-founded. This research focuses on the latter model.
2. **Source Institution:** the institution that provides funding and guidance regarding management of the co-founded university.
3. **Host Institution:** organization which provides facilities for the purposes of the established international co-founded university
4. **International Co-founded Universities:** an independent higher education institution founded through collaboration between foreign higher education institutions and host country institutions or government.
5. **Internationalization:** the efforts of institutions to meet this imperative by incorporating global perspectives into teaching, learning, and research; building international and intercultural competence among students, faculty, and staff; and establishing relationships and collaborations with people and institutions abroad.
6. **Key Factors:** categorize into 4 main groups: social/cultural, political, academic, and economic. Identifies as following: in the social/cultural group of factors - international profile and reputation; in the political group – strategic alliance; in the academic group – student and staff development and research and knowledge production; and in the economic group – income generation.

1.8 Summary

Transnational education is apparently a high-risk initiative with the potential for high returns, which is why risks are usually so high. University administrators and managers continue to seek opportunities for a delivery of education collaboration, as long as they believe that they can successfully manage collaboration programs with their current managerial and operational practices. However, there are multiple factors to consider. The establishment and management of the offshore education is a subject to multiple methodological, financial, legal, and other issues. This case study has explored the decision-makers' perceptions of the managerial process. These insights are particularly valuable, as these stakeholders are responsible for the determination of the conditions for the establishment of a co-founded university. That is why their vision of factors that support and hinder the establishment of a co-founded university can be important to understanding and formulation of the best practices in this domain.

CHAPTER 2 LITERATURE REVIEW

The demands for quality higher education around the world are growing, and this situation is likely to continue in the future (Cai, Holtta, & Lindhom, 2013). Transnational education is a way for colleges and universities to meet the international demand for higher education. The American Council on Education (2011) suggested that transnational experiences assist students with their ability to function in other cultures. Students who engage in international education are better able to understand the certainties of today's world and meet their obligations as citizens. In this context, several studies predict substantial growth for the international education sector in general, and more particularly in the area of offshore or transnational delivery (Clifford, 2015; Heffernan & Poole, 2005; Hudzik, 2011).

With the growing interest in international education, higher education is now considered a big business both locally and offshore. As traditional education is transformed as a result of students' immediate needs for a job and career preparation, the competition amongst corporate, virtual, and for-profit universities, including those within the United States, is also growing. However, to date, the impact of US organizations on the international education market share held by Thailand and Southeast Asia is minimal. As the market continues to grow, so do considerations related to trade liberalization, including the need for (a) competitive education costs, (b) a business model that fits education, and (c) retention of quality curriculum.

Historically, colleges and universities have operated in their state, regional, and national contexts to meet the needs of their respective communities. However, colleges and universities now need to consider how to operate in a global context. Organizations are internationalizing their education to meet these global demands through models such as the establishment of an international co-founded university.

The literature review in this section offers an overall discussion of the various models of delivery in international education, including co-founded universities. The next section, an overview is provided of the rationale for engagement. The third section examines the co-founded university model and an overview of selected international co-founded universities. In the final section, the theory and conceptual frameworks and provides a summary.

2.1 Models of International Education Delivery

Export of higher education through borderless international education or transnational education occurs when a student engages in learning in a location different from the source or home country. International co-founded universities are different from other models of transnational education because they offer more extensive face-to-face programs than virtual learning options (Clifford, 2015). The scale and scope of providers of higher-education, who move overseas to provide academic programs and qualifications in foreign nations

have transformed intensely; therefore, the definitions of these models are evolving (Knight, 2016). The various definitions can be categorized based on the degree of collaboration (if any) between the source and host location, the associated accountability for conferring the credential, and the extent of staff or curriculum mobility. For example, the general modes of access to international education include joint programs supported through articulation agreements, online distance education, study-abroad opportunities, franchising, the international branch campus, and co-founded universities (Alam, Alam, Chowdhury, & Steiner, 2013).

Articulation is the systematic recognition between two different educational organizations that have an agreement to both recognize each other's course or program requirements and allow for partial credits toward a program (Alam et al., 2013). The educational organizations agree to provide students with credits for completed courses, which in turn creates the opportunity for students to transfer between the two organizations (Alam et al., 2013; Knight, 2005). The two organizations seek educational alignment in support of lifelong learning and increased career pathways for students, both locally and internationally. Articulation provides students with the opportunity to start their educational studies in the host country, and then to transfer and complete those studies in the source country (Alam et al., 2013; Altbach & Knight, 2007) with limited disruption in learning. Although articulation agreements seek alignment in program outcomes, sometimes there are challenges when the organizations involved are trying to identify course or program equivalencies. Such barriers to students' ability to articulate are created as organizations seek ways to differentiate their programs to keep pace in a competitive market. Another potential barrier is that administrators are looking for ways to enhance their reputations even as they realize that collaboration is mandatory to meet the requirements of a knowledge-based society (Hudzik, 2011). The organization therefore experiences competing priorities between creating pathways for articulation and the need to capitalize on niche educational markets as global competition spreads.

Online distant learning is a substitute delivery mode for international education. This approach reflects the use of technology to remove the traditional barriers of classroom learning by transferring the experience to an online platform. Technology is appreciated for changing the notion of an educational campus being in a particular place or geographical location to one of making the world a virtual campus (Hudzik, 2011). Online programs can be collaboratively delivered with or without a partner organization and delivered either onshore or offshore (American Council of Education, 2012). Delivery of online education may be fully online, occasionally supported by a face-to-face component through intensive lectures or workshops or attendance at regional study-support centers (Alam et al., 2013). Online education provides convenience and flexibility because learning can be self-paced. Like some other modes of transnational education, online learning offers a chance for working professionals to advance their education whilst working full-time (Alam et al., 2013). However, a challenge of the online platform is that students must have a certain level of technological capability to engage in this learning approach.

Study-abroad opportunities are an alternative form of international education in which students travel to complete courses and degrees for a fixed time at an organization in another country (Alam et al., 2013). Historically, organizations have placed a significant focus on their internationalization efforts on students crossing geographical borders to study abroad in a foreign country (American Council on Education, 2012). Student mobility is particularly popular among students in developed nations (Alam et al., 2013). Generally, students engage in short- or long-term exchanges abroad that are managed independently or facilitated by representatives from their source educational organization. Study abroad offers students several benefits that include the opportunity to see the world, and also exposure and experience to different cultures, lifestyles, and foreign languages (Alam et al., 2013). A challenge associated with this approach is the cost associated with living abroad.

An additional model of delivery for international education is franchising, in which the source organization sells the rights to an education brand (Altbach, 2012). This mode is a business arrangement that allows an independent partner organization to sell and distribute a branded education. A franchise arrangement is commonly referred to as a for-profit commercial arrangement in which the credential is provided by the source educational organization (Knight, 2005). In this type of agreement, the franchisor provides the franchisee with a license to use the business model, logo, and educational product for the purpose of resale as a means to capture market share. In the franchise model, the qualifications, curriculum, and academic oversight are mainly the foreign higher-education organization's responsibility; the franchisee provides the space, support services, program advertising, and students (Knight, 2016).

Similar to the other delivery modes of international education, the franchise model offers benefits and challenges. Franchising provides a certain degree of quality assurance and is considered to be cost-effective for the franchisee; yet, for the franchisor, this mode may pose some financial and reputational risks, depending on the local partner's shortcomings, financial or otherwise (Alam et al., 2013). Altbach (2012) acknowledges that there are challenges with the franchise mode of educational delivery. First, there is the controversial perspective of whether education should be a commodity. Education has been traditionally viewed as a public service, and this mode encourages the trend toward the privatization of higher education, which is now operating as a for-profit business. Second, the franchisee has no ownership of the product, and there are no delivery restrictions or delivery oversight, which raises questions of quality. Consequently, this mode of education is highly controversial for organizations.

The international branch campus is an important new development, establishing satellite research institutes, liaison offices for alumni support, and branch campuses, and recruiting learners and professors, developing projects, and promoting the presence of a growing number of universities in other countries globally, besides fund or friends raising and other related activities. Branch premises may be independent brick and mortar premises or rented premises in an "education city" kind of setting.

The hallmark of such a framework is that the institution has tactically organized and established a number of teaching, management, or research centers in the target nations of the world. Currently, European universities have actively established management-oriented liaison offices and are less likely to develop branch campuses, campuses for tutoring and accelerated investigation purposes.

The last international education delivery mode to be discussed, and the focus of this research, is the internationally co-founded universities, transnational education ventures such as internationally co-founded universities whose characteristics in the broader typology reflect the degree of mobility, partnership agreement, and scale of educational services available (Knight, 2014).

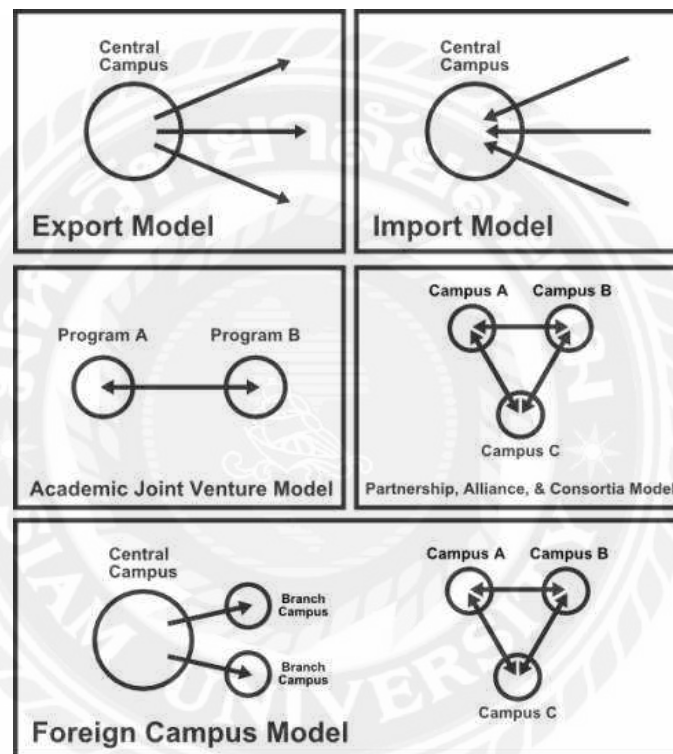


Figure 1 Models for the globalization of higher education. Source: De Meyer et al. (2004, p. 108).

2.2 Rationale of International Co-founded Universities Engagement

Administrators may operate co-founded universities for various reasons or purposes (Clifford, 2015); it is essential that they are clear about their rationale and guiding principles because that clarity will contribute to the success of their future co-founded universities-related decisions. Reasons for operating co-founded universities might be opportunistic in nature. Further, opportunistic activities may be classified as

developmental or entrepreneurial. Developmental activities may be viewed as contributing to the traditional values of education for the purpose of increasing access and supporting internationalization. Entrepreneurial activities are acknowledged as revenue-generating undertakings (Huisman & Wilkins, 2012) that contribute financial benefit to the source organization by subsidizing its operations in times of fiscal constraint. These activities are a result of a co-founded or co-developed university opportunity presenting itself to the organization and administrators deciding to engage.

Administrators' overall attraction to the co-founded universities as a developmental activity includes the potential for strengthening academic standards and increasing access to education (Clifford, 2015). Further, the immersion of faculty and students into a foreign context contributes to enhanced learning and the potential for creating research and development opportunities (Harding & Lammey, 2011; McBurnie & Pollock, 2000). Faculty and students develop increased global awareness, which better prepares graduates for a diverse international workforce. The outcome of international engagement for the organization results in an enhanced global profile, which contributes to a stronger reputation for the organization and increased student-applicant numbers (McBurnie & Pollock, 2000). The co-founded universities increase the student-enrollment base, and, in some models, also creates opportunities for students to articulate or transfer between the source and host campus locations, as noted previously, thus increasing student access to education.

According to Wilkins and Huisman, the overall attraction to the co-founded universities as an entrepreneurial activity is aimed at organizational market positioning and revenue generation (2012). Similarly, as Wilkins and Huisman note, international co-founded universities can be recognized for strengthening a source organization's domestic and international market position, thus contributing to an enhanced profile and prestige (2012). As a means of enhancing the organization's brand and demonstrating market position, the co-founded universities will typically include the host country in the source organization's name. This use of the host country's name contributes to the source organization's ability to market multi-universities globally (Lewis, 2014). Additionally, the organization will experience short-term financial benefits through increased revenue resulting from domestic and international tuition fees. Longer-term financial benefits to the source organization are associated with increased earned revenue through training opportunities as a corporate strategy, graduate employment opportunities, and the potential for financial donations from international alumni. When administrators engage in international co-founded universities, their understanding of the attraction, whether it is opportunistic, developmental, entrepreneurial, or a combination of these, will guide the establishment of the international co-founded universities and contribute to the strategic goals of the organization throughout international co-founded universities operations.

2.3 International Co-founded Universities Model

Particularly in developing economies, the need for access to higher education is being met through varying forms of transnational education: “Worldwide demand for higher education is growing at an exponential rate, driven by economic progress of developing nations, demographic trends and increased globalization of economies and societies” (Alam et al., 2013, p. 870). When one is looking to meet the educational needs of a developing economy by establishing co-founded universities, there are various considerations. Depending on the partnership model, these considerations may include access to funding, governance structure, operational capability and requirements, quality-assurance requirements, and sustainability mechanisms.

A recent institution was founded to promote adventures in various universities to ensure that all students are in a better position of making sure that they pay their fees on time and give all that is required of them in a timely manner. It is worth noting that that specific higher education institution is much different from other kinds of institutions that are in operation as they are not operating under the same kind of branch, unlike any other form of government (Knight, 2014b). This means that things on the side of all these students are now becoming better and that all are doing well.

As discussed earlier, one form that is said to be linked with the transnational is more of greater essence as it helps to ensure that all education functionality is implemented properly, which is fundamentally what a co-founded model is. Variations of the basic international co-founded universities model are defined by the deliverables and by the differences in capability between the host and source organizations. The various models have different degrees of decision-making accountability, facility ownership, and involvement in delivery. As demand for the co-founded universities increases, it is necessary to recognize that universities collaborate from two or more countries have different operational considerations.

When one is deciding to establish co-founded or co-developed universities, the many considerations hitherto outlined vary based on the context that influences the terms of a contractual arrangement of the co-developed model. The outcome of transnational education varies based on the context of such education as the source and host providers look to meet the respective needs both of targeted elite students who are looking for reputable, name-brand programs of study and of local students who are looking to obtain an education while living at home and upholding personal commitments. With all these variables, the considerations related to the decision to establish a co-funded or co-developed university informs the selected model of partnership and mode of educational delivery.

Kinser and Lane (2013) have described five different international university ownership models that educational administrators are using to meet the needs of these varying markets. Different forms of model partnerships can be included in this kind of ownership model as well as partnerships in a bid to meeting all the needs of varying markets.

In addition to these five partnership models, co-founded or co-developed colleges may be classified based on the type of programs offered or the credentials awarded. Helms (2008) distinguishes these

classifications based on the following characteristics: (a) the type of credential awarded (e.g., degree or nondegree, credit or noncredit); (b) funding model (for profit or not for profit); (c) tax status (referred to as public/private organizations, or a combination, referred to as a public-private partnership); or (d) student/client demographic (e.g., traditional learner, adult learner, or executive/professional). Although the characteristics of co-founded or co-developed universities vary, no one schema of classification is all-encompassing.

The preferred arrangement for establishing an international co-founded or co-developed university is the co-founded or co-developed model. Both the international co-founded university has been used to distribute risk and to assist the internationally co-founded or co-developed universities with navigating the host nation's (national, state, and local) regulatory frameworks (Gore, 2012). In co-developed models, due to the nature of the agreement, both the source and host university administrators share a stake as contributors to the project's success. Stakeholder share may include a curriculum-leasing agreement, student recruitment, supply of capital and human resources, and quality assurance monitoring, all of which are required for the delivery of education. As noted, some countries require a co-developed model for co-developed university entry into the country—a strategy employed to ensure revenue and quality oversight. Singapore is an example whereby the government has mandated that, for a co-developed university to enter the country, a Singaporean partnership is required. As part of this partnership, the Singaporean government oversees annual student-admission quotas to ensure co-developed university compliance with local requirements (Holland, 2010).

The co-developed international university administrators recognize that engagement in a co-developed model requires limited financial investment, which decreases overall project risk (Kinser & Lane, 2013). One of the first steps in the partnership is for representatives of both the source and host organizations to sign a memorandum of understanding (MOU) as a base to the negotiations (Holland, 2010). Because the MOU is the initial stage of collaboration in the partnership, it is common for administrators from the source and host countries to have different perspectives that they must resolve before they finalize and sign the MOU. The standard business practice of using an MOU is believed to help ensure a clear understanding between the partners regarding the respective accountabilities associated with providing effective and efficient delivery of education. The MOU promises productive partnerships and collaboration, yet it is a non-binding document that has limited worth (Hudzik, 2011).

The proposal and contract documents outline the co-developed model the participants agree to, including details about the services to be provided, curriculum options (including adaptation, as required), proposed staffing models, cost structure, associated project timelines, and the name associated with the credential (usually the participant who has the highest contractual influence). It is not uncommon for misunderstandings and differences in the perceived outcome to occur between the source and host partners because of cultural differences in the style of negotiation. For example, although bidding on a contract or submitting a proposal are familiar practices in North American, negotiation and agreement in a host location

outside this region may involve haggling and a simple handshake. Moreover, although the Western way is to be more direct in discussions about partnership expectations, other cultures may be reluctant to say no because they perceive directness as disrespectful. The result of these differences in approach may be that the process of negotiation consists of many stages, which can lead to a lengthy negotiation process before participants reach an agreement that outlines the venture.

There are numerous models: Singapore University of Technology and Design, Nazarbayev University in Kazakhstan, The German University of Technology in Oman, and The Sino-British University and Xi'an Jiaotong Liverpool University in China. They are popular since they helped to create worldwide colleges and can be translated as the third and latest age. While every model is marginally extraordinary, a key regular component is that scholarly accomplices from various nations have been profoundly engaged with the foundation of the new organization. Given that the generally ongoing advancement and decent variety of these organizations globally helped to establish colleges, brief profiles of some of them are introduced to delineate the various methodologies utilized in an assortment of nations.

There are many universities linked with all these kinds of saga, such as the Singapore University of Technology that is based on Oman, the Sina British University, and another university in China named Jiaotong Liverpool University. All these are the cofounders of the specified university that is in question and are working to ensure that all are making things right. Universities are the grates generation that is working to ensure that people attain the uttermost level of education in their life and do what is right to get better jobs.

What follows is an overview of some of the briefed profiles of international co-developed or co-founded universities.

2.3.1 An Overview of Selected International Co-Founded Universities

- The Singapore University of Technology and Design (SUTD)

The Singapore University of Technology was instituted in 2012 and it is one of the world's most excellent autonomous universities that is centered on generating the best graduates in the global jobs market. This institution worked in collaboration with the Massachusetts institute that led to its creation. The management team has been way more supportive than one could ever imagine, which has led to the success of the institution. The management team was very knowledgeable as it included team-members from MIT and Singapore institutions. This led Massachusetts to be identified as the second leading partner in collaborating towards forming an institution.

Notably, the partnering of MITs and SUTD led to the establishment of the university's main curriculum and the organization of various activities as well as the lectures in the institution. SUTD is best known for its

design and in terms of implementing attractive designs deriving from Chinese culture and history to improve the education experience. Furthermore, there are many designs and deliveries made to ensure that each work is well organized and that everybody attain what is best for them in terms of education experience. The Accreditation Board of Engineering (ABET) has ensured to accredit SUTD with the mandate of making sure that they offer well reputable engineering courses. These courses have helped to guarantee that various students are provided with all that it takes to become better engineers and that all those enrolled in the course get rewarded in the very end by getting better employment. There are different qualifications for one to join the university such as having a good grade and having passed well in the exams.

- *The German University of Technology in Oman (GU Tech)*

There is a decree of the special sultanate in Oman—that was declared back in 2007—that proves that the university is the co-founder of a third-generation international university and had its cofounder in its primary partner, namely the Rheinisch-Westfälische Technische Hochschule (RWTH) that is based in Germany. This institution makes use of various teaching techniques that are all borrowed from the German education style and system. Even the syllabus is obtained from a German picture. The country derives the greatest part of its curriculum from the German education system, which also implies that there is a collaborative research work between RWTH and GUtech and other industrial associates that needs yet to be implemented in its own way. To ensure that education is well developed in the country, what is referred to as the Binational University model exists that seeks to ensure that students are offered scholarships to study abroad in Germany. Again, the German government is responsible for making sure that they offer the best educational services and that the education system in the country has no difference with the education system run in their country.

- *Xian Jiaotong Liverpool University (XJTLU)*

XJTLU worked in making sure to be recognized and even accredited by the education ministry in China. The institution was developed by various independent institutions that were seeking to attain the best brains in the world. Set up in 2006, it is now situated in Suzhou Dushu Lake Higher Education and, while it used shared academic and service equipment with other institutes based in the same region there, is currently establishing its own campus. During the period when the model of the branch campus model was well-known, this was an initial experimentation in inaugurating co-founded international university's new model (Feng, 2013).

- *Nazarbayev University (NU), Kazakhstan*

This is an institution that was set up in 2010 and became known as the Flagship University of Kazakhstan based on the fact that the university bears the country's president name. The university has managed to receive great support as the president is determined to make things work for his benefit in his country. Since it bears that presidential significance, this is the only university in the entire nation that has an autonomous identification in the educational sector. Furthermore, there are several autonomous educational organizations, which made NU consider different models of international collaboration. This kind of collaboration was very reputable as it led to a greater partnership between the university and other learning organizations in England, the USA, and Singapore. Notably, it is through this kind of partnering that the university has managed to retrieve many of the resources required in the educational sector, thus helping its student body more efficiently. Although the arrangements with each partner vary, the university is highly advantaged in all aspects of learning. Since the aspect of partnering have partners play different roles, some generalization needs to be made concerning the partnering aspect. Again, the nature of the collaboration is linked with various issues and aspects of quality assurance methods in learning. Since the institution focuses on producing the best brains in the world, it employs its staff members from all parts of the globe to achieve high levels in both research and innovation.

- *Sino-British College (SBC), China*

SBC was founded in 2006 following an intense collaboration with British institutions, which ensured top-quality education. The college is located in the Fuxing Campus of the USST. The institution strives to be among the leading colleges in the world; hence, it focuses on being innovative and more adventurous than others in seeking to make breakthroughs in the educational sector. The college offers many programs, which are mostly taught in English, and even British credentials. The peculiarity of the university is the combination of the Chinese aspect with the internationalization of its campus, which was set up as a branch under the consortium of nine British institutions.

- *Hamid Bin Khalif University (HBKU), Qatar*

Qatar is popular for the educational sector because its national leadership seeks to ensure that all residents are well educated. Due to high living costs, one has to have a proper job and sufficient income to sustain them. Both are possible thanks to the fact that education is guaranteed to all the local students. Furthermore, it is worth noting that this is not a branch, but rather it works in unison with other major campuses

located in various parts of the educational city. Again, such bases seek to ensure that the campus collaborates well with other international partners that are not limited to the ones in the education city.

- *Transnational Limburg University (TUL), Belgium and Netherlands*

It is appropriate to recognize TUL as one of the oldest universities in the world. In a nutshell, this university is the result of the partnership between two universities: the Universiteit Hasselt, which is based in Belgium, and the Maastricht University (UM), which is based in the Netherlands. This kind of partnership developed back in 1988 and was set up over 10 years prior to 2001. Furthermore, this college is independent of its cofounders and is much more reputable in terms of the provision of quality education in the region. Back in 2001, the university was not as popular as it is now because it first needed to develop proper strategies to grow in popularity. To ensure that all the strategies were implemented promptly, it was necessary to include better teaching methods and indicate that the university was previously in existence. Again, all the advantages linked with this university are centered on developing interdisciplinary teaching alongside research work that is intensely done to ensure that there are many developments in the university in general. Another interesting feature of this college is the lack of an autonomous ground. The ground is situated inside the establishing organizations, thus prompting an unpredictable administration structure that is difficult to explain due to its complexity. Even though the university was established more than a decade ago, it is still in operation but with only a few people studying there.

- *Further Examples*

The Masdar Institute deals with science and technology is situated+ in the United Arab Emirates. This institution has been operating for a couple of years at the time of writing and is seeking to produce the best brains ever. During the design phase, the university tried to link more closely with MIT even though they already collaborated in the program design. It is fascinating to know that MIT links very closely with SUTD and Masdar even though the management of the institution chose not to impart its name to any institute.

Consequently, there are very many co-founded institutions in China. Therefore, one would assert that China is seeking to be one of the best countries in producing the best brains under the sun. Similarly, Duke Kunshan University, which works jointly with Wuhan University, helps in providing funding to the entire campus. The presence of all these universities has led to the creation of improved economic grounds in the entire nation. On the other hand, the New York University Shanghai was cofounded with the East Normal University and in collaboration with the New York University, leading to improved education mechanisms in the entire nation (Fazackerly and Worthington, 2007).

Over the past decade, the Germans have been very successful in developing their own international universities (Geifus and Kammeuller, 2014). It is clear that each institution is unique, as all publicly owned universities are dissimilar from each other in terms of governance. Their operation changes and even the level of admission varies from one university to another. The differences in different universities are on the rise; hence these changes have to be factored in when wanting to make things work for different countries. Even though some universities were established recently, others are decade-old, which implies that some countries became more innovative earlier than others.

2.4 Theory and Conceptual Frameworks

In 2011, Yale University approached the National University of Singapore (NUS) to establish a partnership and a new undergraduate liberal arts college. This partnership would evolve and become the co-founded international university Yale-NUS College in Singapore, the first liberal arts college in Singapore and one of the few in all of Asia. The Singapore University of Technology and Design (SUTD) was co-founded in 2012 as an offspring of the collaboration between Singapore Management University (SMU) and the Massachusetts Institute of Technology (MIT) possess a management team, who include alumni from Singaporean and MIT institutes. The most recent co-founded international university is CMKL University in Thailand—the product of source institutions Carnegie Mellon University and King Mongkut's Institute of Technology Ladkrabang (KMUTL). The creation of CMKL was completed in 2016, but its first semester started in the fall of 2018.

As new co-developed international universities are just starting out, it may take some time before in-depth analysis is possible. However, as the first of this kind to be launched in 2011, Yale-NUS is finally producing graduates, and, as a result, a meaningful investigation of the results relative to the co-developed universities model can begin.

International co-developed universities are independent and autonomous, but it is often the core values of the source institutions which make them attractive; however, the potential of a co-founded international university is more than just offering a younger and rebranded version of their source. Without a doubt, the co-founded model endows an offspring university with a truly impressive genetic framework, but it is the process whereby these newborn universities are able to create their own unique educational eco-systems which truly teases a future of unlimited possibilities.

In the next part of this section, the researcher offers a conceptual selection of education and business management to synthesize the standard frameworks of internationally co-founded or co-developed university as well as the host institutions' decision-making processes. The following frameworks will be summarized:

- An eclectic model developed by John Dunning or the OLI framework;
- Two conceptions under institutional theory, which include the institutional distance as defined by Tatiana Kostova and Srilata Zaheer, and institutional uncertainty as defined by Nelson Phillips, Paul Tracey, and Neri Karra;
- The Uppsala model, originally defined by Jan Johanson, Finn Wiedersheim-Paul, and Jan-Erik Vahlne and extensively utilized within the business literature;
- Framework by Daniel Levy
- Internationalization cycle by Jane Knight's

- *Dunning Eclectic Paradigm (OLI Framework)*

The Dunning Eclectic paradigm (DEP) (Dunning, 1980; Dunning and Lundan, 2008) ensures that all the borders are well rationalized in matters of both ownership and advantages evident in each human. The relative conceptualization framework is known as the OLI framework, which describes frontier events in terms of Ownership Advantages (O), Location Advantages (L), and Internationalization Advantages (I).

Since the OLI model is of great importance, it is highly used to understand the reason behind the development of the source institutions (Shams and Hisman, 2012). Therefore, decision-makers must weigh all the advantages found in a given market forum to evaluate both the risks and the needed efforts.

Specifically, the ownership advantages are either tangible or intangible assets specific to any given institution. For one who has any form of ownership will be at a higher advantage in the sense that he or she will be able to access education tangible and the intangible resources that are offered in a given institution. Such a person can easily hire people to work for them and even be able to recruit the best brains to help them with studies where possible, which implies that the people who have significant ownership and even prestigious brand names and profiles can rely on previously attained vantage positions. This implies that all the institutions focusing on licensing their curriculum to external providers can exercise some control over the governance and ownership and any other form of operation taking place in their educational endeavors.

The location is an advantage to many other people who are seeking to access specific resources in a given venue as they will manage to access them swiftly. Once located in a strategic place, a person will indeed be able to access all the resources that he or she wished to use before. Furthermore, there are many benefits linked with the internalization of cross-border in the higher education sector, and finding better ways of licensing education is more important than seeking better ways of doing it that way. Therefore, choosing co-founded or co-developed international universities is of significant concern as it helps avoid the potential tension that is likely to arise in any form of partnerships or in keeping all of it under sufficient control.

Accordingly, Table 1 shows the Dunning Eclectic paradigm adapted to the co-founded or co-developed international university context. The table entails types of strategies for market entry, such as certifying or franchising and the establishment and the partnering of the entire co-founded or co-developed international university program. Furthermore, the table shows the location advantages that are included in the site alongside the OLI framework that was described in general.

Table 1 OLI Framework in the co-founded or co-developed international university context, *Extracted from Shams and Huisman (2012)*

		Groups of Advantages		
		Ownership advantages	Location advantages	Internationalization advantages
Forms of market entry	Licensing/franchising	YES	NO	NO
	International Branch Campus	YES	YES	NO
	International co-developed university	YES	YES	YES

- Institutional Theory

This framework considers all the processes required in showing up schemes, rules, and other types of norms, and helps create more authoritative guidelines required for any social behavior in the society at large. There is a need to consider establishing the co-founded international universities as per (Wilkins and Huisman, 2012; Shams and Huisman, 2012). According to institutional theory, the success and the behavior of any given organization are deeply rooted in its success and the behavior that is portrayed by all the workers who are seeking to attain the success of the entire company. These workers are centered on giving their very best into their work by making sure that the organization emerge successfully (Meyer and Rowan, 1977). Therefore, employing the institution distance and institution uncertainty as key concepts is critical to the fulfillment of the institutional theory success plans.

As per institutional distance, a country's culture, regulations, and other differences in operation are significant contributors to the success of any given industry (Kostova & Zaheer, 1999). Therefore, all the works must factor cultural aspects and how they contribute to a company's success at all angles (Xu & Shenkar, 2002; Wilkins & Huisman, 2012; Du, 2009; Phillips 2009). There are various factors linked to the success of the

company, such as the importance of any given interactions taking place among two countries that are in question. These success factors have been used for the sake of elaborating more on the location which is more suitable to set up a business and to make sure that it is fully operating (Estrin et al. 2009; Schwens et al., 2011). However, various study apply the institutional concept on a lower scale in business; some of them tend to quantify it by making the use of GLOBE (the global behavior and effectiveness organizational behavior) or rather the Hofstede Model.

As per Wilkin and Huisman (2012), different universities make use of different universalities relative to their institutional distance and even to institutional uncertainty. It is much easier for any given institution to replicate its model of operation in a host country where there is a low link between the home and the host country. Again, it is necessary to advocate for adaptation in a case where the institutional distance tends to be high. Moreover, the potential country's norms have to be taken into high consideration when factors that impact similarities and differences tend to have higher influence and bring about more decisive endeavors under sustainable modes of market entry.

Consequently, institutional uncertainty refer to the security of any given country in terms of political area, economic stability, and financial risk that might be involved in the operation of co-founded or co-developed international universities. This will be used for greater benefit in attracting more students as well as working to maintain the solvency ratio in a given institution. Several political risks involve the imposing of taxes alongside any political unrest in a given country where international a co-founded or co-developed university is in operation. On the other hand, recession and crises in a country's currency under unexpected inflation contributes to both financial and economic risks. Therefore, Wilkins and Hisman (20120) put forward a political framework of four political responses evident in multiple amalgamations of any institutional uncertainty and institutional distance. They made us realize the need to acclimatize, evade, transmit, and hedge all the responses linked to a source situation. It was noted that the establishment of an international co-founded or co-developed university is disfavored due to high uncertainty, while, at the same time, its establishment is highly favored by institutional distance. On the other hand, the market entry is also dictated by either high or low uncertainty of co-founded or co-developed international universities or the local curriculum context that is put in place for all to ensure that they follow it up to the end. To ensure that these uncertainties are well dealt with for the sake of success is what matters in the host work market. We can assert that both the institutional uncertainties as well as the institutional distance are major contributors to the market entry success of any given company. Therefore, a company has to ensure that it makes use of the right contributions that will bring success in the market industry. In the case of any institutional distance involvement, there will be the need to advocate for better structures and processes that can help to suit the institutional context to that specific. Furthermore, this kind of institution contributes to the establishment of the co-founded or co-developed international university under any given condition that is working in place. However, while operating in the host country

there will be a need to ensure that the company factors in the aspects of stable laws that favor operation programs and regulations that are key in making things work in the right order. Moreover, it will be more reasonable for the conceptual framework to be worked out in accordance to the set plans that are put in place.

- The Uppsala Model

According to Johanson and Vahlne (1977), the Uppsala model was a widely used model in the business world. Furthermore, this type of model helps to hypothesize that any given institution is bound to take any kind of form as evident in the business literature world. Based on this argument, we realize how important it is for one to ensure that he or she takes the right action in making sure that his or her business reaches the highest possible level. These arguments help us understand how given institutions tend to hypothesize their entry into any given foreign market. Such a step is very useful as it helps in guaranteeing the following:

1. Nobody is reported for export activities taking place in the host country;
2. Subsidies in any form of overseas sales are granted in a given country;
3. Increased oversea production and any form of manufacturing unit is ongoing;
4. Export is taking place through any form of independent representatives.

It is through such means that the Uppsala model helps attain the best results ever in any given market. As per the model, any experiential knowledge tends to be a major factor explaining all the firm's internationalization behaviors that are centered on success. On the other hand, the application of the logic of the model to the co-founded international university would suggest that there is a higher likelihood of establishing a co-founded international university without having to involve the use of any previous reviews in question from minor activities in the international arena that are less demanding in nature (Mazzarol, Soutar & Seng, 2003). From HEI's progression, a person is likely to see a parallel activity that is emanating from the given behaviors—hence the need to help a person do what is right to achieve success while applying the co-founded or co-developed international universities model logic.

- Levy's Framework

According to Levy's framework, it is clear that one of the three purposes that helps in making sure that something better is provided is working towards fulfilling different forms of unmet demands and making sure that scholars' suggestions are taken much more seriously than ever in attaining the set life purposes. By making things better, the co-founded or co-developed international universities focus on fulfilling some set commitments in the host nations. According to Lane (2011), both in Dubai and in Singapore co-founded or co-

developed international universities apparently serve at any rate one of the three purposes that were depicted by Levy.

Therefore, in Singapore, the presence of Yale University is evident in its offering a pedagogical approach that is superior to the various opportunities available locally. In such situations, co-founded or co-developed international universities are recognized for the purpose of offering students the opportunity to study in American countries. Accordingly, it is through being granted the opportunity to and the capacity of working towards meeting all the unmet needs in various public institutions that the co-founded or co-developed international university model is deemed as vital to the success of all the institutions. On the other hand, the lack of quality in the type of education that is provided to all in terms of low or no diversity explains the framework that is being suggested by Levy in his work.

- Knights International Cycle

Since there are several frameworks that are discussed in the entire chapter, we will now focus on a different consideration regarding host institutions and their decisions about the establishment of a co-founded or co-developed international university. Various attempts have been made to attain integration in terms of the decision-making process in either planning or even establishing a co-founded international university. On the other hand, integrating and attempting to cater for all decision-making processes into the attainment of any actual planning will render any forthcoming decision in any given institution more useful. In such a situation, the institution will integrate and make use of better ideas to improve its education process and seek to satisfy all the educational demands. Despite the fact that there is a natural process that contributes to the sequence of awareness, commitment, and even planning, there is more to be attained in any operationalization process. Either way, there tends to be an overlap that seeks to make things much better even when they seem uncertain to all of us. Evidently, it is normal for any given institution to consider the actual need and purpose of the entire education process concerning its advantages and disadvantages—mostly in the awareness stage.

In different campuses, leaders always seek to address all the matters of concern and also look for ways to ameliorate any situation that is arising from different angles. Furthermore, leaders seeking to attain a better life under commitments as they embrace fostering in all aspects of life. When it comes to the articulation of the needs of any given institution, the planning process begins. In this case, the timeline for achieving any set goals has to happen on various levels while working to incorporate all the centrally planned elements.

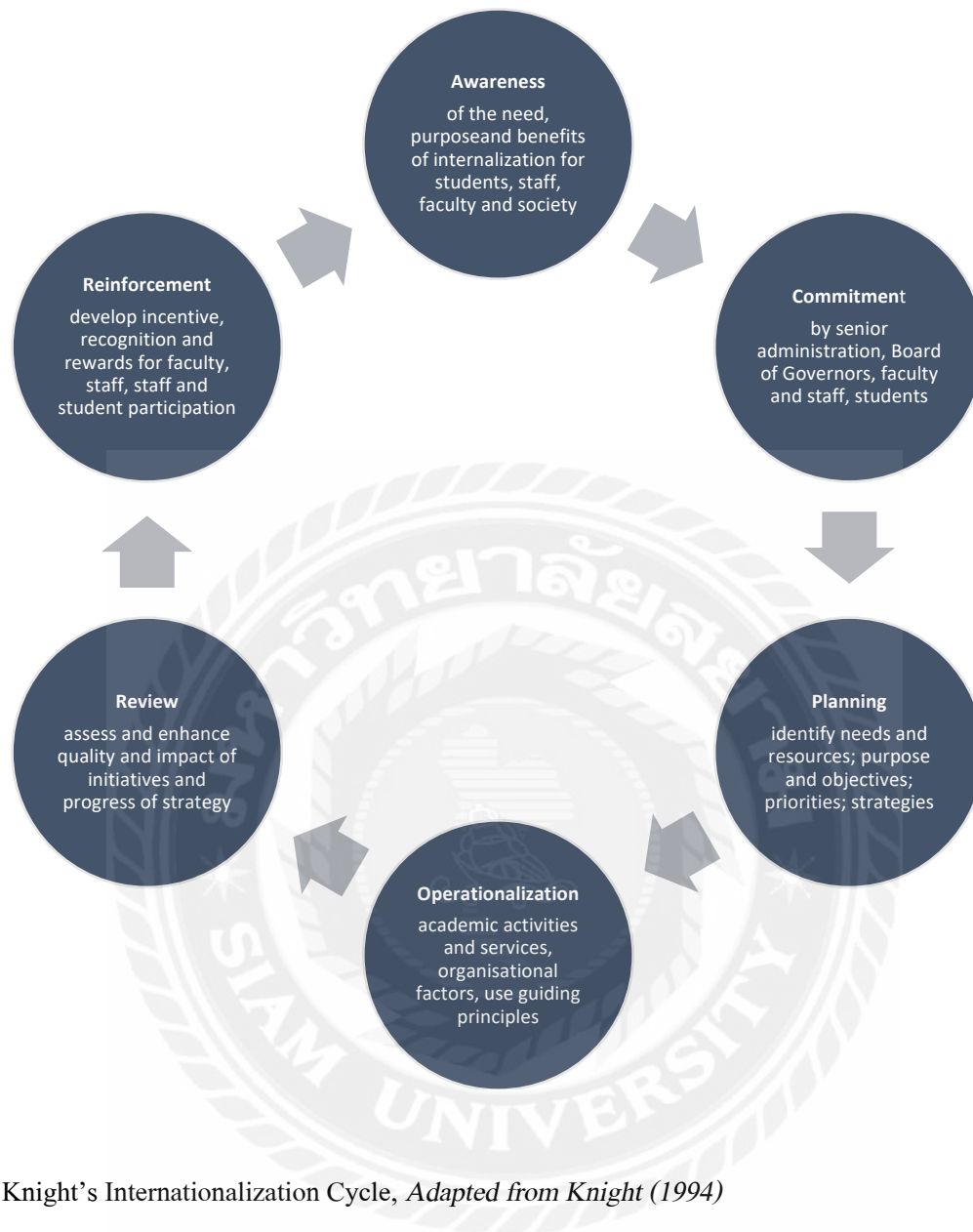


Figure 2 Knight's Internationalization Cycle, *Adapted from Knight (1994)*

Business Literature Findings

The model for decision-making outlined in this business literature describes the practice of internationalization as a multi-stage process, including the identification of country, initial screening, and comprehensive screening and selection (Kumar; Stamm and Joachmeister, 1994; Cavusgill, 1985; Johansson, 1997; Root, 1994). In the first step, prospective markets are categorized according to nation recognition, companies pinpoint potential markets depending on population, gross national product, data on the rate of growth, and so on. They then apply the initial screening step to the designated nations and inspect every country on the basis of political strength, geographical expanse, and economic development. The costs that are attached

to access to every market are also evaluated and are rejected by another countries. Subsequently, organizations complete a detailed examination of the nations that are left. Merchandise and industry market-related information is amassed and examined, market potentiality and the rate of growth are assessed, competitiveness is evaluated, and firms' resource limitations are considered. Lastly, after much investigation, the market or country is selected based on its goals and the anticipated profit for the company.

Although it was established for business environments, this framework is also applicable in the analysis of potential co-founded international universities within host nations. For example, in selecting markets for co-founded international universities, entities are expected to go through a multi-step process outlined for firms. Some factors are relevant to consider at every stage, including the political stability of the country and the extent of its economic development.

The Development of a Conceptual Framework

Creating a conceptual framework functions as the beginning of the comprehension of the decision-making process of the co-founded international universities. Thus, it achieves one of the objectives of this study: to appreciate and explain co-founded international universities' roles in the higher education market. Co-founded international universities plan and implement internationalization strategies in line with their focus, and their source and host institutions to coordinate whether or not. Although some model features are used in conveying the conceptual ideal advanced in this chapter, the researcher rely heavily on the internationalization sequence by Knight because its process is largely applicable to the co-founded international university decision-making process. However, unlike the framework by Knight, the conceptual framework that the researcher has devised concentrates on the developmental stage of the practice of internationalization and concludes Knight's six steps by outlining the different stages. In addition, the outline that the researcher developed for this investigation is particularly relevant to the international co-founded/co-developed university context, rather than the general framework of internationalization.

The resulting conceptual framework, depicted in Figure 2 categorizes the process of making decisions into six stages: consideration, gathering support, opportunity identification, screening, final selection and operationalization. This section describes these steps.

Step One: Consideration

The first proposed step in the process of developing the co-founded international university consideration. At this step both universities ask, "Why was the international co-founded university established?" Leaders, also students and staff investigate the negative and positive results associated with the establishment

of the international co-founded university. They articulate the goals of their organization and discuss how the university can achieve those goals. To this end, there may be a collaborate university discussion of the university's needs, objectives, strategies, contentious issues, benefits, and resource implications. These debates can be negative or positive with dissenters and supporters. Comprehending the arguments against and for the international co-founded university is an important part of the debate.

Lastly, in hypothesizing this step, Uppsala's model suggests that international co-founded or co-developed universities are likely to be discussed on campuses that already have high international standards. Since organizations are rarely internationalized to establish international co-founded universities, organizations that discuss such universities may already have links to dynamic student exchange curricula, global academic arrangements, departments, franchising agreements, and branch campuses.

Step Two: Gathering support

The second suggested step in the course of developing an international co-founded or co-developed university is to mobilize support from university stakeholders to open the university (as long as the appropriate opportunity is acknowledged). Participants may comprise the chairman as well as other educational leaders, members of faculty, administrators, and members of the board of governors or the board of regents. Stakeholder backing is also apparent in the operations, written policies, and budget allocations of the company.

The literature (Ibid, 2004; Knight, 1994) suggests that the leaders, president, and managers have supported articulated concern and written policy, which are essential to the successful international co-founded university establishment. The support of the board of governors also helps to strengthen the university's commitment to legitimacy and increased internationalization.

Supporting an important group of staff and faculty members is a vital of the success of an international co-founded university. Without their support, it would be difficult for the university to conduct activities and hire teaching staff.

Step Three: Opportunity Identification

In the third stage, firms select a number of prospective host nations that appear to favor the organizations' strategic plans, resources, and goals. The organizations then perform an initial analysis of these nations. For example, they investigate whether there is a substantial barrier to entering the country to establish an international co-founded university, as well as identifying their competition, higher education demand, and universal realities with regard to the population, including age, growth, GDP, and other financial indicators.

The framework by Levy can be used to help individuals to recognize market hubs where they may offer something beneficial or diverse, as well as where they might meet unmet demand. It is also important to consider organizational uncertainty, distance, or risks caused by operations in a specific host nation.

Step Four: Screening

The main goal of early market screening is to create an effective decrease in the number of nations that require intensive testing (Root, 1994; Johansson, 1997). Throughout the screening phase, firms closely examine the market or country opportunities acknowledged in the third stage and exclude nations that fail to meet their goals (Kumar, Stam, and Joachimstaller, 1994).

Normally, the screening can be concluded in two steps: initial screening and thorough screening. Initial screening includes collecting overall data concerning nations and assessing the endanger of founding an international co-founded university in these countries. Source institutions examine the basic factors of countries' political strength, geographical distance, and fiscal growth, as well as the cost of entering the higher education sector. Initial screening can be done in any country; after some initial vetting, the both institutions does not easily access or favor the international co-founded university.

In the thorough research of possible host nations, organizations collect comprehensive facts on possible student markets, demands, willingness and capacity to pay, probable education programs, and growth rates for the higher education sector. They consider the weaknesses and strengths of their rivals, the entry barriers, and the organization's assets. Comprehensive screening enables the institute to rate the rest of the possible host nation markets against potential standards. Some companies hire external consulting agencies to undertake this analysis.

As indicated in Figure 3 the features considered by firms during the selection phase may be structured into the main company traits, host nation traits, and aspects connected to the dealings of the two firms. As Knight stated, these variations may be categorized into cultural, economic, political, and educational domains.

Screening leads to the final choice of the host country based on the characteristics of the source institution, the potential host country, and the interactions between them. These aspects are evaluated from the perspective of the firm's objectives, and a decision is made as to which choice conforms to the institute's objectives and affects its existing resources.

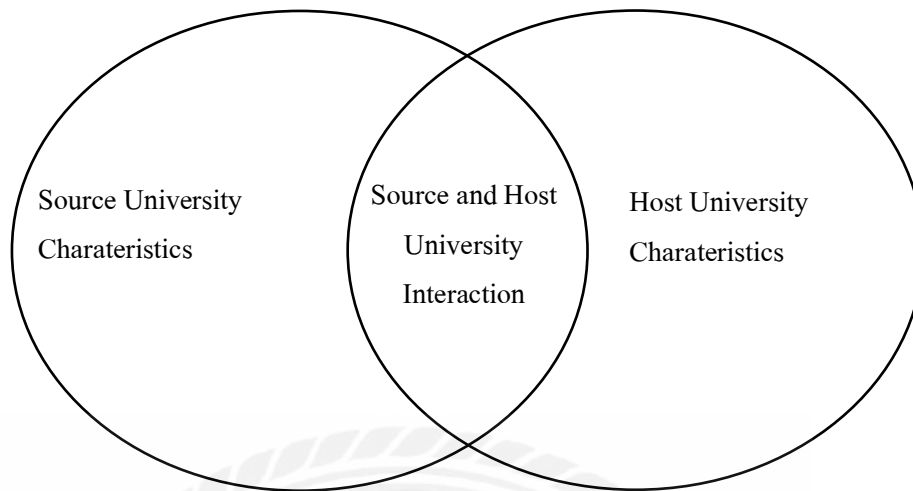


Figure 3 The proposed conceptual framework of components of the international co-founded or co-developed university screening process.

- *Source University Characteristics*

The characteristics of the source university are cultural or social aspects, such as the organization's values and norms, its missions, and its leaders' level of commitment to the formation of the international co-founded university. Political interest factors consist of the nationwide identity of the source university and its nation's foreign policies and relations with other countries. Financial aspects entail the need for grow income. Lastly, the source university's goal by including an international aspect in teaching and research in education is to raise the capacity of the institution for teaching and research, as well as to improve the company's international foothold and reputation. Institutions may also consider educational aspects such as coaching, workforce availability, and curricula for the new international co-founded university.

- *Host University Characteristics*

The characteristics of the host university that organizations can consider when choosing a place for a possible international co-founded university comprise cultural and social aspects, such as the host country's customs, spoken language, and business behavior. The geopolitical aspects of interest are nationwide security, foreign policies, monitoring framework, stability, and security. Probable freedom from definite rules or

obstacles is also part of this grouping. Financial aspects include the economic motivations that make the international co-founded university attractive to the source university, the local labor supply to fill the workforce and some teaching positions at the international co-founded or co-developed university, the level of economic growth of the country and the tax-exempt status of the potential international co-founded university. Finally, the educational factors for a probable host university include accreditation requests, opportunities for research, student academic experiences, and academic standards.

- *Source-Host Interaction*

Another key grouping to consider is the relationship between the source and host universities. Institutional expanse (how the nations are similar in terms of values and norms) and institutions' indecision (the economic and political risks) identified in host nations are important. The capacity of students at a possible host university to comply with the educational standards set by the main organization is also important, such as the demand and interest from locals in the educational curricula presented by the host university. Geopolitical factors, including political associations, geographical expanse, and joint acceptance among host and source nations are also important. Economic distance or the extent of fiscal inequality source and host countries is also vital for three reasons. Firstly, in nations with comparable economies, consumer market segments such as higher education can often use these types of goods and services. Secondly, nations with low economic distance also possess tangible developments, such as telecommunication and transportation structures. Thirdly, because firms mostly advance skills and knowledge-based assets linked to market they serve (Madhok, 1997), such means are generally best developed in nations with similar economic situation to their own.

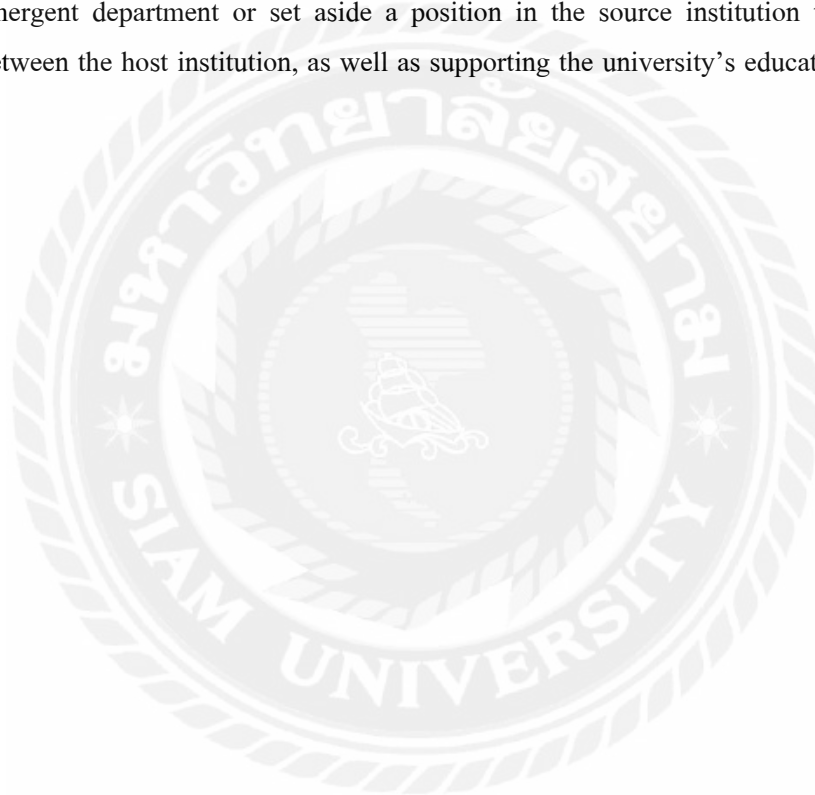
Step Five: Final selection

Screening based on characteristics related to the source institution, potential host country, and the interaction between them paves the way for the ultimate selection of the host country. Selection at this proposed stage requires a final look at the information uncovered during the screening stage, such as the likely financial solvency of the proposed co-founded university, the compatibility of the home institution and host country, and demand of education service from potential students in the host country. These factors are analyzed within the context of the institution's own goals and a determination is made regarding which option best meets the institution's goals and leverages its available resource.

Step Six: Operationalization

The final step, the functionality, incorporates everything needed to ensure the international co-founded university runs as required. In this step, source institution chooses and advance educational curricula at the international co-founded university. They are required to take into account their goals in establishing the university, the needs of the population of student at home, and the available resources, before adapting as necessary. Milestones should be established for the international co-founded university as it opens and student enlistment efforts should be organized. At this point, both institution leaders must decide whether staff and faculty members will originate from the source company or the host country, and recruit as required.

Higher education institution must also set in place supporting arrangements to guarantee that the international co-founded university works efficiently after early execution. The source institute, for instance, may create an emergent department or set aside a position in the source institution to support ongoing communication between the host institution, as well as supporting the university's educational programs and activities.



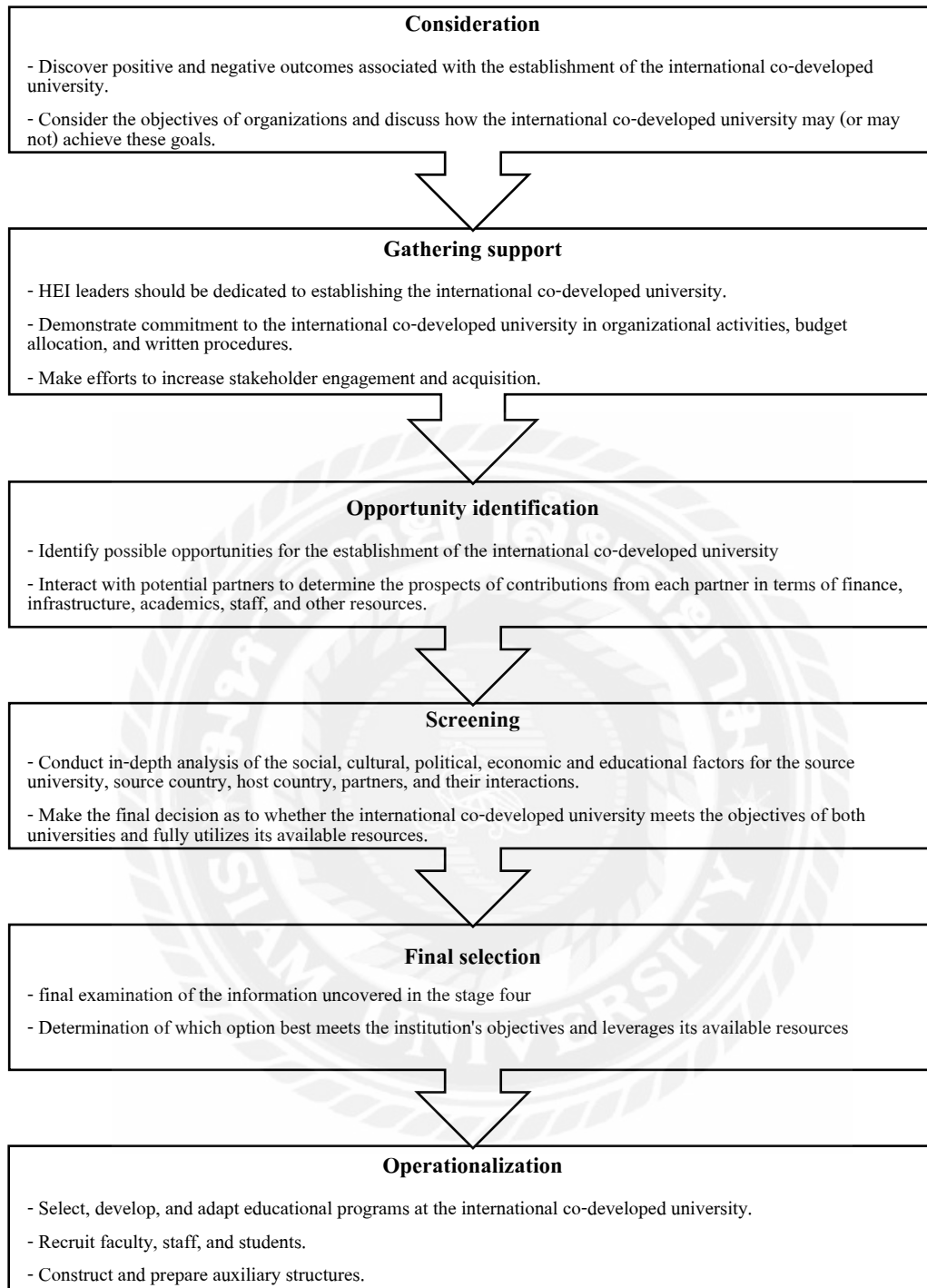
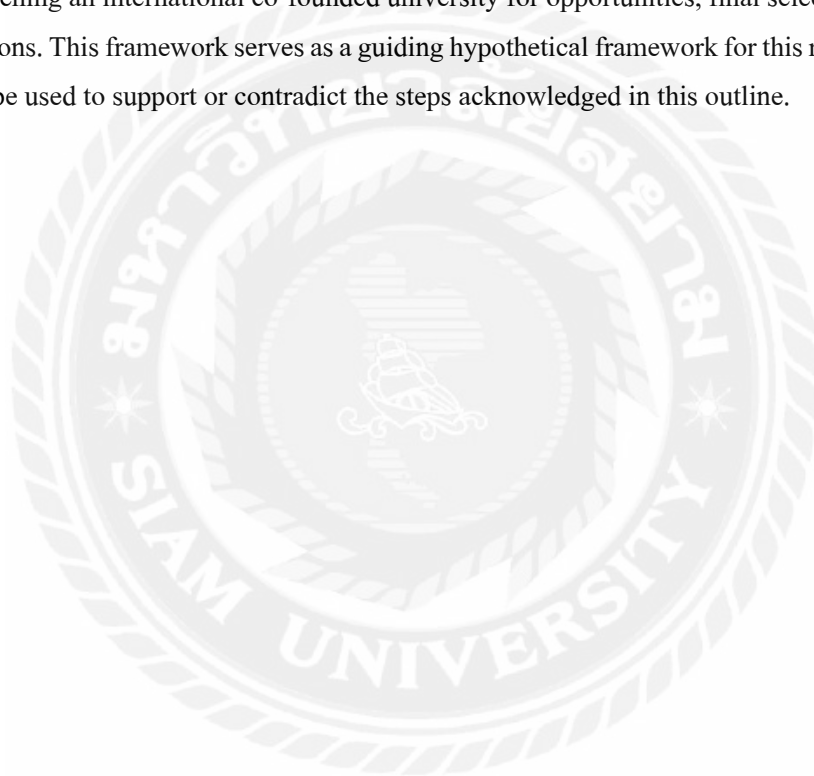


Figure 4 Hypothesized conceptual framework for the procedure developing an international co-founded university

2.5 Summary

This chapter describes the current approaches used by researcher to examine international co-founded universities and discusses the strengths, restrictions, and benefits of these theoretical frameworks from the perspective the dissertation. Using the structures identified in previous works from the business management literature and a discussion of international co-founded universities, the chapter proposes an abstract framework for this research. The structure incorporates the concepts utilized in existing model to define the procedure used by universities when instituting international co-founded universities. The process is described as consisting of six steps: observation, a mobilizing support to establish an international co-founded university, opportunity identification, screening an international co-founded university for opportunities, final selection, and procuring support for operations. This framework serves as a guiding hypothetical framework for this research. Proof from the interview can be used to support or contradict the steps acknowledged in this outline.



CHAPTER 3 RESEARCH METHODOLOGY

The number of international co-founded universities continues to grow, but little is known about how administrators decide to establish such institutions. To enhance understanding of the establishment of these universities, a case-study approach was used in this research. Knight reveals that “The case study is applied in most analysis, aimed at expounding our knowledge of organizational, individual, social, group utilized in numerous circumstances, to add to our individual, organizational, political, group, organizational, social, and interrelated phenomena” (2013, p. 4). This research approach provided insights into the perceptions of the individuals engaged in the real-life events in the case under study.

This case study explored leaders of the decision-making process and support factors when deciding whether to establish international co-founded universities. This section gives an overview of research approach, as well as the rationale for the approaches chosen. It outlines important detailed aspects, such as the interviewees' demographic information and procedures for gathering data and analysis. In this chapter, the research methodology is presented. The main sections explain the research design, population and sampling method, and research instrument. These are followed by methods for assessing validity and reliability, data gathering, data analysis and study limitation.

3.1 Research Design

This study employed mix methods design (Creswell, 2005). The research design was sequential explanatory design. To analyze the decision-making process involved in the establishment of international co-founded universities, this study took two key information sources and sequentially collected data from these: (a) documents and (b) leader interviews.

Document study

Analysis of organizational and public documents as recorded over the years contributed to my understanding of the nature, meaning, and tenets of the case study. The review of the websites from both the source and host campuses offered an overview of the organizations and increased my understanding of their missions, visions, and program offerings. Public documents that were identified included (a) annual reports that highlighted historical activities and documented the organization's evolution and engagement in transnational education, and (b) associated financial statements. In addition, government websites provided access to archived

public documents that assisted in my understanding of the operational context and parameters that regulate co-founded university A, B and C educational delivery and partnerships.

Organizational documents consisted of archived records of operations from host university A, B, and C specifically, the steps in initiation of the partnership through to the decision to establish co-founded university A, B and C, and operational measures of success. Documents that were identified included an agreement to collaborate; archived meeting minutes; and correspondence that outlined the evolution of universities operations through to the time of establishment of the extended university, and through the initial years of operation.

Document review depended on access to and availability of information and consisted of an archival 3-year time frame from 2016 through 2019 as it related to the decision to establish the co-founded university. This time frame reflected the establishment of co-founded university C in 2017, and the students' initial engagement in program delivery in 2018. The researcher analyzed these documents for the purpose of identifying categories associated with documented steps in decision-making process.

The documents central to the study from 2016 to 2019 included the following:

- Documents outlining the decision to engage in an international co-founded university (correspondence, memos, etc.)
- Business Case document, developed between source and host university and American university
- Business/Contract Development Process document
- Co-founded university Annual Report documents
- Annual academic and administrative reports
- Co-founded university Board of Trustees Terms of Reference and Board of Trustees Meeting minutes
- Discussion paper about national quality strategy
- Singapore Qualifications Framework (AQF) supporting documents
- Co-founded university Annual Report documents
- Annual Monitoring Checklist Report Action Plans document
- Co-founded university Board of Trustees Meeting minutes
- Co-founded university Memorandum of Understanding (MOU)

The researcher analyzed, categorized, and further reduced a total of 25 archived public and organizational documents in hard copy and online. The document analysis contributed to my understanding of the context of the case, the documented steps in the establishment of co-founded university, points of decision making, and areas of consideration during decision making. In addition, the document analysis helped me identify potential interview participants who may have engaged in the decision-making process.

3.2 Population and Sample

Population

Three co-founded universities were selected for this study. They were selected because they are the co-founded universities established most recently within the last decade that all three universities exist in the Southeast Asia region.

- University A

The University A was instituted in 2012 and it is one of the world's most excellent autonomous universities that is centered on generating the best graduates in the global jobs market. This institution worked in collaboration with the Massachusetts institute that led to its creation. The management team has been way more supportive than one could ever imagine, which has led to the success of the institution. The management team was very knowledgeable as it included team-members from MIT and Singapore institutions. This led Massachusetts to be identified as the second leading partner in collaborating towards forming an institution.

Notably, the partnering of MITs and SUTD led to the establishment of the university's main curriculum and the organization of various activities as well as the lectures in the institution. University A is best known for its design and in terms of implementing attractive designs deriving from Chinese culture and history to improve the education experience. Furthermore, there are many designs and deliveries made to ensure that each work is well organized and that everybody attain what is best for them in terms of education experience. The Accreditation Board of Engineering (ABET) has ensured to accredit University A with the mandate of making sure that they offer well reputable engineering courses. These courses have helped to guarantee that various students are provided with all that it takes to become better engineers and that all those enrolled in the course get rewarded in the very end by getting better employment. There are different qualifications for one to join the university such as having a good grade and having passed well in the exams.

- University B

University B is a liberal arts college in Singapore that was established in 2011. It was founded by the National University of Singapore (NUS) and Yale University. University B aims to redefine science education and liberal arts for an intricate, unified world. Thus, it is an independent college within NUS and is not a branch campus of Yale University. However, it maintains a close relationship with Yale University through various joint-degree programs, visiting faculty, and opportunities for students to study abroad.

The main aim of establishing University B was to draw upon the resources and traditions of these institutions to pursue academic excellence. The partnership between Yale University and NUS also sought to enhance academic excellence through innovative teaching and research and provide students with international opportunities for learning and development.

University B admitted its first cohort, consisting of more than 150 students from 26 countries, in 2013 and has grown tremendously to the extent of accommodating over 700 students and 100 staff members. The college's accomplished body of students has visited various countries, won global prizes and fellowships, and secured various esteemed post-graduate employment positions. The college houses its students within one of three residential colleges on a beautiful, purposefully built campus for four years of study. Consequently, the students draw upon this residential community for enrichment, support, and social relationships.

With regard to accreditation, University B provides students with a foundation of 14 majors, covering the humanities, social sciences, and natural sciences. In addition, University B offers a double degree in law (NUS), as well as concurrent graduate degrees with the Yale School of the Environment, Yale School of Public Health, Lee Kuan Yew School of Public Policy (NUS), and NUS School of Computing. It also offers pathway admissions to Duke-NUS Medical School and eligibility for the Yale School of Management's Silver Scholars Program. Students graduating from University B join the Yale Alumni Association's ranks as global affiliates.

- University C

University C was established in 2017 as a collaboration between Carnegie Mellon University (CMU) and King Mongkut's Institute of Technology Ladkrabang (KMUTL). It was established to offer cutting-edge engineering education and research in Southeast Asia. University C has created an innovative and technology-based environment that will benefit Thailand and the people of the Southeast Asia region by bridging the gap in global-class collaboration with local content. By utilizing Carnegie Mellon's globally acclaimed research and education programs within a regional context, University C can address potential challenges, which helps drive future community development in Thailand and the Association of Southeast Asian Nations.

The establishment of University C was aimed at preparing students to lead in a dynamic, changing world by focusing on creativity and engineering skills as well as enhancing understanding of the practical skills required for the development of impactful solutions. University C is also involved in the pursuit and dissemination of knowledge across various areas in electrical and computer engineering, ranging from cyber-physical systems to global technological revolutions such as revolutionary data storage. University C's interdisciplinary research involves biomedical and energy projects that include the interaction of brain and machine, implants powered by machines, thermoelectric devices, and the creation of a smart grid for the future.

University C was also established in association with KMUTL to enhance collaboration with CMU through the administration of programs for research and education activities in Thailand. Thus, University C

Thailand programs involve students, professors, and researchers from CMU, CMKL, and KMITL, among other partners from Thailand. Regarding accreditation, University C programs provide knowledge in areas of information, computing, and autonomous technologies through research and Ph.D. student partnerships.

3.3 Sampling Method

When selecting companies and individuals for interview, the researcher sought the widest possible variety. One of the models, known as “variation models,” is intended to increase the variety of approaches to the area of interest by choosing as many different entities as possible. Models with high variation are appropriate for obtaining information from different organizations and identifying shared patterns that have been truncated (Hopfly, 1997).

Given the high level of variability in these universities, and how these variables affect decision-making processes, this modeling methodology ensured the researcher was best equipped to explore the executive process, identify different viewpoints, and ascertain the common (and perhaps most generalized) aspects of the template.

3.4 Research Instrument

Interview

In-depth interviews were conducted with university leaders, faculty members, and key experts to gain profound understandings of the decision-making procedure during the establishment of international co-developed and co-founded universities.

The researcher interviewed not less than four individuals from each university. Of the total interviews conducted, 3 were held face-to-face, ten via telephone and one via Skype video conference. The conversations each lasted between half an hour and an hour and a half, with an average of 51 minutes. Every participant gave their approval to the recording of their interview.

Recruitment of Interviewees

A comprehensive document analysis helped to identify administrators and managers as potential interview participants. University leaders, faculty members, and key experts were also key contributors recorded in the archived organizational and public documents. These historical records provided evidence of the various participants’ involvement in decision making and the establishment of international co-founded universities.

Additionally, these documents highlight other individuals who could be contacted as potential participants in the study

Thirteen individuals responsible for decision-making in four international co-founded universities were selected, using data from the entities' sites and higher-education news sources, including the Higher Education Chronicle and the Times Higher Education. These people were contacted via customized emails. If no feedback was received after the first email, two follow-up emails were sent. Any rejection to partake in the investigation was noted, as well as the reasons given. Table 2 provides a summary of the response frequency for the sampled population.

Of the 13 people contacted with requests for interview, two-thirds agreed to partake, amounting to 22 people. Despite receiving follow-up emails, five people did not respond. In the table, "unavailable" indicates that the candidate wanted to participate in the investigation but was unavailable within the timeframe of the investigation. "Resigned" represents cases where the person had resigned and could not be located. "Cancelled" implies that the individual initially arranged an interview with me, but later cancelled and could not rearrange. One candidate turned down the request because she did not have enough information about the international co-founded university at her organization.

Before the start of the interviews, the researcher had not decided upon the number of participants. Instead, the researcher decided to conduct the interviews in repetitively, until the researcher achieved saturation. After interviewing and recruiting for three rounds, the researcher stopped the interviews because they seemed to be producing responses that were similar, giving very little data for my main research questions.

3.5 Validation and Reliability

Ensuring validity and reliability is an important part of any empirical study. The term "validity" has traditionally been attached to quantitative research. It is not surprising that qualitative researchers have mixed feelings regarding whether this concept should be applied to qualitative research (Creswell, 2008). However, researchers have argued that some qualitative studies are better than others, and they use the term "trustworthiness" to refer to this quality difference. When speaking of research trustworthiness, qualitative researchers usually expect research to be credible, plausible, and defensible.

According to Johnson and Christensen (2012), there are four types of validity in qualitative research: descriptive validity refers to the accuracy of a researcher's description; interpretive validity refers to the accurate interpretation of participants' accounts; theoretical validity refers to using the theoretical explanation that fits the data; and internal validity refers to the extent to which the researcher can demonstrate that an observed

relationship is casual. According to the different types of validity, in this study, the researcher used the following strategies to ensure the trustworthiness and credibility of my research.

First, the researcher used the strategy of triangulation. Methodology triangulation was used in this study by analyzing print documents such as source/host institution planning documents, publicly available co-founded university feasibility studies, and news articles, and comparing them to the results of the interviews. The purpose of this was to compare observations drawn from different sources and ultimately improve the validity of the study. Areas of convergence bolstered the credibility of the resulting findings while areas of divergence added richness to the results and identified areas for further investigation. Second, the researcher sought participant and key expert feedback verification in the study. By sharing both the transcript and the interpretation of the participants' viewpoints with the participants themselves, this study ensured that potential areas of miscommunication and misinterpretation were addressed. The researcher then sent the findings and conclusion of the research for confirmation with three co-founded university key experts; two key experts from established, co-founded universities; and one key expert from a university that plans to establish a co-founded university.

3.6 Data Collection

The interviewees held various high-ranking jobs in their respective organizations. They included a president, a provost, a principal, and a chancellor. Three had been conferred titles such as "pro-vice chancellor" or "associate provost," five were deans, as well as two assistant deans, while three were directors in international departments. The individuals collectively represented a total of three international co-founded universities.

To protect the organizations and participants from identification, identifiers were removed from all the transcribed and recorded files, and pseudonyms were assigned to the participants and organizations. The documents and files were given pseudonyms and stored on a password-protected computer. The pseudonyms (codes) were associated with the identifiers in a linked list, which was stored in a separate and protected filing cabinet in the office of the co-principal investigator. The audio recordings and linked list will be destroyed within two years of the completion of this work. The transcribed interviews and documents will be stored for five years and will then be erased.

3.7 Data Analysis

The initial analysis consisted of a study of multiple information sources, and this enhanced my basic understanding and ability to formulate an account of the case study. The analysis supported an in-depth description of the perceptions of those involved in the decision-making process around establishing international co-founded universities, as well as their support factors. The collected documents enabled the identification of

categories associated with the decision-making process. The documents also helped to identify research participants for data collection through interviews.

The analysis was conducted to explore these decision-making processes, obtain awareness of the process, ultimately providing a theoretical basis for it. As per the objectives, the researcher applied the six-part coding method by Braun & Clarke (2006) for the thematic inquiry. The steps are data familiarization, creating primary codes, probing for themes among codes, studying themes, naming and defining themes, and creating the final draft of the report.

Familiarization of data was achieved via transliterating the interviews and reading through the transcripts numerous times. Due to the study's exploratory nature, there was a two-fold purpose for the iterative process employed in the analysis of the primary data.

Initially, by analyzing the data in the course of collecting them, I was hoping to improve their general quality. In this case, the interview data were recorded and transcribed immediately. In the transcription process, data analysis ensured that I was posing relevant questions and using the probes appropriately. On the basis of the first interviews, I noted various limitations in my approach and found ways of improving the general quality of the collected data. These changes involved improving the probes and re-prioritizing questions.

The second reason for the use of analysis and iterative collection of data was to understand if the study scope needed to be contracted, expounded, or polished. To achieve this, I investigated the transcribed data to ensure that the probes and questions captured the ideas the researcher wanted to comprehend and provoked profound detail. The researcher utilized the primary analysis to direct and guide the imminent interviews.

Early thematic codes were marked utilizing the subsequent linguistic and thematic hints defined by Ryan and Bernard (2003)

1. *Repetition*: frequency of occurrence of an idea in a text
2. *Indigenous typologies/ categories*: identifying the terms that are unacquainted to researchers or utilized in diverse ways
3. *Analogies and Metaphors*: using analogies and metaphors in a manner that may reveal insights and themes in the set of data
4. *Transitions*: changes that occur naturally in the participant's conversation topic
5. *Constant comparison/similarities and differences*: systematically comparing different parts of the text and highlighting differences and similarities
6. *Linguistic connectors*: using connectors that might reveal the candidates' logic system
7. *Silence/missing data*: identifying topics that the participant said little (or nothing) about

Where the themes were identified, they were noted in the code book, with the following data: theme name, long and short descriptions, example, and criteria for inclusion. While conducting the analysis, the primary code set was refined and reviewed. Additional codes were created, and older codes combined and

deleted, as required. This led to a set of eight parent codes: *identification*, *motivation*, *academic programs*, *gaining support*, *selection*, *quality control*, *screening*, and *staffing/faculty*. The codes, including examples and definitions, can be found in Appendix B of the code book.

The researcher then coded the data from the interview as per one or two primary codes. Although most of the information fitted the main code, some candidates discussed more than one topic, thus some information was coded in multiple categories. After the text had been marked as related to a specific major code, the researcher examined the data related to each primary code to identify smaller themes within the parent codes. The codes were polished until the researcher had a sub-code set that apprehended the various sub-themes in the data for each parental code. The emerging sub-theme for the parent code concerning motivations included the following: improving the reputation of the source institution, creating academic and research opportunities, accessing markets for students, financial gain, and altruism. After the sub-themes were decided, the researcher read through and coded the script for each of these. The quotes that adequately illustrated the sub-themes were marked for use in the results section.

3.8 Summary

The chapter outlines the methodology employed in the investigation. This section aims to provide deeper insights on how the researcher planned and conducted the investigation, including the reasoning behind the designated approaches. As indicated in this section, the research was based on a theoretical method. Interviews were held with higher education institution decision makers in Europe and the U.S. to enhance understanding of how institutional leaders decide whether to establish international co-founded universities. A theoretical approach was preferred for its capability to generate rich data on a relatively unexplored subject.

This section also outlines the process of conducting the interviews, with different discussions on the instrument of study, sampling tactics, identification of samples, and the process of recruiting candidates. In general, 13 decision-makers representing a total of three international co-founded universities in Southeast Asia participated in the study.

The resulting data were thematically analyzed and transcribed. The investigation identified eight main themes: *identification*, *motivation*, *academic programs*, *gaining support*, *selection*, *quality control*, *screening*, and *staffing/faculty*. Parent code generated data was then sub-coded into smaller themes, which are defined separately in the findings section in the following chapter.

CHAPTER 4 ANALYSIS OF INFORMATION

This chapter presents the results and findings obtained from the analysis of a case study. The case study investigated the perception of participants in the process of making decisions and the factors that influence the establishment an international co-founded university emerged from interviews. These interviews provided critical information for addressing the study's two research questions:

1. What should be the model of a co-founded university establishment?
2. What key factors do higher education institutions consider when evaluating the potential for an international co-founded university?
3. What are the phases of the decision-making procedure that higher education institutions undergo when exploring the potential to establish an international co-founded university?

Most of the interviewees talked about their institutions' experiences in term of: goals for establish an international co-founded university; support necessary to establish a co-founded university; the process of identifying and screening opportunities; selecting and developing academic programs; and faculty and staffing. These topics fit loosely into the conceptual framework the researcher proposed in Chapter two and this chapter is organized accordingly with main sections that capture both structure of the conceptual framework and the focus of the interviews as follows:

The conceptual framework	Organization of findings from interviews
Consideration	Consideration, goals, and motivations
Gathering support	Gathering support
Country identification	Opportunity identification
Screening	Screening, decision-making and planning
Final selection	Operationalization (includes finalizing academic programs and selecting faculty and staff)
Operationalization	

The discussions regarding the individual themes address the second research question—What factors support or hinder the establishment of an International co-founded university? To address the first research question— How do universities make decisions regarding whether or not to establish an International co-

founded university? — the researcher compare the conceptual framework to the reality of the process as described by interviewees.

4.1 Considerations, Motivation, and Goals

Based on the conceptual framework, the consideration and reflection period is among the major steps in the establishment of international co-founded university. It is during this stage that organizational leaders consider organizations' goals as an effective way to achieve international co-founded university. As such, the leaders think about the establishment and replacement of international co-founded university and investigating whether the findings from this research can significantly support the students, faculty as well as relevant stakeholders. Therefore, to provide answers a proof on the questions, the organizations' leaders may ask questions relating to goals, benefits, and risks.

The two phases of data analysis of the case study confirmed that financial and quality are the major types of considerations during the process of making decisions. However, another type of consideration was identified by the participants to comprise of ancillary factors. Such factors included political stability, market demand, protection of reputation, as well as the entire safety of the staff. Thus, the process of making decisions comprise of various collaborate decisions in the entire process of developing the international co-founded university.

The other source of information (Business Case document) helped in identifying the major areas that need to be considered by the administrators during the establishment of the international co-founded university. For instance, it provided detailed background information of the project as well as the area covered by the steps of due diligence throughout the process of project development. Furthermore, it also disclosed the major considerations with regard to financial analysis, risk management, market appetite, and competitive analysis, management of international brand, quality assurance, taxation implications, and the forthcoming opportunities.

While various factors were highlighted, the study showed that participants and supporting documents listed the financial considerations primarily as priorities, followed by quality metrics. All financial and quality metrics were associated with high risks with consequences.

Quality Considerations

The precise reasons for the pursuit of international co-founded university were three. These included enhancing the source and host institution's competitive position, improving academic and research opportunities as well as enhancing the accessibility to the students' markets. These reasons are as discussed below;

Enhancing the source and host institution's competitive position

The desire to improve the prestige of their institutions and to promote the role of their institutions as global leaders in their institution was identified as the most cited reason for creating an international co-founded university among the interviewees. Interestingly, one or more of the respondents from all the institutes that took part in this study listed their credibility as among the most significant, if not the most important, concerns. Nevertheless, the ways in which leaders of higher education institutions assumed that international co-founded universities would boost their credibility differed based on elements such as rank, mission, sources of revenue, and efficiency of study.

The idea was underpinned by the assumption that the position of the University would inevitably grow more globally and focused on an increasingly globalized society in order to maintain quality and relevance in education. One interviewee talked about his college's choice to create an international co-founded university:

“I think it has a deeper sense that universities must be involved globally within the twenty-first century.”

This respondent and others saw international opportunities to conduct research and study as fundamental elements in preparing learners in a globally built society for success. Accordingly, to maintain or promote the reputation of their institution for quality research and training, they considered increased internationalization necessary. International co-founded universities were a major strategy for them to boost their competitive position and achieve these goals. Several leaders hoped to mark their organizations as pioneers of international education by creating international co-founded universities before many of their competitors. They also wanted to take advantage of the "first-mover advantages" in areas that they felt would be significantly imperative over the coming century.

The respondents also articulated an aspiration to utilize the international co-founded universities to enhance the "global influence" of their organizations. The primary objective, as explained by one respondent, is to "build [the source's institution] reputation in an area where [it] has a long history of... enrolling learners." She also said that her University wants to improve its "global impact" by creating "many graduates who are influencers of how things are performed in the future throughout the world." This implies that several organizations concentrated on global presence and influence. Leaders of these institutions saw international co-founded universities in the context of both physical presence and alumni networks in growing their international profile.

While many respondents quoted reputation as among the key motivating elements, there were variations in their views regarding the ways international co-founded universities would boost the credibility of their

organization. Interviewees from the top 200 universities claimed that a foreign presence was essential to retaining elite status and competing for faculty and students with other high-ranking universities. They further believed the international co-founded or university would assist them build international opportunities for research and improve their capability to attract and maintain top-level students and teachers. To demonstrate this, one of the interviewees at the prestigious international co-founded university institution in Asia elucidated that among the reasons why his University formed an international co-founded university said an interviewee at the prestigious United State institution:

“To develop our identity, existence, and prestige and... to draw top-class scholars." "We are witnessing more investigation undergoing, we have more excellent [and], so we aim to be partakers of that opportunity.”

Additionally, the interviewee added that:

“The international co-founded university is something which enhances our reputation ... the international recognition of our research must be granted to it.”

With an international co-founded university Center abroad, her University hoped to raise the international visibility of her work and to provide more research opportunities for its workers abroad. University leaders hoped that the University would be much more appealing to top staff and learners who appreciate the chance to work and research there, by getting an international co-founded university in one of the leading up-and-coming places across the globally.

On the other hand, universities with more modest rankings focused on international presence as a way to expand their impact. They potentially advanced their position through activities carried out regularly by higher-ranking institutes. To demonstrate this, one leader said:

“I have strong belief this [the international co-founded university] university would increase our institutional prestige the majority or some combinations of U.S universities which are following structures like this are elite universities in the U.S., so it was partly a chance take a role that was somewhat beyond our reach.”

This evidence indicates that some moderate institutions could see the establishment of international co-founded universities as a way of improving their prestige through doing something generally linked to institutions of higher ranks.

Although the decision to open an international co-founded university is often motivated by an effort to improve one's credibility, the reverse may also happen if not well done. As one of the interviewer said:

“We face the risk of the shame that something does not succeed, so we must make not only a good financially operation but also a successful academic operation while I see this as an opportunity to increase our institutional reputation, it does not operate academically and you end up owning the second rate higher institution.”

This confirmation postulate that questions about the deterioration of the integrity of the organization will also play an important role in deciding whether or not to open an international co-founded university. This was higher for elite institutions, which had to suffer more compared with lower-ranking universities.

While an international co-founded university can be risky, it also has advantages over alternative arrangements like franchising or twinning that offer universities less power over international co-founded universities. When talking about her University's decision to form an international co-founded instead of a global partnership as the University's approach has always been, one participant said the benefit was that

"the values that distinguish [the source institution], how we instruct, our policies for learning and teaching, our examination can all be entrenched elsewhere."

Overall, regarding why to operate collaboratively, she said,

“When you operate in partnership, it's a joint deal. In this context, she argued that "co-developed university provides us with an ability to expand our scope and develop the brand internationally, with a physical presence with our individual employees and our own principles [which, as I see it], are different. The partner can have very different approaches....”

She also warned of the risks posed by other types of internationalization, saying,

“We have not been for franchising, which many universities do since we don't intend to tech our courses to other institutions and I believe we have been more determined to keep that line as it's a big, and also quite a little world in reputation." Further, she added that "We believe that we want to do some things but maintain quality rather than serve

the people, and we cannot be sure about what is going on and have no good grip on our programs.”

Some universities clearly see international co-founded universities as a means of internationalization with reduced risk relative to other internationalization forms in which the Institution is less controlled.

Increase Academic Opportunities and Research

The creation of further education and study opportunities for students and faculties was another top priority justification for an international co-founded university. In the previous section, this subject on reputation improvement has been discussed. Still, it is crucial to note that many institutions consider the establishment of such chances not only as a way to improve their reputation but also as an end in itself. Many respondents’ perceptions were that the international experience an international co-founded university can provide is a major part of the academic experience of the students. As explained by one of the interviewees, setting up an international co-founded university is about:

“to reach [in the host nation] students, who would otherwise not able to reach as well as developing new avenues for employees and learners from the [source institution], and new openings for research [for faculty and students at both universities].”

Most specifically, institutions claimed that international co-founded university helped them to improve their ability to provide students with universal academic experience. As stated by one of the interviewees,

“regardless of the students’ backgrounds, we are entitled to delve them into the global cultures for them to learn how to operate with individuals from different backgrounds from all walks of life. All the greatest problems we face concerning economic development, the climate, defense, health, cross-border issues, must be addressed globally. She added that “We should be international to be part of that solution.”

As emphasized by this declaration, institutions regard research and study opportunities overseas as a crucial part of a university experience of the 21st century and see the international co-founded university as a way to present these opportunities to students. Many institutions permit (and even require) international co-founded university students to take part in source institution studies. Similarly, learners at the source institute typically can spend a year or a semester at the international co-founded university.

A number of universities also regarded an international co-founded university as a way to develop international links in research. An international co-founded university interviewee in Asia realized that his institute was very enthusiastic regarding "the industry growing [in the host country]." He pointed out that the international co-founded university was situated adjacently to one of the research centers for multiple technology firms and claims that the faculty and the students of international co-founded university had some interesting research opportunities.

Other university-recognized substantial advantages of having a university in an increasing worldwide significance and based on a great deal of study. As explained by one of the interviewees,

"we wished to grant our staff the opportunity to conduct research overseas. He continuously observed that the source institute places "our skills at the heart of many [problems]" and offers academic programs, in a number of associated fields, to the services of a number of universities built around the major and global challenges."

The value of strong research opportunities also has to do with the ability of a university to retain and expand on its reputation. As pointed out by one of the interviewees, the institution's world-famous research repute fascinates students and differentiates them from other universities. A different interviewee pointed out:

"What distinguishes the University from one another...[is that] we have the research company a hundred times they have... and that offers learners a different experience, that makes them think of attaining better jobs. This is the product for which they pay."

It is, therefore, essential to develop international research opportunities. As one of the people interviewed pointed out, "if you want a sustainable... success in all the international operations," you must "develop research capability and reputation." He further outlines that, when choosing an institution, "a potential student looks at the University's reputation," a key factor for research reputation. As such, "failures to develop a reputation for research, then you are unable to sustain ... students' intake." He continues warning that "failure to have research activities inhibits attraction of high-quality academics to [the international co-founded university]." Therefore, the aptitude to develop research collaborations and incentives for faculty is a major consideration for research-oriented universities. Nevertheless, the existence of research prospects was less significant among more teaching-oriented universities.

Increased Access to Student Markets

In this report, majority of the leaders that were interviewed adopted international co-founded universities for access to new student markets or for the purpose of improving or maintaining their market segment within areas where the source institute already holds a resilient manifestation. They intended to admit learners who had an interest in the sort of education they were providing, and particularly those that were not willing and incapable of visiting the source nation. Levy's argument is supported by evidence from the interviews, which suggests that universities set up international co-founded universities in nations where they are able to offer a distinct or enhanced complement of local education to fulfill the superfluous demand. In fact, proof showed that these factors were mutually inclusive. For more than one or all of these reasons, certain organizations have adopted international co-founded universities.

Many universities have sought international co-founded universities in countries that could deliver a type of education or graduate course that other local universities currently have not offered. As described by one of the international co-founded university interviewees from a region dominated by a large population of U.S expatriate, they opened an international co-founded university, since "the expatriates, teenagers, spouses and citizens[in the host country] were searching for an American degree," which was not offered by any other university. This established "a gap and an individual contacted [our institution] through a connection" on the issue relating to the development of an international co-founded university. This interviewee further disclosed that

“they were launched as small institutes and they really succeeded. Individuals from [the host nation] sent their wives or children. “

This confirmation also indicates that international co-founded universities are sometimes a response to an unsatisfactory demand that is not otherwise available in the host country for a certain type of education.

Additional managers noted that having an international co-founded university can also provide an international experience for students who would otherwise be unable to live internationally. She said

“we believe it is critical to have international learning or studying opportunities for students in a global context. We provide more and more opportunities for... students who may be limited to where they can study, but [who] may want to study a form of a degree in the United State.”

To meet this demand, she clarified that

“we have identified some of our best programs and delivered them globally across our co-developed university, which give learners broader prospects to achieve a United State degree.”

International co-founded universities have also been established in areas where learning institutions could render something better as compared to local alternatives. This was the situation especially for the universities in which the host country invited to set up international co-founded universities in educational centers. Majority of these host nations are increasingly enhancing their systems of higher education but are yet to receive the world-renowned universities of most American or European universities. Their governments have therefore sought high-level institutes to set up international co-founded universities in their countries, so as to give students the chance to learn better close to home. These universities serve learners who are engrossed in high-quality education from high-status universities but who, because of religious constraints or personal relations, are unable and unwilling to leave their country.

Eventually, other institutions have set up international co-founded universities where education demand has surpassed supply. Demands for certain degree programs in several countries, for example, are often greater as compared to the capacity of current programs. The enrolment criteria to such programs are thus defined based on national exam standards, and learners who do not meet such score levels are deprived of opportunities to such programs within the public system. Many students, therefore, prefer private education that can be provided by international co-founded universities. Since the costs for private education within an international co-founded university are higher than local public institutions, the sources ' institutions must consider the financial competitiveness of the international co-founded universities ' tuition fees on the host country market, which is comprehensively discussed in the "Screening, Decision making, and Planning" section of this chapter.

Universities often aim to safeguard or increase their market share existing beyond topographical regions, where their presence is already high. In these situations, international co-founded universities have made reactive attempts to retain access to certain markets where their services are highly demanded. As explained by one of the interviewees,

“the reason why we focused on [the host nation] was the fact that we have had a relatively substantial presence in [the host nation] based on recruiting students from [the host nation] into [the home nation]. We have been, and remain, the largest recruiter of [host nation] students to the [home nation]. Initially, we saw the development of a university as a way of safeguarding this student flow.”

As pointed by another student with the same rationale, after being the host of a popular international study program in the nation over numerous years, leaders of his institution decided to open a university abroad. This was after realizing that several of their students had been moved to their source institution from the host country, and hence, they decided to risk and established a complete international co-founded university.

Financial Considerations

International co-founded universities' critics claim that international co-founded or co-developed universities are mainly financially motivated. Nonetheless, the validity of this argument is challenging to assess due to numerous other factors, including enhancing institutions' reputation, are also associated with indirect financial advantages. The fact that source financial agreements formed by international co-founded universities are often not public is too complicated, as a majority of international co-founded universities are private institutions, which can keep private financial details, unlike public universities. Although the information available indicates that large amounts of money are at play, the exact sum made from the establishment of international co-founded university is uncertain and widely varies. This consequently makes it difficult to examine the issues directly.

Several respondents highlighted a number of financial issues relating to international co-founded university establishment ranging from foreign exchange to foreign debt collection, equity investment, partner finances, and sovereign risk. Fluctuating monetary values were likely to influence total contract value and ROIs. However, although hedging has been employed to reduce financial risk, they have not been entirely mitigated. In addition to the difficulties of collecting money in various legal jurisdictions and with a potentially costly legal bill as a result of seeking restitution, Overseas Debt Collection was included in decision-making. Participant-D outlined three financial considerations: (a) ability to manage capital and comply with international jurisdictional conditions (if the decision is to invest in ownership), (b) the effect of financial management of the partner, and (c) whether financial obligations have been breached by the government. Participants acknowledged the need to address these financial considerations as they were necessary for sustaining operations because the purpose of international co-founded university is the generation of revenue.

Finance was linked to three direct profit scenarios as an important area of consideration in the decision-making process. All financial benefits situations, from the worst to the best possible situation, were presented in the business case. The scenarios took into account the management fee for the establishment, inflation, exit strategy funding (where necessary), initial investment needed for establishment in order to fulfill legal requirements, offerings for courses, student enrollment (and associated fees), and taxation (return and withholding requirements). The financial risk was moderate to high and relied on the financial situation of the

partners, the partner being insolvent or defaulting, and the effect of volatile registration numbers on their revenue. Regardless of all this, respondent pointed out that,

“the risk of compliance, the best college was probably international co-founded university. Respondent-C identified that the major factor was finances, particularly when source university was making decisions regarding the establishment of co-founded university: "... for the board, for development of global business, for the organization, for entire commercial decisions.”

The Business Case document and the participants confirmed, as has already been pointed out, that financing was a fundamental consideration in relation to the establishment of international co-founded university. Source university decision-makers had to see that international co-founded university had long-term financial viability, operational sustainability, and revenue generation and that source university would be directly funded.

4.2 Gathering Support

The proof gathered in the interviews endorses the concepts conveyed in chapter Two's conceptual framework, which argues that the second phase of developing a Co-founded University is to measure and build support by source university stakeholders including the president of the University, the Board of Governors (BOG) or the board of directors, the faculty, personnel, and students.

Participants from all universities outlined that without institutional leaders' supports cannot be developed. It is not an easy task to develop a Co-founded University and is opposed and challenged by some stakeholders in many situations. Paraphrasing, one of the participants outlined that the main reason why her institution has a Co-founded University was associated with the vision and strength of the University's president. In support of the significance of the outlined qualities, another respondent stated that

“To do this kind of stuff, you also require strong leadership with a vision. You know, the achievements we hear about in the U.S. are as a result of trustworthy leaders. The same applies to the U.S. For instance, YALE has solid and confident leadership.”

Interviewees also noted that leaders must be courageous because Co-founded Universities are uncertain to a certain degree. One person who was interviewed stated,

“I respect our former dean enormously. He was more courageous than you could expect to be at this... He was very entrepreneurial, and I believe his potential only weighed. I don't want to imply that he was concerned with it since he was not involved at all, though he was only weighing the prospective risks and advantages.”

The leaders of the University should also be powerful and committed to forming the Co-founded University even if some people oppose it. As one interviewee said,

“I can say that I had been in the office of vice-chancellor and also in the global office; although many universities were against the creation of our Co-founded University however based on the fact that they have succeeded, many people now claim contributions for this achievement. Most individuals who came to the university opposed the Co-founded universities, despite having a vice-chancellor who was able to remove the challenges and achieve success.”

The proof also reveals that leaders need both word and action to demonstrate their support for the Co-founded University. They did so in four key ways: to facilitate and promote the buy-in between academics, staff, and students; to provide resources and manpower to help the Co-Founded University; to strengthen relations with prospective host nations and to rearticulate the academic institution to provide background for the development of the Co-founded University. The following discusses each of these steps.

Engaging and Fostering Stakeholder Buy-In

Even though many faculty and staff disagree with the decision, there are still some situations where the university leaders are developing successful Co-founded Universities. However, support for faculty, staff, and students is extremely beneficial, especially when some individuals choose to carry out study, tutor, or study in the Co-founded Universities. As one of the respondents pointed out,

“it is not just a single individual... that can say, 'we would like to do this, it will occur.' This is not always sufficient. I believe that your organization is essential." As such, he realized that the stakeholders from the various levels in the University were required "to be ready to be involved" and cautioned that "when you do not possess that, it is void." When requested where there existed other aspects that specifically enhanced the efforts to build a Co-founded University, one of the leaders pointed out that "very quick

borrowing from the staff was an interesting project... was one of the most crucial things." He thus, outlined that everybody at his organization has knowledge about the Co-founded University and "they want it to succeed even if they never have anything to do with it."

However, certain stakeholder groups do not offer support, preferably in some cases. Some people interviewed reported that different stakeholder groups had to approve their institutions for the creation of a Co-founded University. As one respondent explained, 'the Board of Governors, the Principal, vice-president, and two Executives, and then representatives of tenured academic staff, academic personnel, non-academic staff representatives, student representatives, external parties and unions, for example, were required to take up the decision to establish an Co-founded University. In those cases, it is critical to get the support of faculty, employees, and other stakeholders.

Many leaders dedicated resources for involving and promoting purchasing among the various stakeholder groups. As one of the respondents pointed out, the heads of his University were working hard to assess essentially, measure, inspire and channel the grassroots ambitions of the rest of University departments to have presence abroad' To achieve this objective, he expanded that they' frequently conducted meetings with all deans ...created various advisory committees of the faculty...aimed at [distinct nations] and ... spent more time listening to what other people say and to choose those with an extensive institution plan.

Another respondent noticed that her University offered training conferences to improve the understanding of faculty and staff. As the respondent expounded, individuals from various departments and not just the ones inclined on intercontinental events participated in the development of the Co-founded University. There were "many questions" because of this. Her university "piloted a top-rated cultural consideration training course" to deal with those questions. People, she explained,

"they are much interested in learning the various cultures. As such, from our secretaries to occasion directors to the principles and the senior personnel, there exists a great desire to acquire a better grasp of how we should maneuver efficiently [in the host nations]."

This proof is an example of how far the Co-founded University is being established and how heads of the institutions can step in to involve and hire into many staff.

Lastly, it was crucial to have a team that leadership could trust. The support of administrative leaders like deans, departmental heads specializing in international approach or globalization; presidents and vice-chancellors have been cited by senior leaders such as presidents and chancellors.as central for their achievement. As one of the leaders said,

“The other thing I would highlight [was imperative to our victory] was that the team concerned with controlling the Co-founded University is just great. I am a fortunate leader to possess that I am absolutely confident, and it is a favorable position to work with them.”

Allocating Funding and Staffing to Support the Co-founded University

Managers have demonstrated support to the Co-founded Universities by providing them with monetary and human resources. They have further employed experts with the Co-founded University-related knowledge, set up organizational departments to assist the Co-founded University, and financed the construction of the structures, and helped the Co-founded Universities to meet other needs.

All universities involved in this research had source university staff that aimed mainly, if not wholly, on Co-founded University or Co-founded University management. Various respondents acknowledged that new management positions were created to foster global expansion. For example, one participant who worked as an international consultant to the institution president as he remembers, his role was "to serve together with the university President and to help the source institution exploring and building relationships outside the world." Another respondent from a different institution noted that his University had recruited experts who would assist in evaluating invitations obtained from other nations to set up an institutional presence and to "monitor certain opportunities." Another interviewee indicated that his institution had set up a whole intercontinental board with subcommittees targeting certain nations.

The source universities must be ready to provide financial aid for the building or purchasing of equipment and other requirements if the host country does not provide it all. Funding for associated projects is also crucial. One of the interviewees said

“[leading at university] has set up an Institution for [the host nation], particularly a think-tank with no external funding apart from the university resources.”

Strengthening Ties with Potential Host Countries

The leaders of the source institution backed up the concept of establishing a Co-founded University through direct interaction or delegates to build ties with potential host countries. One interviewee pointed out that one of his major roles in the host country was to act as an image of his University and to establish a relationship "with the city state in the host nations." Often, he said:

“top-ranking executives, including ministers for education, trading, business and other related sectors of the government of [the host nation].”

Remarkably, he also noted that he was rarely accompanied by himself rather by some leaders of the source university. He further used a substantial amount of time working with an individual he termed as 'the vice mayor.'

One of the respondents highlighted the significance of major leaders using their time working within the Co-founded University. She acknowledged that it was extremely crucial to back up and validate the concept that the source universities, together with its Co-founded University, are a single institution. A participant from a different university acknowledged

“I have travelled [in the host nation] with the deputy vice-chancellor and institution's president ... in my recent months at [the source institution], where we had an official signing event to demonstrate the relationships, commit, and sign vowed contract agreements with [the host nation].”

This substantially demonstrates the significance placed by the leaders of the University on time spent in the Co-founded University, specifically for essential milestones in its establishment.

The hiring of citizens from the host nations for major seats in the Co-founded University was another way that the source institutions used to improve relations with the host country. As one of the respondents pointed out,

“...the vice-chancellor had a strong belief that to successfully work in the host nation required great wisdom, and he did two things. One of them was to endorse choosing [a citizen of the host nation] to be our chancellor, which we made. This equipped us with the type of intelligence-based foundation [in the host nation].”

The background of [the chancellor] was that he was an academician... [And that] he was... the preceding president... of [one of] the most potent universities of the host country. Apparently, during the creation of a Co-founded University, many interviewees recruited people with resilient connections and expertise appropriate to the host nation.

Rearticulating the Source-Host Institution's Mission

Major leaders significantly contribute to the articulation of the mission statement and assisting academic investors in understanding how the Co-founded University reflects its broader institutional objectives. As one of the respondents expounded,

“Strategically consistency is very critical,” and it needs “an examination of the strategy of the university and focusing on the future.” He noted that institutional leaders have to consider the “global approach as an organizational method” and consider international efforts of their University in “all premeditated perception and directions for the academic institution.”

This leader acknowledged that the extent to which “internalization [is] becoming an integral strategic thrust of the university” was one of the truly great variations he had encountered since the resolution to set up the Co-founded University. He says,

“ [Internationalization] has been central to what we have been doing instead of previously being around the edges of what we have done. When you ask someone at [Source and Host University]’ what are the University’s major approaches? Internationalization will be mentioned as one. This statement signals that managers significantly contribute to reshaping the mission of the institution and illustrating Co-founded University values to the University’s shareholders, which I don’t think they would have said five years ago.”

4.3 Opportunity Identification

The results from the responses portray that potential opportunities are identified as the next phase in the development of a Co-founded University. Included are host country invitations, private institution invitations, and invitations for new educational hubs to compete for space. Suggestions from the responses thus back up the different processes as postulated in the initial theoretical framework, which defined the identity of the country as the subsequent phase of the procedure. The research concluded that source universities rarely recognize a nation or group of states to assess; instead, it assesses certain opportunities that occur. As such, even though universities can focus more largely on some countries or regions in the context of their mission and

consider this during the assessment of the opportunity, the concrete procedure is more sensitive than practical and more round than rigorously linear. A chance could arise, and, according to the source institution, leaders can take steps to exhaust the various plans that the projected conceptual framework would be finished in initial phases.

This variation is due to the fact that both the time required and the effort needed by Co-founded Universities to meet several lawful and academic necessities in the host nations are costly to establish. Universities, therefore, rarely create Co-founded Universities; rather, it depends on educational and government stakeholders to offer monetary assistance and regulation.

This section discusses how universities detect opportunities for creating Co-founded Universities and the significance these universities attach to choosing a superior stakeholder since opportunities frequently relate to partnerships.

Identifying Opportunities

In some cases, existing relationships and experience abroad provided opportunities to establish Co-founded Universities. One interviewee talked about the origin of the Co-founded University at her University and explained that they had "begun to establish trusts with ... supplementary higher education universities globally. She pointed out that these relations "were noticed [by our institution] on global marketplaces," and this acknowledgement led to the invitation to the establishment of a Co-founded University. She noted that while the global activities of her University, which are primarily oriented towards East Asia, might seem to form part of a coherent strategy, they were largely based on "the right place at the right time." As she said, "it seems [our institution] had a strategy for East Asia, but the prospect just emerged." she described that they originally didn't know what to sign in and that the Co-founded University was not one of the carefully planned but several baby steps. This experience shows both how existing international relations can provide opportunities and the aim of a chance in realizing prospects.

Former students have also been the source of many prospects, as explained by one of the interviewees, "we frequently get visited by various alumni." Another interviewee noted that the institution had taken a serious look at the opportunity of establishing a Co-founded University in its homeland in a nation in Asia, where the head of the state was a source institutional graduate.

In the case of other source institutions, there were possibilities for the establishment of a single Co-founded University or educational hub in their country through the application to call from different private, academic, and government institutions. Interviewees said that these bids were regularly founded upon the source institution's global status and rank, with more prestigious institutions getting additional offers. As explained by one of the interviewees who had been working at the elite institution management, "On average, we were

approached more than once or twice a week. I think that demands have increasingly remained to originate from the whole world." Comparatively, non-elite institutions received less cold calls.

As highlighted in the dialogue mentioned previously, the identification of Co-founded University possibilities is more casual than impeccably scheduled and reasonable. One respondent described,

“Such things are partly accidental. They are serendipity. As such, you don't sit around and think about international opportunities just slightly.”

Another interviewee also pointed out,

“Many foreign projects are good surprises as well as rational strategic planning," and explained that "plainly, if you are creating a university branch, it won't occur by accident, but there exists a road to it that depends and a lot of wonderful things go along. She added, "To illustrate the theory of path dependence, you have all these sorts of context factors, and then you have those opportunity doors and, if you have the appropriate personnel in place at the time, they will take advantage of them and use the opportunity window, and then you will somehow get a rapid impact, and the stuff created.”

This evidence supports the notion that Co-founded Universities in many different countries typically are not followed due to the effective analysis of various possible opportunities.

Evaluating Potential Partners

The interviewees in this study were shocked by the fact that a cooperation bid is sought and assessed as an essential part of the inspection and screening process. It was stressed that the successful development and continuing activity of the Co-founded University requires a strong, supportive, and respected partner or partners. Although Co-founded Universities do not require joint ventures, they often work alongside other institutions, policy agencies, or businesspeople to build a Co-founded University. Such partners assist them in managing the host countries' educational, political, commercial, and cultural environments. Academic partners— particularly universities in the host nations — can, for example, cooperate with the source universities to meet the academic guidelines and anticipations of the host country. They also help them to get accredited. State agencies, including towns or state governments, assist source organizations to acquire permits, receive appropriate business licenses,

and manage the legal landscape. Some interviewees acknowledged the importance of government support in the accreditation process. Partners usually offer financial assistance in certain forms and amounts.

To make the partnership work, university leaders agreed that it is essential to have a shared vision, which identifies and uses the virtual proficiency and properties of each participating party. One of the participants outlined that "a sort of congruity of concern between, the academic stakeholder, the political stakeholder, the municipal and monetary concern must also exist." Similarly, each party associated with negotiations on the Agreement must bear an explicit knowledge of what the institution is bringing to the table and what it needs to gain from other participating parties. Expounding this point, one of the interviewees said,

"I think it is crucial to appreciate what American higher education can offer, to appreciate that from our partners and to give a joint venture institution its strength."

Clearly, the parties must be in a position to reach an agreement that identifies all their strengths and foster the accomplishment of their roles.

Another respondent also revealed the significance of shared vision and said,

"it has to be evident in the shared vision, shared recognition higher education value as well as the foreign providers' ability to make changes and operate efficiently. So, nothing will work if it isn't there." At the same time, he maintained that this alone is not sufficient, suggesting: "You would surely find some partners with this interest. And I presume that you will then be posing more questions about your specific goals. You need to align specific goals, capability issues, and capacity to support."

Bids to set up Co-founded Universities offer a wide range of attractions. In certain circumstances, such help is comprised of land, operational costs, infrastructure, and aid for the handling of the host country's legal and academic demands. In other instances, it could only be provided for the free or cheap property. The respondents in this research demonstrated the view that plans such as the ones outlined above could not be viable. As mentioned in a leading institution,

"various prospective partners in China approached us ... though we did not find any Chinese stakeholders who essentially understand the monetary contemplations. Similarly, you have many Chinese stakeholders who are prepared to construct buildings but do not possess operational resources."

In other situations, limited incomes can make it financially impossible to achieve opportunities. As one of the respondents pointed out, his university has been offered a visit to a Southeast Asian country. He stated that they were told by one of the potential partners that,

“we will grant you the ground on conditions that you should not charge your students over \$600 annually and we won't give you any subsidy” According to him, these deals have no meaning. Rather, he said that a viable deal is one that “they [stakeholders] essentially offer you the ground, create you the college, and further largely support you.”

However, even certain well-funded incentives may not be suitable for individual source universities because of their tasks and objectives. Various academic institutions, and in particular those which get regular aids, had major nations and areas of emphasis and did not prefer bids that came outside these regions. As described by one participant, they wonder,

“... what are a few important global areas that [our university] might ultimately like to get involved?” One university's provost said that his university reasoned in the past eight years that we would first focus on Singapore.”

Although universities could be focused on specific regions, most of them failed to reject bids beyond their regions of concern. Clarifying this, a participant said,

“You want to hear some strategy since things can occasionally be possible. If someone has substantial funds to help make something happen, that is a factor. He also noted that institutions must take into consideration certain non-fiscal contemplations such as, what other academic institutions are there? What is a necessity? What are [the source institution] 's academic strong-holds? And what's the chance? There are regions where many institutions already exist, and there are areas, like Qatar, where there aren't many Western institutions, [which] will be ... important ... in the next century.”

Ultimately, it is also necessary to have strong relations and confidence. Co-founded Universities need an intrinsically high level of threat, and hence the obligation of each partner to respect the terms of the contract is vital to Co-founded University's accomplishment. As one of the interviewees said, in support of this point,

“Co-founded Universities need certain features of individual chemistry since, as you see, for all sorts of famous reasons, joint enterprises are difficult. You always have an attraction between your stakeholders, so you require that moral rapport and dependence work as one.”

Another respondent noted that trust, both personally and institutionally, is important and that stakeholders are "concerning persons' confidence and corporate obligation. We have previously experienced specific personality differences based on the persons through the universities behind them who have remained stranded in their assurances.

A respondent from another institution possessing a productive and quickly increasing Co-founded University highlighted the importance of healthy relationships and commitments and noted that,

“its partners are financially sound, running well, vigorous and demanding, but as soon as you arrive to an agreement... move on, you do not try re-examining your agreements. It sometimes feels very nervous that passing through the contract negotiations. We expand so fast that we perform this frequently, but once we come to an agreement of the contract, we do it. This relationship is, therefore, very honest and open. They pay, we deliver. They give, we pay, and everything works. There's something they have to do, we have to do, and we just go and do it. So, we don't have a lot of time to spend seconds questioning their motivations. And it has become an enterprise-like relationship backed up by individuals who I believe they usually like one another. At the end of the day, such stakeholders basically rely on the individuals on the top liking one another, and this partnership never lasts if they do not. And their strategy is reasonably open. And that's important, I think, again.”

4.4 Screening, Decision-Making, and Planning

These facts support the idea articulated in the conceptual framework that once one or more potentially viable opportunities have been found in the source organization, a thorough examination should begin. During this phase, universities assess numerous societal, ethnic, political, financial, and academic aspects that contribute to the development of Co-founded University. In the conceptual context, these aspects can be categorized into three: source institution factors, host country factors, and interactions. The data, however, shows that partner factors are important, too.

In this section, the main selection criteria, as described by the respondents, are outlined. Instead of groups of sources, host categories, and interactions, the researcher will address the variables individually by describing how different source-host nations, collaboration, and stakeholders' variables play their part. In conclusion, the researcher will conclude this section by addressing the mechanism adopted by the organizations to collect data and analyzed selection factors.

Existing Education Centers

One significant element that influences the decision of whether or not to enter an educational hub is the position of institutions considering Co-founded Universities. "Education Centers" are geographically selected regions that aim to draw international providers and offer international and domestic students with access to high-quality education and training. An education hub can involve a distinct combination of both domestic and international institutions, foreign partnerships, and Co-founded Universities with a specified region (C-BERT, 2013). Examples of counties with such education hubs include Dubai Knowledge Village in the UAE and National University of Singapore. Hubs are likely to be appealing, as each individual in the hub takes advantage of the close relationship of similar organizations.

The cost of working abroad can be reduced by entering a hub. Significant uncertainties and preparation costs are involved in creating a Co-founded University. There exist permanent and adjustable executive costs, which arise during the process of managing Co-founded University across the world. Source and host countries also differ in their respective regulations, customs, academic climate, and industry tradition. The centers can alter these costs by agglomerating the economies. The availability of other institutions in the area will support information infrastructure, legal agreements, and other deals in the area.

Source organizations enjoy such benefits as the experience from the Co-founded Universities that preceded them in joining the hub. The risks associated with establishing and running the Co-founded University in a foreign country can be minimized, especially if the source organizations venture in the already concentrated areas with successful Co-founded Universities and work for hand in hand with shareholders who have proved their dedication and ability to observe the education hub terms in the region.

Universities can benefit from setting up a Co-founded University in a center by enabling them to share their amenities, equipment, and professorship with other universities. Both can share support facilities like management services or amenities like libraries or the sports fields. The establishment of the Co-founded Universities in a hub can also be beneficial due to the higher concentration of trained staff within the same region. For instance, an institution that might require a teacher for one program may only be required to hire an instructor from another academic institution within the same center, instead of permanently recruiting a new

faculty member. Additionally, having the various faculty members in the hub is also likely to establish additional opportunities for research and relationships among the faculty members.

Furthermore, the established concentration of the students fosters more substantial academic experience within the hub. Although it is tough for a single institution to offer many co-curricular activities and other student facilities at the Co-founded University, especially if it is new, the closeness and the sharing of universities with other universities facilitate the establishment of a more widespread and social experience for students.

However, despite the various advantages of operating within a hub, there are also some downsides. For instance, institutions with their Co-founded Universities situated within the centers should strive for students and collaborate to decide on different issues concerning the center. This is likely to make it harder for decision-making since various stakeholders must agree. Hence, the value of agglomerations must be weighed against the drawbacks, especially when the universities are making decisions on whether to locate their business in the hub.

Government Regulations of the Host Nation

Co-founded universities also report that government guidelines, laws, and legislation— both official and non-official— are essential elements to determine if a Co-founded University is to be established in each country or not. The most important issues related to foreign university rules and regulations and monetary incentives.

Other nations have legislation governing whether and how a foreign institution can create a Co-founded University. For example, in China, a Chinese partner is a mandatory requirement for all foreign institutions. This requirement has prevented several organizations from setting up Co-founded Universities. Until recently, in India, it was absolutely forbidden for international providers to set up Co-founded Universities. One of the interviewees described a failure to set up a Co-founded University in India, and clarified, "India previously used to be very large but has become so complex that it has... faded." The interviewee stated that the government of India failed to authorize an international education bill, which he outlined "was meant to ease the process for international institutions to set up university branches." Awkwardly, it has "resulted in politics," however, and the Co-founded University initiative has collapsed. Although India finally passed a Co-founded University bill for foreign universities in India, prohibitive rules were a significant factor in the failure of this partnership during the time that this university was considering the establishment of the Co-founded University.

Although some countries limit whether or not international providers can set up Co-founded Universities and what type, other countries, on the other hand, provide additional financial help as part of their growth strategies for fiscal and social capital. For example, Dubai, Qatar, Singapore, and Malaysia provide

fiscal aid, tax exceptions, and exemptions from various legislations. Nevertheless, other fiscal regulations may adversely limit the existence of a Co-founded University or a specific type of Co-founded University. For example, in China, Co-founded Universities cannot run on a return basis, which discourages organizations that intend to benefit from the Co-founded University.

Host Country Business Culture

Interviewees also outlined various factors relating to the corporate host nation culture is essential. They mentioned the complexities of multinational governments and the capacity to manage companies' environment as essential factors. One participant pointed out that,

“strategies of carrying out business are ... very dissimilar, and it is quite a challenge to build a sort of organizational understanding of cultural differences.”

Another respondent outlined that,

“when you go to a new nation, you do not know their administration. Do not underrate how difficult it is ... there are all sorts of things you need to do.” Another Co-founded University interviewee in Europe has drawn up this point and said, “Bureaucracy in [host country] is quite severe. It is difficult to obtain building permits and everything. He also continued that “there’s a distinct legal climate, and hence [for example] you have to deal with a whole diverse work system. There are also different laws in various aspects, such as If you fire people.”

Source organizations also preferred more open, understandable, and concise nations. As one interviewee said:

“When we looked at the ventures, we laid out metrics to calculate the odds, such as what the supervisory framework is, what the government sees it, how challenging it will be at this or that region. I must claim [the nation that we select] overall was more attractive than [our other main option] based on the place to do business and our specific type of educational initiative. It would have been exceedingly difficult to navigate the precise laws and national and local government structures. The nation we have chosen] is quite

challenging and cumbersome but operating on it is simpler than [our other main option] would have been. We analyzed and funded these initiatives anyway.”

Many managers further cited corruption problems among the factors that some incentives were diminishing. One interviewee with a source organization located in the United State, highlighting on the opportunity,

“On the different visits –and I visited many places–soon, due to the margins [differences between tuition costs and education cost] and, more significantly because of corruption, I rejected [one of our options]. It was indeed complicated for me to imagine how I could do it.” In fact, I could not figure out “the varying hands of the brown envelopes,” especially considering that the United State has some of the most stringent bribery laws globally. As such, despite you not doing bribery but someone did, you are also more likely to be in trouble... hence, that was out.”

Preferences of Source Institution Leaders

The individuals' connections, as well as the unique interests of leadership, also provided a substantial role in decisions relating to the establishment of the Co-founded University in a specific nation. Some of the participants realized that leaders at their organizations had preferred the opportunities that were situated in nations with which they had personal connections, For example. As pointed out by one of the respondents,

“I believe that with this stuff, there have been some that are emotional.” Although organizations frequently have “excellent reasons which are logically established [for Co-founded University creation]. I think it believes that there is also a personal link.”

The preferences of some leaders for specific opportunities, nations, or places could discourage them from taking opportunities in other nations. One of the respondents who was also part of the foreign committee concentrated on the assessment of the prospects for the elite institution realized,

“failure to get [one of our important administrators] who would come to a [prospective host nation] was one of my obvious frustrations since he was heading to [the host nation of choice] and it was his objective.”

Restating, this frontrunner expounded that it would be hard to convince them to find other regions, especially if these leaders changed their minds. For this purpose, he found out that other investors should often be prepared to change and pursue leadership visions.

Host Country Infrastructure

Based on the interviewee's responses, infrastructure is a vital element of the source organizations. These organizations prefer places in urban regions, where they can easily access both rail and air transport. Inadequate means of transportation was also outlined to be a problem by three administrators who had their Co-founded University situated more than an hour from the international airports. One of these Co-founded Universities was eventually terminated, and another moved its to the urban areas.

The fact that many students and faculty members at the Co-founded Universities rarely possess cars makes the local transportation very essential. As explained by one of the participants from American Co-founded University,

“moving around s always quick. There are many buses in the urban areas, and one is capable of walking to the train stations, and it's approximately a 20-minute drive to the airport to get a flight to other areas.”

Transportation was also outlined as both as an issue or a potential issue by some other institutions located in more remote regions. However, they acknowledge some latest developments, such as the introduction of a train that moves at high speed, thus helping in improving the problem.

Infrastructure based on technology was also important. Various administrators acknowledged that infrastructure back up "services for remote conferencing and Internet services in relatively high quality" were necessary. However, several administrators outlined infrastructure as an aspect that shapes their decisions against a specific opportunity. Not because the technology was not relevant, but because most of the offers that are considered were locations with enough technological capacity. For instance, one of the institutions that had a plan to build a campus in South Korea outlined that technology would not be a problem in these areas since South Korea is far much ahead in terms of technological capabilities. Similarly, this was also true on a matter relating to the needs of infrastructures such as availability of medical facilities, clean water, safety, and plumbing, among others. In fact, no source organization would prefer setting up Co-founded Universities in areas that lack fundamental infrastructure because the regions lacked the student body population responsible for backing up its operations.

Exchange Rates and Other Economic Issues of the Host Nation

Currency fluctuations and rates of exchange were sometimes a concern. One justification for not having a Co-founded University to be developed in South America was severe currency volatility. As acknowledged by one of the interviewees,

“I know we tried operating in a Spanish nation. We wished to travel to Mexico, Chile, or elsewhere, but currency issues and economic problems were present, rendering this job challenging.”

Identification of Sustainable Academic Programs

Choosing of the academic programs is an essential element of determining and assessing the suitable opportunities of a Co-founded University. It is not something that is determined after making the decisions regarding the creation and Co-founded University in a certain country; instead, it's an element of the decision-making process. This is because it is necessary to understand the demand, the willingness, and the feasibility of providing a specific program as it helps in determining whether the established Co-founded University can produce sufficient returns that outdo the incurred costs.

- *Source-Host institutions strength*

The managers evaluate the effectiveness of their institutions when choosing training programs. This helps them to maintain a rivalry advantage and provide excellent services. One of the respondents pointed out that,

“no one would want to provide something that he/she doesn't have a strong foundation at.” Another vice president from another institution acknowledged that “the best thing that [our institution] ought to do is to shift from the engineering specialization to ensure that the second program is not business. Instead, it must be engineering programs. Afterwards, you move from electrical and computer engineering possibly to engineering studies, and then to some other sciences, and perhaps into business, and the process continues.”

- *Costs*

Source universities should also consider the number of members of staff and the value of the facilities required for certain programs. Besides, they should also weigh the costs associated with the establishment of these programs against the alternatives. Although certain programs may be very demanding, it may be prohibitively expensive to supply such programs or others.

For example, some programs may require a lot of resources. Speaking about the preference of his institution to provide a management program for the social sciences over other alternatives, one of the participants acknowledged that,

“It is a nice area, because it doesn't require quite a complex laboratory or technical needs, and it is quite clear in terms of what [our host nation] stakeholders should be expected to offer.” Another respondent from a different university described that considering the required facilities with their huge costs for major programs such as biology, a Co-founded University “could not have the capacity to offer the laboratory among other tools required in the provision of a trustworthy learning experience.”

Many university programs require a large, qualified faculty, and may experience challenges attracting them. One of the participants outlined,

“We possess several extremely specialized programs, such as petroleum engineering, which requires a high degree of specialization.” Therefore, even though there are, say, 30 students in the Course, one or two individuals cannot offer the Course. To deliver this program, you need a broad range of competence.” An additional challenge is the attraction of science professors. One of the respondents indicated, “Sometimes it is a little more difficult to convince engineers that spending time overseas is associated with professional benefits.”

Business is one of the most regularly chosen fields. OBHE (2012) argues that more than 60% of Co-founded Universities actually offer business programs both at the graduate and undergraduate levels. This program is selected due to the high demand globally and the basis that it is less expensive as compared to other programs that require sophisticated facilities and highly professional faculty members. Describing this point, one of the respondents from the source university with various campuses outlined that they were offering business courses because “Business allows one to quickly acquire a good number, which consequently helps them to make margin relatively fast.”

- *Academic Stability and Risks*

The institution programs also recognize the steadiness and the uncertainties related to the students' choices of the academic Course. Some organizations rely on small courses and then extend if the first effort is sufficient to reduce the threat of failure, whereas others give various systems for better risk protection. For instance, one of the participants stated that her university had a chance to tutor some field within a hub. However, based on the risks associated with teaching a single program, the university declined the offer. The respondent added,

“I just did not like that approach. For instance, ... If you have 20 programs and then there's... a major slowdown in construction, and so people don't want to run houses, that's all right because all the other courses are developing. If you are only into construction projects or environmental issues, and in the built setting, design, building programs, or the architecture industries a big slowdown happens, you don't have anything else to cover your costs. I concluded that our structure would not be suitable.”

The interviewee also noted another factor that involved the ability of an institution to select its academic program. The respondent explained the rejected offer again; she indicated that,

“You just had the chance for restricted development of a curriculum. You were not eligible to become a complete and fledged institution with the ability to do all the subjects. On the other hand, [in other host countries], we... we could make choices of whatever subject we want. That is the approach I like.”

- *Location-Specific Program Advantages and Opportunities*

The availability of some programs assists in attracting the intellectual and social capital. One of the participants said,

“the types of collaborations and relations that are created within a country between the Non-Governmental Organizations and other organizations are essential. The respondent showed his thought that the source universities must ask queries such as 'How do you create...intellectual capital over time? Does it produce new approaches to research?'

Giving an example based on his university, the interviewee indicated that because of its foreign Co-founded University, it had drawn a researcher who was involved in the global extension of his [study on obesity] cross-culturally." He added, "This is the type of intellectual capital that the [source university] would not be capable of drawing if there were no partnership with the [host country]."

Some other regions may also provide a conducive environment for research opportunities. One of the respondents indicated that "being a member of the [education hub] is associated with various research opportunities." He further outlined that the host nation is establishing a center of research in the education hub. This will be inclined on specific areas of research- similar to the research topic that was planned by the source university to concentrate in- and is attracting various organizations who work on the same topic to work together with other institutions and source institutions at the center. He stated that his college argued that "if we can provide courses [in the field of research], we are in a conducive climate..." and realized that emergent research hub of the host country influenced the decisions of his institution to follow the Co-founded University in that specific center.

Finally, institutions also put into consideration what courses "are sensible to offer in a global context." Other programs are particularly suitable to enhance academic experience through the international environment. Two examples include research initiatives, like global business and partnerships that take advantage of participating in a foreign culture or engaging with a global population. The opportunity to learn in various places is seen as a bonus for students who are participating in these and other programs. Internationally oriented courses also draw staff for Co-founded University teaching as they offer opportunities for learning and work abroad as well as creating research relationships. A Co-founded University in China may provide scholars with an ability to collaborate with local Chinese public health scholars on issues such as global health. One of the leaders said that it is challenging to get staff or students to study abroad in fields like engineering and biology because they do not automatically benefit from being overseas. Yet students who study Chinese are more likely to benefit from spending time in China, and professors who work abroad and cooperate with scientists in another country might also benefit from international relations.

- *Education Culture*

Distinct educational culture, especially between the source university and the host nation are significant when the source university is choosing courses. One of the respondents acknowledged that in the various beliefs, there are "distinct styles of learning and various kinds of students. For instance, students from China are not familiar with being asked their views being put on the site. As such, he possesses a 'conversion

year' "- during which they aim at enhancing the English level and familiarizing with the American methods of teaching and learning.

In some training programs, differences in the culture also influence the various styles of teaching. One of the professors said,

“you ought to be highly informed of [various educational culture differences] since several discussions that really wok well at the [source institution] are likely to fall at the [Co-founded University].”

Professors need to consider how students are learning and adapting their styles to reflect the Co-founded University's education community.

- *Market Share*

Based on the framework developed by Levy, universities also prefer courses in markets that will enable them to capture a market share by providing improved or dissimilar approaches than local ones or by captivating surplus demand. One of the respondents from the university distinguished itself by providing new teaching styles. The participant further added that,

“We were special because we offered not only a common topic but a quite different approach to offer it. I think the [the host nation] assumed that the students' learning atmosphere was of the same significance-perhaps more essential- that the subject they were studying." Another university developed a gap by providing a topic not taught otherwise in the field, arguing that "we are looking at population and pursue a gap that we can fill.”

Another major concern portrayed by the administrators is the capacity of their university to distinguish their programs from local substitutes. One of the participants noted that,

"the problem would be how distinct [our courses] are from those provided by [local] institutions and whether they are adequately fascinating to acquire students." The respondent further continued that "the students should pay a large amount of fee, which is very critical to our achievement [The capacity of Co-founded University to yield

sufficient tuition income that surpasses costs]." He wondered if his institution might "actually achieve what [local] institution is doing."

- *Interest among students and source institution faculty*

Source universities recognize the need for various courses in the host nation and students' and staff's desires in the source university. Since the sources' institutions are obliged to draw students and faculty members to the Co-founded University, both from the host nation and source nation, the desires of students and staff members at the source university is essential for estimating the feasibility of the Co-founded University. One of the participants acknowledged that,

"the desire and the involvement among the faculty were very strong; there existed people who were already focused on matters associated with [the host country]." There has also been "apparent students' demand [and the conviction that the host nation] is fascinating. Therefore, there was a sort of hunger, a sense of curiosity, and a sense of a high student desire."

- *Host Country Program Requests*

As mentioned previously, most of the Co-founded University is not solely initiated by the source organization, but also by the invites of individuals or universities in the host nation, especially those founded over the last twenty years. To develop a Co-founded University to teach certain courses, the host country may enter a certain university. This is usually the case, particularly in the education centers, where the host nation frequently attracts various institutions, each with a distinct area of focus, to establish Co-founded Universities. Typically, the host county selects source universities for specific academic courses based on the educational status, competence, and global involvement of the organization.

Source university managers generally acknowledged that during the recruitment process by the host nation, the host nation selects the source university on the basis of its 'ranks' and/or experience in a specific area of learning. This is also supported by the planning documents from the University A. "According to University A (2011), drawing institutions with competence in IT, BT, among other modern, knowledge-based organizations" was an outlined aim in a document highlighting its development approach. Based on the academic rating of global universities or the Global ratings, the universities that have been recruited by the Co-

founded Universities such as the State University of New York, Utah University, and Massachusetts Institute of Technology are among the top hundred academic institutions globally.

The global experience of institutions is also an essential factor. This idea is also supported by the planning documents from the National University of Singapore, indicating that "cooperation is a vital factor for the development strategy attracting institutions with immense international experience in the industry-university-research (ibid.). Current collaboration abroad, as well as successful global activities efforts, may also assist host countries in identifying potential institutions for the creation of the Co-founded Universities. As outlined by one of the respondents at the institution with widespread global experience,

“[one of our departments] began collaborating with the education of higher learning across the world that mainly enabled [our entire institution] to be recognized in the global markets. In addition, whenever [that department] was in the market would say, 'we were also fascinated by acquiring [additional course]. Do you do [that course]?' thus, [our institution] alleged, 'Oh. We ought to do this.’”

The partners from the host nations also choose universities and academic courses based on the necessities of a certain area. As outlined by one of the source university, "the reason for choosing to engineer was since it was what the government wanted. It was a mining region, and thus, the wanted civil engineering...they also needed gerontology and nursing because it was a region where we're going to retire." Other cultural factors that are based on the specific region are also critical. One of the respondents at the source university with a Co-founded University in Qatar acknowledged that since a broad industrial base did not originally exist for the academic Course to be offered, the need for this Course was higher among feminine students. The respondents further expounded that,

"it was not that popular for [girls] to school overseas in the absence supervision. Thus, her pitch and the Leader needed to avail the learning to them."

In such situations as when the host nations meet the source university to inculcate a certain program or a group of programs in which it has proficiency, the source university regularly has a limited choice on the course it can provide. Rather, the source organization needs to determine whether or not the proposed curriculum in that specific country will be delivered successfully. To evaluate the feasibility of the program, the evaluation of the student demand, the readiness of the students, and the host nation to pay, the expenses of programs and the uncertainty of programs are critical.

- *Demand of Students in the Host Nation*

The demand of a student for a particular program is an important factor for the host nation that academic institutions should deliberate when making decisions on whether or not to offer a particular academic course. Source universities, as the host nations, often take note of the need for unique learning programs, their own strengths, and the appropriateness of the courses for the global context.

Information obtained from the interviews showed that academic institutions evaluate demand; differently, some focused on casual meetings, or students' demands while others performed a comprehensive market analysis to the extent of hiring international consulting companies to perform the market research. There was a preference for more sophist analysis among interviewees in newly well-known Co-founded Universities. In contrast, leaders of more developed co-founded Universities indicated that they (or their forerunners) depended more on associates' counsel, past experience, and other less structured acts. The affinity for more demanding due attentiveness is perhaps due to the increased awareness among the universities of the substantial economic and reputational uncertainties associated with an unsuccessful Co-founded University and the associated gravity.

Explaining the less formal method of a well-developed co-founded University, one of the participants acknowledged that,

“As students come back to our administration office again and again and say, 'I want to learn psychology. I want to learn psychology.' That is a clear implication to us that there is a demand for particular courses. We assess whether it is sensible to offer them here." When deciding on this, we specifically focus on the types of students we will be expecting and the expected desires as well as the availability of such factors as professors in the region.”

On the other hand, some academic institutions apply a more formal method. As acknowledged by one of the participant at the university in the Co-founded University's established process, "we possess third party organizations responsible for the provision of market inputs at an extra tactical level and then, as we perceive new programs, we also do additional business research for the specific courses." Third-party organizations support academic institutions to respond to questions such as, 'Is there a market?' 'Are you heading to the [Co-founded University] market?' 'What the price is likely to be if they are going to?'"

In carrying out these analyses, source universities often begin by determining the most prevalent subjects in particular areas. One of the ways they use in making these considerations is through inquiring from educational partners. As one of the participants acknowledged, "When you get there, you should have faith in

your assistant to adequately familiarize with the business and be able to tell the presence or absence of the demand." Another aspect considered by the academic institution is the popularity of certain courses with the host nation. As outlined by one of the interviewees, "throughout the native country, engineering is prominent on the qualifications list, much as it is throughout the United States. Being an engineer is good, and engineering is well-known." Lastly, universities also consider the enrollment choices of students that learn overseas. As acknowledged by one of the respondents from the US, "based on the total number of international students, the need for business is very high, and business in the United State is far beyond all."

The labor markets, as well as the local needs, are also associated with demand, which is also among the major factors. As one of the interviewees pointed out,

"Community demands are associated with community priorities." In the [host nation], she acknowledged, "subjects related to agriculture and international food security are huge concerns whereas in [extra host nation], it was manufacturing and energy." When determining the academic courses to choose, this respondent indicated that her university aimed to integrate teaching, research, and its university's learning strengths, taking into consideration "local needs and appropriateness with the local approach and precedence."

- *Ability and Willingness to Pay in the Host Nation*

The capacity of the Co-founded University to charge and accumulate tuition money corresponding with the expenses of offering learning is essential. This is mainly the situation for the Co-founded Universities that depend on the tuition instead of financial help from the host nation to work in. However, even in Co-founded Universities that are heavily subsidized and those that receive full financial help from the host nation, the source university should evaluate whether or not the Co-founded University has the capacity to sustain itself whenever the funding is discontinued.

When determining the tuition fees to charge, academic institutions consider various factors. The cost associated with the provision of education is usually a major factor. As one of the participants outlined,

"the tuition, we were suggesting...reflects the real costs. "A global level education is not only paid by tuition alone, but also we provide subsidies to the courses. However, there is no reason for failing to charge some amounts that are approximately equal to the cost of offering the quality we were aiming to provide." The respondent further

explained that "While raising funds for scholarship programs, we must ask for donations that represent the costs associated with the provision of education."

Furthermore, charging that is consistent with global prices for top-quality universities helps in safeguarding the image of the academic institution, education quality, as well as preventing the rivalry between the source universities and the Co-founded University. Another participant acknowledged that charging instruction fee consistent with the price of offering training yielded a "signaling impacts." He described,

"We do not need to establish a reduced program which is substandard and contends with our local courses." As such, we have been sustaining that the best approach is to charge a kind of sticker price that is linked with the [source university]."

However, the respondent revealed that her university aims,

"To provide grants...that are either half or complete tuition or that possess in-state, in-country and out-of-country education rates" to ensure that the Co-founded University is more manageable to the economically underprivileged students in the host nation."

To assess whether or not the expense of Co-founded University schooling will be affordable by students in the host country, source organizations should evaluate considerations such as local school costs, government subsidies, and the willingness of students to pay. It may be challenging to charge higher than the domestic rates in nations where the current tuition rates are minimal, such as India.

Willingness to pay is also an essential factor to consider. Source universities that consider Co-founded Universities regularly factor in the degree of emphasis in education and the willingness to incur the associated with it within a specific country—the particular focus on the readiness to pay for the Co-founded University.

A publicly existing likelihood research on Massachusetts Institute of Technology anticipated university branches in Qatar, showed that despite the availability of various courses who were ready to incur higher costs for US education oversea, they were unwilling to pay for a similar education offered in Asia. They regarded the experience associated with staying in America to be a fundamental part of the educational experience. They found no difference between the experiences of Co-founded University and source university, and thus, they were unwilling to pay equal prices for both institutions.

4.5 Operationalization

The Co-founded University required a combination of significant and minor instructions to become fully operational. There are two of the most critical initiatives to complete the course at the Co-founded University, as well as to create a staff that runs the company and shows the classes. Staffing is the most misunderstood of the two companies, and the converse is now split between three outlets for staffs, hiring and maintaining staff members, and improving the consistency of faculty. The debate is a matter of system structure.

Additional Course and Program Planning

If a college or an institution wants to specialize in a particular field of study, it has to make some choices. The research level, curriculum layout, community changes, and the course duration are on the essential aspects that need to be considered.

- Level of Study

Firstly, an organization and institutions of higher learning need to decide whether to have undergraduate, professional, or both programs. "Within the spectrum of graduate studies, as one person who consulted illustrated," to coordinate the undergraduate curriculum fair and square of what (the source institution) wants; you need such a tremendous amount of more staff because you must have such an enormous number of more lectures involved. He further clarified that the staff perspective could be grouped according to their "common condition, the private life, and a wide range of activities including games."

Ironically, "You can do an ace's standard course, both as far as the number of employees and the period that services are locked up are involved and considered more tightly." Another interviewee explained that although graduates need an enormous number of offices to help in extracurricular activities, however, there is no need whatsoever for a professional proficiency

Despite these challenges, one of the approaches is to start a school an ace plan and then slowly construct additional programs. One interview participant explained difficult emerging circumstances,

"I think that long-lasting schools should be feasible, so I feel it's more knowledgeable to take up the uniform at an ace level to find out how it is to be achieved. Like one interviewer points out, you can analyze big projects at the ace level, and that allows you an improved aptitude to extend back to an undergraduate level."

- Program Structure

The structure is another fundamental idea to be considered in a college project plan. While Co-founded Universities have courses that can enable an undergraduate student to complete a whole academic curriculum at the Co-founded University, other undergraduate programs at Co-founded Universities tend to spend time in the source organization in a specific manner. Pioneers of source organizations accept that spending more money in foreign countries can be a vital component of the research conference.

Colleges also find the value of global expertise for individual ventures quite important. As one interviewee observed and said,

“shifts from one system to another implies the amount of time that an undergraduate student has to expend on other grounds” their business plan undeniably requires them to spend approximately 50 per cent their time in those institutions (the source institution) settings before the end of the program in their (native country).”

The need to spend resources abroad can also rely on undergraduate involvement in the Co-founded University program. For instance, Co-founded Universities with a more popular variety may not consider it necessary to travel to a foreign country for his or her undergraduate studies. One respondent said, "Our goal is genuinely to make a global relationship with different countries. When, in fact at one point in time, you were to go or attend Co-founded University program somewhere,... you may believe you were at a university worldwide, which is why the proportion of students study in the host country is around 50% for undergraduate students and 50% in the rest of the world.

For viable purposes, a few Co-founded University ventures may, at any rate, allow the undergraduate students to spend some resources in the source institution of learning. One interviewee points out and claims,

“For several initiatives, it has never been expected that the undergraduates will complete their study in each one of the four years in a foreign country. In the light of engineering and computer science which depends mainly on hardware, they will all need to undertake their degree in the USA.”

- *Adaptations to the Local Context*

Most colleges and institution of higher learning tailor their research projects to the surrounding climate. The addition or exclusion of specific courses is one of the most widely recognized changes in these organizations. "There is no need to have anything regarding rivers or floods in the board at (the source institution)," one of the interviewee suggested, "and afterwards claim," OK, we're going to do it on (the Middle

East), or because it is not possible or it is not essential for you." Continuing, she says, "On the chances that you had to give an entirely reasonable lecture on purification and water to managers, you would not have any incentive to do it in (the United State) in the light of the fact that we're flooded with water. No one's going to do desalination here, no matter how many people need to do it in (the Middle East)." In such situations, a college may need to do it. Nonetheless, consideration must be provided to what is possible and what is not possible to be endorsed. To uphold the accreditation of both grounds, most colleges demand that courses taught on the source grounds should also be provided at the Co-founded University, and vice versa. Subsequently, some source universities cannot provide electives that are increasingly important to the Co-founded University region since they cannot provide them on the source grounds as well. The instructional program boards of trustees typically need to validate some improvement, and the process to get the courses accepted can be tedious.

Several colleges and institutions of higher learning offer similar classes, but they do change the content appropriately. An interviewee from a Co-founded University organization based in Asia stated,

"For example, with the Asia culture recommendations and the supplies and prices of product from USA to Singapore, the courses will include content related to Asia infrastructure guidelines."

- *Course Scheduling*

The key idea in this context is reserving the class lessons. Some colleges use flexible timetables to do multiple things with different period courses to assist Co-Founded Universities students in attracting staff who may not wish to spend the whole semester participating in the Co-founded University program and who are willing to invest fewer resources there. "We're concerned of shorter, more difficult times to show courses compared with 14 weeks at Co-founded University program," one of the interviewees explained, "and perhaps seven weeks. Instead of making a semester broken into four 14 weeks, we're looking at seven weeks for two-course programs and then other two classes for more seven weeks." Clarifying the support for this resolution, a different interviewee at a comparable association and similar organization noted that by offering to demonstrate elective plans, the school needed to make choices. "the indicating experience continuously inevitable to the workforce since they can go to the Co-founded University program and, for instance, the indicated timeframe, show even more true for students, seven weeks and a short time later go back to their native country or remain here (a foreign nation) and have some additional time for their studies.

Sources for Recruiting Faculty and Staff

It is an enormous component of the Co-founded University to bring workers and employees to another Co-founded University program. Without teachers and care staff, advanced learning cannot function or take place. The pay rates of workers and contractors are also one of the critical costs incurred by the Co-founded University, and the workforce role is essential for the general operation of the Co-founded University program. The debate is centered on the workplace, i.e., school workers, and in specific personnel models that draw and retain employees and maintain the quality of the workforce.

Co-founded University are equipped with staff from three primary sources: the source institution, either seconded⁶ or "fly-in workers," the host nation, and uniform job advertising that is done globally. Service configurations vary widely, varying from the advice delivered through a combination of local jobs and service from the source organization that show up to traditional courses of action, where Co-founded University-based full-time workers predominantly communicate instruction. The interviewees found that the consistency, congruity, costs, and usability of registration of each staffing model have the right circumstances and some drawbacks or limitations. The synthesis of the workers and their job in the Co-founded Universities are fluctuating in different organizations and will shift in general after a while.

- *Seconded and "Fly-in" Faculty*

Almost all the universities that were involved in this research depended on the source university staff to offer courses. These were either seconded staff, instructing for at least one semester or "fly-in faculty," who is named so because of their short (at most four weeks) and occasionally stays overseas. While no actual records on the number of fly-in and seconded staff were acquired in this research, one currently published research shows that out of all the seven cases evaluated in this research, the number of staff who worked full-time from the source university was at least 25%, with an average of 7% (Fielden and Gillard, 2011). Thus, staffs from the source university frequently exemplify a small proportion of the total number of faculty members. Empirical data from this study accompany these figures.

Regardless of the small numbers, source university staffs fill vital leadership and instructing positions and hence play an essential role in setting up new Co-Founded Universities. Although it is comparatively expensive and challenging to draw and retain, staffs from the source university are specialists in their areas. They have extensive know-how of the mission, objectives, and culture of the source university. They significantly contribute to the provision of administrative oversights, enhancing academic affiliations, and conveying the culture of the source university to the Co-founded University. They are also believed to inculcate the teaching of high-quality.

One of the participants at one of the academic institutions planning to establish a Co-founded University in the future indicated,

“we must recruit senior personnel from the source university who, in addition to their instructing styles and analytical expertise, are also hired based on their managerial qualifications. These people will be important. The different approach that they take the university will imply failure or achievement of the entire process.”

Thus, the recommendation is that the proceeding senior staffs from the source university are entitled to the attraction and retention of all the staff and the students' base. Thus, there is a need to build an academic environment that may attract individuals and also surpass their anticipations (and hence encourages retention). Such managers can develop and execute effective academic programs for students and to promote research opportunities that are essential to the Co-founded University's sustainability for staff.

Acknowledging the unique capability of staff members hired from the source university, the various established Co-founded Universities attract people from the source University for Almost All of the leadership positions. As one of the participants indicated, "Deans, vice-presidents, [...and the] presidents are all supported." This action makes sure that the tradition and beliefs at the Co-founded University represent those of the source university. This was based on the argument that only those who have spent considerable time in the source university have a comprehensive understanding of its mission, aim, and culture to enhance those intangibles overseas. In summary, one of the respondents at the university with a campus in China outlined, "the seconded concept is essential for the institution since if you were to create a branch, you need to demonstrate that this is the [source university] in china and it is the experience of the source university. To achieve this, you need to have individuals from the source university centrally associated... [Who] have a sense of what is essential to the [source university]."

The use of the fly-in and seconded staff at the universities reflected by the respondents differed substantially with institutional factors and proficiency level needed at the Co-founded Universities. Newer university branches, for instance, we are likely to depend more on fly-in staff because they provided the benefits of having an organizations' comprehension of the academic standards and culture of the source university. However, they were efficient in attracting comparatively to long-run, seconded staff. As one of the respondents at the source university involved in planning for the Co-founded University pointed out,

“At the beginning of the courses, we will heavily depend on fly-in staff. [Though] we will have full-time faculty over there, 60% of the programs will be provided by fly-in staff.”

Providing one logic for this model, another respondent mentioned the dominant role of fly-in staff in the attraction and retention of students to the university branch, argued that "for instance, if [fly-in staff] go for approximately two weeks to one month, and offer...rigorous programs, this tends to attract students from the various institutions in [the area] and will progressively establish the [students'] network." The reasoning associated with this is that competent professors are comparatively more attractive to the students. This makes the professors able to offer other desires in the university. The presence also fosters the expansion of the program catalog of the Co-founded University, which consequently makes the Co-founded Universities more attractive to the students.

However, while the abroad universities grow, there is a regular deviation from the fly-in staff of a more substantial proportion of long-run and local faculty. The primary reasons for this change are to improve students' cohesion, thereby enhancing the quality of teaching. One of the participants acknowledged,

"At the beginning, it was challenging [to draw and sustain staff at the Co-founded University], but I believe we swiftly recognized that we could not do a 'fly-in' model...you don't have the capacity to fly-in staff, do some instructing, and then fly them back because students are more likely to ask questions later on. They also need tutorials from their tutors and not anybody else. Thus, we quickly recognized we need to hire full-time staffs who are permanently based in [the host nation] now we only have a few fly-in staff."

Nevertheless, including more reputable Co-founded Universities, the use of fly-in staff is often essential. As acknowledged by several administrators, it only through the utilization of the fly-in staff that the academic institutions can attract "Nobel Prize Winners" among other qualified tutors to their university branch. While from the Co-founded University's point of view it would be better for such professors to be seconded for a longer time, more universities may choose to do so for a short time instead of failure to do so at all. Such staff helps students to learn from eminent professionals and to grow the reputation of the university abroad. These often encourage students to take courses in fields not provided by the permanent faculty members.

Fly-in staff eventually promotes connection to the source university. Obviously, the utilization of the staffing method that hires approximately 90% of its faculty members from outside the source university is likely to experience such uncertainties as failure to establish an organizational culture that can be adopted in the source university. The fly-in faculty helps mitigate this threat by having a permanently stable workforce in the current environment of the source university.

Although staffs from the source university provide various benefits, they also possess multiple drawbacks. For instance, at times, they are challenging to use due to inadequate research opportunities and

taxing instructing needs nature of Co-founded Universities. Expounding on this, one of the participants acknowledged,

“I would say that the problem for both of our Co-founded Universities is staffing convincing potential students that this is worthwhile for them is often challenging at the beginning. [Relative to] the track of the study, the individuals involved in tracking fear getting out and missing three years at an important time and then not being in a position to return to the original place. Convincing faculty-and the appropriate staff, indeed-I think is extremely challenging.”

Several staff members may also find it challenging to maintain their responsibilities within the source university; the main staff may otherwise reject travel if their departments do not allow extra flexibility for their time abroad.

Nevertheless, the preparedness of the staff members to go to a Co-founded University has been found to change during the process as the university matures. As one of the respondents acknowledged, "In the beginning, when we required the individuals to move out relatively fast, it was easier for those completing their profession to say, 'well, I would only do several more years. I would be excited to go out to [the host nation] and do some teaching there' [and] we permitted them to make choices. [Therefore, as many of our] local staffs were...in their late 40s and 50s, the individuals who were moving out of [the source university], were possibly approaching the retirement age." The same respondent also realized substantial changes after some years. "Our principal...establishes the specific objectives we were searching for, and I see staff now moving towards the problem. And this is the all-time staff."

Conversely, in a similar sense, the academic programs that are poorly managed are likely to reduce the willingness to go overseas over time. As one of the professors explained, the major challenge in the attraction and the retention of staff and faculty members from the source institution of his university are "mismanagement and mistreatment of staff... [At the university's branch, the management often] mistreat people and abuse them. [They] harass them and pay them terribly, among others."

The last drawback of the staff from the source university is the fact that they are relatively expensive. In most instances, the faculty will offer incentives, return plane passes, healthcare, accommodation, and other expensive benefits to make the teaching at the Co-founded University worth it (a matter which will be addressed more in-depth in the following sections). The need to provide financial help, among other benefits as well as the enormous costs associated with its difficulty to hire staff from the source university. The problem is intensified because the source university might not generate as much income as their source universities do.

This is because tuition fees at Co-founded University are relatively less than that of the source university as a result of the lower costs of other substitutes in the host nation.

- *Local Hires*

Due to the comparatively high costs of supporting and paying the flights for professors from the source universities, together with such issues as continuity, various source universities, together with their Co-founded Universities, have sought help from global and local recruits to achieve the objectives of the faculty. Local hire is the least expensive of the three choices, which give students the highest possible stability because their involvement in the host country is usually shared.

Local recruits may be considered as either permanent or complimentary faculty. Approximately two source universities in this research acknowledged a high dependence on appreciative professors for their staff requirements. Managers of these institutions outlined that they could easily "get many adjunct staffs with academic identifications but are presently [working as] consultants in the area." For example, an American international student in the state where the Co-founded University is situated may want to teach at the Co-founded University as both rely on the know-how of the experts and depict an institution in their homeland.

Professors at some institutions in the host state also offer a relatively less expensive source of staff. As one of the respondents at an institution situated in an education center described,

"It would be unwise for us to give or recruit a professor from our hub, for English teaching, especially when American institutions which teach the language are available."

As postulated by this statement, Co-founded Universities in the education centers can also enjoy having a large number of staff in a broad range of disciplines to choose from.

Although administrative assistance personnel can be readily available in the local markets, it is often challenging to hire staff members from the local markets, possibly due to inadequate academic staffs with appropriate teaching experience arising from lack of suitable credentials (most Co-founded Universities need Doctorates from the leading western universities as well as teaching experience). Expounding on this point, one of the respondents stated that her university's Co-founded University situated in Singapore "almost all the administrative staff...were Chinese citizens admitted locally... [However] the other academicians were not from China and thus, were hired from abroad. "

This is, however, changing in various countries. One of the respondents with high rank at an institution having a Co-founded University in Qatar indicated that the new agreement of her university with the executives in Qatar comprised of strong "efforts to establish Qatari staff." She further explained that,

"they are indeed establishing a nation...and to me makes it extremely interesting we will be here [and] then we will exit the amount of time we essentially halt there like an entity remains visible. However, while staying there, they are using us in a non-subtle way to establish their own company and to enhance their education systems. It will not be a surprise if in twenty years [our institution] is not there any longer and exist in a very distinct [way]."

Regardless of the unstable circumstances, most academic institutions, especially in developing countries, literally do not have a sufficient number of professional staff from local sources. This information, together with the situation where the staff members in the source university are not willing to work overseas and the increasing student need for Western instructors with western expertise, hiring from the global channels, was the standard in almost all the Co-founded Universities embodied in the research.

- *International Recruits*

Globally hired staff originate from various nations and backgrounds. They are basically assessed using a similar approach as that used in hiring staff into the source university and, consequently, they mainly have Ph.D.'s and the tutoring experience from universities situated in the United States, Australia, or Europe. Regardless of these rigorous needs, academic institutions represented in this research outlined a small number of problems associated with the hiring of global staff members. One of the participants bragged that his university is "situated in a luxurious place to be very sincere. [We regularly get] open solicitations for employment opportunities. We receive resumes from various individuals almost weekly, who are fascinated to come and teach on our behalf. [Global hiring] has never been a major challenge."

Staff from abroad, like staff from long-run secondment, offer steadiness and quality of education required by the students. As one of the respondents said,

"something I believe made us successful is that we possessed a faculty there always, and that implied that the experience of students was excellent. Indeed, the study could talk to the individual who lectured them always throughout the year."

Although the staff hired from abroad were basically competent, more comfortable to engage in various markets (as compared to staff from the source universities), and provide continuity, they, however, have their disadvantages. For instance, similar to the seconded staff, they are usually expensive since compensation packages should be globally viable to attract and retain the most proficient staff. Furthermore, having a large number of staff may impose challenges in the maintenance of the source university culture because some of the international recruits have probably used any time at the source university. As the president of one of the American academic institutions posited, "there was an issue of mine, and I am not sure if somebody understood and concurred with me-yet if you were recruiting staff to tutor in the western university and they have never tutored on a western institution, ...how is it that you will have this American University? You possess a cross-cultural failure."

Lastly, when hiring staff from abroad, there exist essential differences that relate to the expectations of the staff members. Selecting staff members whose roles are consistent with those of recruiting the ideas of other universities is important. Various academic institutions noted the challenges. One of the participants responded that,

"the administration recruited a subordinate [organization] to manage the institution [and] their institutional styles and what they perceive as the university was not [consistent with] our organizational style." For the academic institution, the duties of the staff involved holding office hours, tutoring, carrying out research, as well as doing services, but "their perceptions was that the staff must be there at eight in the morning and could not leave before five in the evening."

Attracting and Retaining Faculty and Staff

Whenever source organizations contemplate setting up an international co-founded university, one of the most challenging and most essential facets of the decision-making phase is to assess their willingness and capability to recruit and maintain skilled personnel at the international co-founded University. In addition to factors such as the prestige of the source organization, the standard of the international co-founded university facilities, and the worth for an international co-founded university education level, the quality, and skills of the international co-founded university employees distinguish the international co-founded University from the other organizations and offer it an upper hand over it, competitors. Results of the current research show that the colleges the sample depend primarily on salaries and remunerations, the education quality and cultural climate at the international co-founded University, and compulsory assignments to attract staff to their branches abroad. They maintained (or failed to retain) employees mainly based on the development opportunities and research

availability, the university-life quality, and the universal contentment of employees with the international co-founded University's location and the conditions of living available in the residing nation. This section will present the primary approaches for enticing and holding skilled employees, as noted during the interviews. Besides, it gives illustrations of how colleges involved in this study can make use of these methods.

- *Pay and Benefits*

A significant number of universities utilize direct incentives to draw staff to the Co-founded University from the source organization as well as from international sources. Most of these institutes give incentives for seconded and international faculty in the form of salary premiums. Proof from the interviews demonstrates that pay can be viable as a motivating force as well as the best device for drawing in personnel. Contrary, this argument is drawn at face value might be deluding. Appealing reimbursement bundles are among the meaningful instruments international co-founded University got for the talent competition. Whereas numerous institutes contend with several different advantages, including opportunities for research advancement (as outlined in the subsequent section), such chances are regularly missing at international co-founded universities, allowing them to deal just with remuneration and advantages.

Based on its function, remuneration at international co-founded universities is often considerable. Whereas pay charges among colleges vary primarily depending on every organization's standards, interviewees stated that they usually account for approximately 20% to 25% of the pay base. Payments may encompass modifications dependent on the person's pay and a nation-specific benefit as to pull in employees to grounds with more significant need. The degree of adaptability overcompensation standards similarly shifts significantly by University. In some situations, most extreme compensation charges were defined by the source organization within one college in Europe, which banned pay increments more than 20%, while different institutes set pay rates based on case-by-case. This was set either at the department level-centrally set.

Premium charges are likely to be increased through local policies that protect people from taxes, which the case for most of the countries in the South East Asia, such as Singapore. One of the interviewees stated that,

“in Singapore, payments are tax secured, and the trend applies to all US colleges over there. Such regulations create opportunities at the universities abroad that are more appealing to the staff, thus assist in attracting employees to international co-founded universities.”

Pay reimbursement is also vital in assisting international co-founded universities to retain staff. One of the interviews states that the employees at their college receive reasonable payment and thus tend to stay more

than one year, with the average stay being [approximately] three to four years." Low salaries are associated with the reverse impact. Participants from the institutes that pay lesser salaries recounted increased turnover levels among the employees, even though they elaborated that the turnover was not primarily dependent on the payroll but instead on various aspects such as the unavailability of research opportunities and the general treatment of the employees.

Also, the staff is provided with benefit bundles intended to simplify the change challenge and offer them with a conducive living atmosphere. The advantages bundle may encompass paid return tickets for the employees and their families, private schooling for the staff children, settling and housing allowances, car, and private health insurance. These remunerations differ depending on the specific University as well as the resources available to them. Whilst some institutes provide comprehensive and generous bundles that entail most of the elements mentioned above, other colleges offer only the basic requirements such as housing and airfare.

Participants realized that once the source organization schemes salary and benefits bundles, it is essential to bear in mind the alternatives and preferences of the employees they are seeking to hire. Notably, housing was an issue of concern at many colleges that took part in the research. In some cases, the colleges organized housing for all the staff that the employees regarded as to be unpleasant. For that reason, an advantage geared toward facilitating the employee transition and offering them with a sustainable dwelling surrounding ended up disrupting them and, in the end, making them less willing, as opposed to being more prepared, to return in the future. Concerning housing, higher success was conveyed amongst institutes, which provided employee with house allowances and accredited them to decide among numerous on-campus or off-campus options. While permitting a group of workers to make choices regarding the areas in which they may stay might not be feasible in few cases, presenting some degree of choice does seem like prime when situations permit.

- *Cultural Environment and Research*

Besides the pay and remunerations provided to staff at Co-founded Universities, numerous indirect benefits also play a crucial role in drawing and retaining staff. The research and cultural environment at the Co-founded University, for instance, performs a robust role as do elements regarding promoting prospects and the place of the institution itself.

One participant from an institution based in the United State argued that to get one's employee to move there,

"[the co-founded university] requires [a] research perspective." This, she explains, is basically since "promotion inside our English system is quite driven on research. Notwithstanding what we might say in public, the excellent tutors do not get the

professor's rank and the profits that go with it [just by being great tutor], so there must be some investigations there." Similarly, a participant from another college elucidated that he supposes that it is quite crucial that [staff] feel that they are able to make business or scientific contacts [in the local community]."

- *Career Advancement Opportunities*

An opening for professional development was also rendered to prospective employees at Co-founded Universities. Some institutions, for example, provided staff with the chance to advance from lecturer to professor, an advancement that they were able to hold back with them to the source organization. Although there was no institute that was represented within this study provided a tenancy gadget at their Co-founded Universities (since they could no longer absorb the new workforce at the source organization in the event of a closure), a good number of them were in the middle of establishing different promotion systems. As said by one participant,

"we are now seeking to bring together a 3-[pronged], multi-year settlement with promotion entirely based on teaching, research [and] service."

As the popularity and promotion system became vital to enabling a significant number of institutes to retain expert and well-performing employees, lack of such a system, on the contrary, made it challenging to keep highly skilled employees. As explained by one professor, without development opportunities, employees are frequently forced to quit since they could be committing "career suicide" (as he named it) to remain at the same organization indeterminately and no possibilities for being promoted. If these executives were to make an application for a job at any other organization, he elaborated, the institute would wish to scrutinize their promotion and development records. Without those opportunities, employees often lack choices to make and are forced to quit the Co-founded University and move to their source organization or any other place.

- *University Location*

The participants stated that the vicinity of the university itself is at times a significant aspect of efficacious staffing. While thinking about a job vacancy in an oversea university, potential employers always assess the institute's proximity to a variety of cultural practices and global institutions of learning, the local culture inside which it is entrenched and the cost of living.

Also, global secondary and primary school availability is essential for hiring employees. The participants claimed that if there was not an international school in existence, the colleges frequently are not capable of attracting employees with school-aged kids. If an institute does not exist inside a sensible walking distance to a projected Co-founded University site, planners are forced choose whether to relinquish a doubtlessly huge pool of employee applicants, individually institute a school, or pick another site.

A significant number of interviewees revealed that it is less difficult to attract employees and staff to Co-founded Universities positioned in regions with many things to do, cultural assets, and a manageable transit system. A few institutes located remotely in the undesirable areas reported challenges attracting staff and employees. Contrary, Co-founded Universities positioned indistinctly applicable places that include Europe revealed that they were able to draw and retain employees with ease and without massive charges in terms of salary or benefits.

- *Appointments*

A substitute for the competitive staffing is assigning staff to teach at an international co-founded university. Based on the idea that a significant number of staff is reluctant to teach overseas for a time frame owing to varying individual or professional grounds, an increasing number of source organizations have either executed or are willing to execute movement clause which grants the institution a vowed power to ask the members of the staff to teach abroad within a particular time frame. These practices permit colleges to attract upon their existing staff base for abroad vacancies as required as opposed to continually recruiting competent home-based staff or international employees.

Most of the organizations that took part in the research recruited their Co-founded University staff via a centrally situated HR department. At the same time, other institutes depended on the different academic departments to choose the team to be positioned at the overseas campus. Although granting departments a higher autonomy in selecting who to send to overseas campuses results in less friction, the departments may also be free to send employees based on elements that are not directly linked to the needs of international co-founded University. A lesser number of interviewees realized that they might, for instance, send their poorly performing coworkers (mainly that they may be unwilling to work with) or the ones whose private situations make it possible for them to go. Such aspects are likely to interfere with the teaching quality and learning at foreign campuses and must not be ignored.

Remarkably, compelled secondment, whether implied or direct, may lead to a sense of bitterness among employees because of the adverse effects it may pose on their personal and professional lives.

Consequently, this may affect employee morale and the quality of teaching within the international co-founded University. Additionally, if arrangements are utilized, it was most probable for supervisors to permit

decisions by the staff to be made locally, that is, to be made at the department level, as opposed to being made centrally. One staff interviewed revealed that he proffered this framework as it granted his division a chance to send overseas individuals who could benefit maximally.

Ensuring the Quality of the Staff and Employees

The interviewees reported that institutes bearing in mind the international co-founded University must consider what they will do to make sure that the quality of international co-founded University relative to the source institute to evade damage of the source institute's reputation and inform the learners that the quality of the education gained at the international co-founded University is similar to that gained at the source institute. This section will outline some of the findings regarding some of the approaches adopted by the source institute to enhance quality at their international co-founded University.

In recruiting and training employees, interviewees reported that it is vital that measures of quality control be implemented. One of the ways of promoting the staff members quality at abroad universities is to demand that they abide to the stands of hiring of the source institute. As explained by one interviewee,

“If a single professor has given the two universities, then, I presume that it is obvious that the quality would not defer.” He adds that the more significant problems, "is associated with the professors that we enroll, particularly for the co-founded university.”

To enhance their quality, the source institute must ensure that it examines the professors using the same criteria utilized to recruit staff at the source institute.

Most of the interviewees claimed that the source institute participated in the selection procedure, especially for the recruitment of professors and different high-ranking managers. Remarkably, most decisions regarding the recruitment of lowly-ranked managerial and clerical positions were made solely at the international co-founded University. At these levels, the administrators believed that local employees were in a better position to assess local applicants. Consequently, this made it more efficient to localize such decisions.

Further, another way of promoting quality is via the mentoring or induction programs for the incoming employees, which engross them in the home institute for a period. The use of these programs enables the new employees can witness how things are done at the source institute and bring these prospects with them to the international co-founded University. Employees recruited directly to the international co-founded University usually come from varying professional and cultural backgrounds with congruently distinct ideas of what being a scholar means. While the travel-related and personnel expenses attributed to such programs sometimes make

them costly, they are possibly very significant in making sure that the staffs, regardless of where they originate from, comprehend the culture of the source institute and its anticipations or service, research, and teaching.

Consistent communication among employees at the co-founded university and the source institution is also vital for promoting consistency and quality across campuses. There are higher chances of an institution developing into independent silos when operating within multiple countries than operate as branches of a single network. Consequently, this increases the risks of compromising quality. Most administrators realized that regular communication, either through technology or in person, was significant. As such, several of them were reported to visit the international co-founded University at least once every year. Furthermore, advanced technology such as Skype and videoconferencing assisted in facilitating improved communication between source and host institutes and was widely utilized.

Student and staff exchange programs are other approaches to promoting the quality of employees at an international co-founded university. Fly-in staff acts as a form of informal auditors within an international co-founded university and, following their return to the source institute, they give an account of the teaching quality within an international co-founded university with regards to teaching at the host university through informal and formal networks. Besides, students act as a form of control. As stated by one of the interviewees, if they send learners to a co-founded university, they would not wish to send them to, and the sent students return and claim that the quality of education is lower there, under such situations, there must be established measures put in place to ensure consistency in the teaching quality.

Lastly, colleges can develop standardized assessment systems to make a comparison of the academic programs at the source organizations and international co-founded universities and is used as a form of quality check. A significant number of interviewees, especially those from colleges within Europe, revealed that their learners all undertook similar exams regardless of the location of their campuses. In most cases, the exams were centrally graded. These practices ensured quality across all the campuses. This is because all the students had to surpass the set achievement standards threshold level. One of the interviewees stated that they compare students' exam results from the source institute with those of students from the co-founded university to examine if there are systematic differences. Additionally, another interviewee reported that they examined outcomes such as student graduation and rates of employment at both universities. This assisted in evaluating the quality of overall teaching and teaching at the international co-founded University. Concerning the performance of the employees, most of the universities revealed that they utilize student surveys to assess the quality of teaching and satisfaction of students at an international co-founded university.

4.6 Applicability of the Conceptual Framework

The study revealed a number of ways in which the conceptual framework was proposed in Chapter Two (see Figure 4) accurately portrays the process by which institutions make decisions regarding co-founded university and a number of ways in which the process differs. The discussion in this chapter is organized around the stages as defined in the revised conceptual framework.

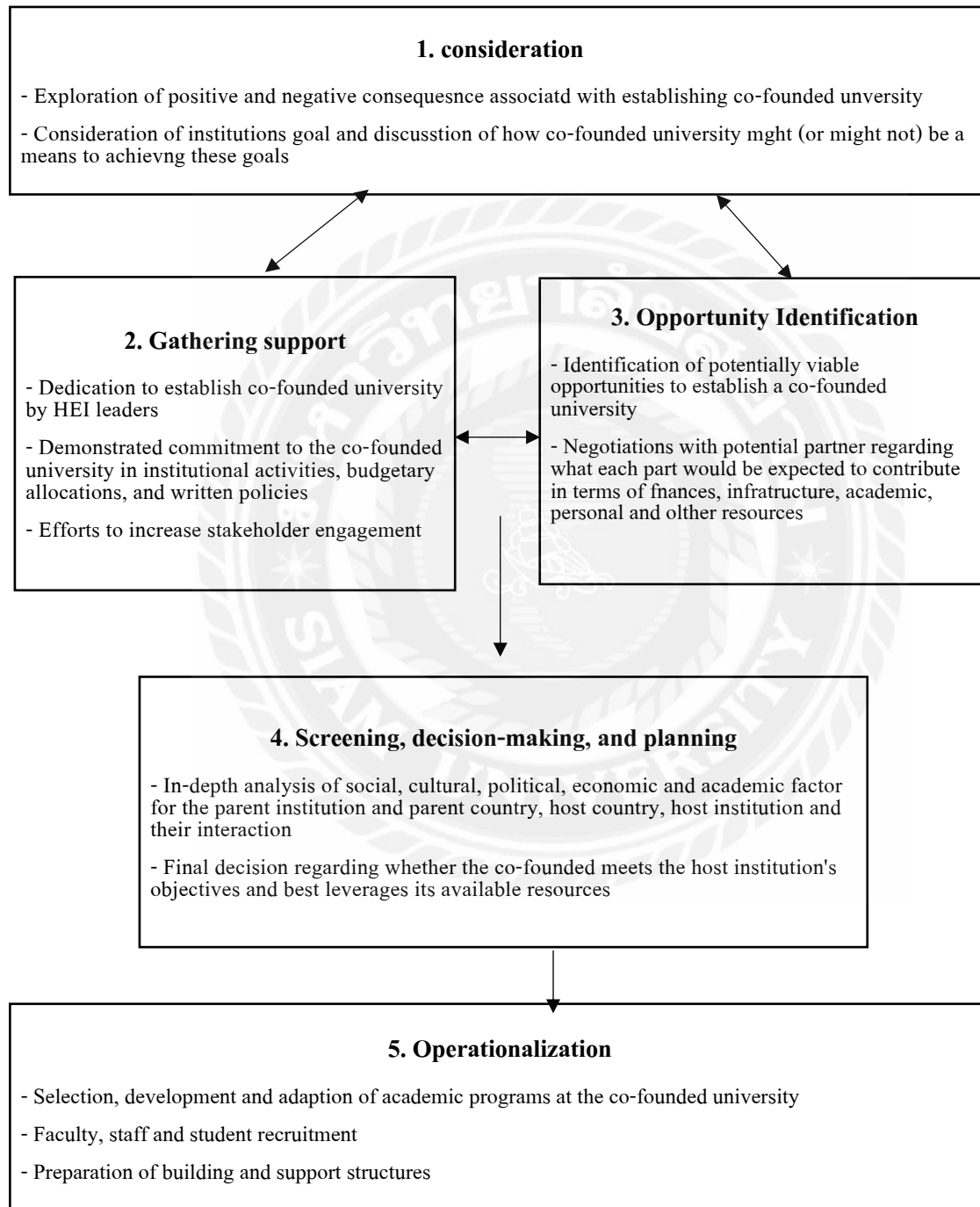


Figure 1 Revised Conceptual Framework for the Process of Establishing an International co-founded university

Stage One: Consideration

The conceptual framework in Chapter Two proposed that early in the process of establishing an international co-founded university, most HEIs will explore the question “Why establish an international co-founded university?” Evidence from the interviews confirmed this. During Stage One, leaders and administrators considered the pros and cons of establishing international co-founded universities within the context of their institutions’ goals. While goals varied by institution, interviewees reported that goals such as enhancing the institution’s reputation, creating research and academic opportunities, gaining access to student markets, altruism, and financial gain were among their primary motivations for establishing an international co-founded university. The evidence also supported the idea that only institutions with prior experience in internationalization pursued international co-founded universities. All the institutions represented by the participants in the interviews already had active student exchange programs, relationships with international academic departments, and in many cases twinning arrangements, franchising agreements, or joint ventures.

In contrast to the first conceptual framework, the evidence from the interviews showed that consideration was not always the first stage in the process of developing an international co-founded university. Some institutions did think about and articulate their goals for establishing an international co-founded university prior to identifying any viable opportunities. But at other institutions, leaders and administrators revisited and retrofitted the institution’s goals and strategic plan after an opportunity had been identified. Thus, the evidence suggests that consideration may be the second rather than the first stage in some cases and that the process is more often iterative than linear.

Stage Two: Gathering Support

The second stage in the process of developing an international co-founded university is gathering support on the part of stakeholders at the university, including the president and other academic leaders, administrators, faculty, staff, and the Board of Governors or Board of Regents. The evidence confirmed that during this stage stakeholders show support for the international co-founded university through financial support and activities to build ties with the host country. The evidence confirmed that engaging stakeholders and fostering their buy-in was a critical part of this stage.

The evidence also revealed new insights that were not identified in the first conceptual framework. First, the evidence showed that the extent to which stakeholders were involved varied. Some institutions included students, faculty, and a variety of other stakeholders in the decision-making process while others took

a more top-down approach and included only the institution's leaders. The evidence also revealed the importance of specific leadership qualities during this stage. Specifically, administrators said that the courage, strength, and determination their leadership demonstrated in the process of establishing the international co-founded university was critical. They noted that without strong leadership, they likely would not have been able to establish the international co-founded university.

Stage Three: Opportunity Identification

The conceptual framework proposed that in the next stage institutions select several potential host countries, conduct preliminary research, and identify a country or set of countries for more in-depth analysis. Evidence from the interviews suggested that the process works differently. Parent institutions evaluate specific opportunities that arise, and the country in which the international co-founded university would be located is tied to the opportunity. Since international co-founded universities are very costly to establish in terms of both time and resources, universities rarely establish international co-founded universities alone. They instead rely on academic and government partners to provide financial support and guidance on legal and academic requirements.

Preliminary analysis is therefore much more about identifying potential opportunities that are economically and academically viable rather than evaluating countries more broadly. Evidence showed that the quality of the partnership was just as important, if not more important, than the country. Leaders at institutions consider what the partner has to offer, what the partner would require of them, and whether the partner would be able to uphold its part of the deal. Preliminary analysis during this stage typically focuses on factors that the university viewed as most problematic. Such factors varied by opportunity, but often included issues such as what academic programs the university would be required or able to teach, how much financial support the host could offer, and the rules and regulations that would govern the deal. If these issues could not be sorted out, the opportunity wasn't considered viable and negotiations stopped.

The evidence also showed that the process is much less rational than the conceptual framework suggested. Interviewees noted that the process is typically the result of several chance events rather than a planned process. Many opportunities were identified through the university's relationships and existing partnerships. Idiosyncratic preferences of leaders, such as affiliation with a particular host country, were also shown to play a key role in the decision-making process.

Stage Four: Screening, Decision-making and Planning

Since the process of establishing an international co-founded university is much more iterative than I expected and usually involves the evaluation of specific opportunities rather than a more general, country-level screening, the screening (Stage 4) and final selection (Stage 5) stages from the first conceptual framework can be more accurately thought of as one stage that involves screening, decision making, and planning. This is because the findings from the interviews indicate that final selection is not a separate stage but something that occurs during the screening, negotiating, and planning process. During this process, decision-makers identify additional factors that may be problematic and work with their partners to find a solution. If no solution is agreed upon, the negotiations typically cease, and the international co-founded university does not move forward. If the partners are able to sort out all the issues, however, university leaders then make a final decision regarding whether or not to move forwards with the establishment of the international co-founded university. If they decide in favor of the international co-founded university, a formal, written agreement is typically drafted and signed by all parties involved.

The analysis confirmed that prior to making a final decision, stakeholders at institutions considering international co-founded universities conduct in-depth screening. They look at factors such as whether or not international co-founded universities can attract a sufficient number of students willing to pay a certain amount of tuition (based on tuition's contribution to the international co-founded university's overall budget), how to adapt specific academic programs to the host country, what support services to provide students, and how to ensure the quality of the international co-founded university. Notably, while the conceptual framework suggested that the factors that institutions consider can be organized into parent institution characteristics, host country characteristics, and factors arising from the interaction of these two entities, evidence from the interviews revealed that in addition to these, another set of characteristics are also important: the characteristics of the parent institution's home country (the "parent country") and of the partner or partners.

Finally, the interviews also provide details about how university decision-makers who were considering the establishment of an international co-founded university gathered the information they needed. They show that universities obtain information through four primary sources: (1) internal research; (2) independent, external research (i.e., research conducted by a consulting firm); (3) private, government, and academic partners; and (4) prior institutional experience. The extent to which universities gathered and used information from these sources varied. Some universities established large committees and hired independent consulting companies to rigorously evaluate potential opportunities; other universities relied more heavily on informal research and experience. The interviews did, however, reveal an increasing trend towards more extensive research. This is likely due to the increasingly high risks associated with failed international co-founded universities and the fact that more information is available now. As more institutions pursue international co-founded universities, there is also a larger pool of people with knowledge and expertise in establishing international co-founded universities

and examples for other universities to study. A growing amount of research on international co-founded universities is also being conducted.

Stage Five: Operationalization

The final stage, operationalization, involves everything required to get the international co-founded university up and running. Evidence confirmed that during this stage parent institutions select and develop academic programs at the international co-founded university, hire faculty and staff, and develop support structures to ensure that the international co-founded university continues to operate smoothly after the initial implementation. Interview evidence did, however, reveal that some decisions related to operationalization occur at earlier stages. The identification of feasible academic programs, for instance, is an important part of the screening and planning process. Evidence also found that the time it takes to get an international co-founded university fully functioning is not to be underestimated. Several administrators stated that they spent much more time working on the international co-founded university than they had anticipated.

4.7 Summary

The main goal of this chapter was to define the prominent study findings and explore the insights regarding the decision-making of the international co-founded University that were noted in the research. The results provided within this chapter renders evidence to answer the research questions of the study which include;

1. What should be the model of a co-founded university establishment?
2. What key factors do higher education institutions consider when evaluating the potential for an international co-founded university?
3. What are the phases of the decision-making procedure that higher education institutions undergo when exploring the potential to establish an international co-founded university?

Question one led to a significant number of findings. Besides, the conceptual framework suggested that source organizations would first explore the possible nations within which to establish an international co-founded university, for example, the proof indicated that source institutes almost assess options provided instead at all times, often pursuing international co-founded University entirely independently.

Also, the interviews exposed various aspects that were significant in the process of decision making. These aspects can be classified into five main groups, including screening, opportunity identification, planning and decision making, gathering support, and operationalization.

In this chapter was to revisit the conceptual framework proposed in Chapter Two, discuss how the interview findings supported or refuted that framework, and incorporate the evidence from this study into a revised conceptual framework. While the interview findings support many aspects of the original proposed framework, the data also revealed several ways in which the actual international co-founded university decision-making process differs.

The evidence from the interviews, for instance, showed that gathering support was not always the first stage in the process of developing an international co-founded university. Some interviewees reported that leaders at their institution started the process of gathering support for an international co-founded university only after the institution was presented with a viable (and often lucrative) opportunity to establish an international co-founded university. Interviewees also reported the retrofitting of institutional missions in order to justify the establishment of the international co-founded university after the identification of an opportunity. This evidence resulted in an important change to the original conceptual framework proposed in Chapter Two. The evidence revealed that the first three stages--awareness, commitment, and opportunity identification--may occur in different orders at different institutions rather than linearly and sequentially.

The evidence also showed that the process is much less rational than the conceptual framework suggested. Interviewees noted that the process is typically the result of several chance events rather than a planned process. Many opportunities were identified through the university's relationships and existing partnerships. Idiosyncratic preferences of leaders, such as affiliation with a particular host country, were also shown to play a key role in the decision-making process.

Finally, the data also showed that the process of establishing an international co-founded university is much more iterative than the conceptual model in Chapter Two suggested. Accordingly, the screening (Stage 4) and final selection (Stage 5) stages from the first conceptual framework can be more accurately thought of as one stage that involves screening, decision-making, and planning. This is because the findings from the interviews indicate that final selection is not a separate stage but something that occurs during the screening, negotiating, and planning process. The evidence showed that HEIs may identify additional factors that may be problematic during any part of the screening, negotiation, and planning process. If any of these factors prove unresolvable, an HEI may cease negotiations with the partner institution and not move forward with the international co-founded university.

CHAPTER 5 SUMMARY AND DISCUSSION

This study validated a conceptual model of co-founded university. The decision-makers involved in establishing international co-founded universities must conduct a variety of critical assessments. The current research deals with several of these and provides valuable conclusions on the same. In this chapter, the summarize the key findings in areas of (a) co-founded models, (b) key factor of establishment of an international co-founded university, (c) benchmarks for success, and (d) the decision-making process and present some recommendations for future research, as well as reviewing the public policy implications.

5.1 International Co-Founded University Model

Co-founded University a more recent and bold development is the founding of new stand-alone universities involving one or more foreign partner institutions. This type of international higher education institution differs significantly from the international branch campus model because they are not operating as satellite operations of a parent institution. These are independent, internationally co-founded or co-developed institutions licensed by the host country but developed through international collaboration among partner institutions (Knight 2015b).

The qualitative finding and literature review in this research that the concept of co-founded universities apart from the common challenges facing most universities such as funding, improving quality, responding to the needs of community and labour market, student and staff recruitment, research funding, there are other issues which are more specific to the co-founded model of international universities. These include governance models, intercultural partnerships, accreditation, awarding of qualifications, staffing, language, host country regulations and sustainability. The following figure 6 describes the relationship between 4 key factors with the first 4 step of decision-making process. Social and cultural factors that building the international profile and reputation of the international education institutions. This can be established through the process of consideration a possibility to unite diverse cultures and management approaches under a single organization. Political factor such institutions help to build strategic alliances for creating external support in university management and sharing future labor markets. That is why gathering support from various sources presented

by states that fund the university is essential in this regard. Academic factor diverse academic human resources can induce a better choice of the career prospects beyond the home countries of students. This process can be facilitated with the identification of opportunities for each student, thereby creating a need for involvement of diverse academic sources and experts. Economic factor that the co-founded model implies that such universities will generate income so that its planning and decision-making of the economic perspective are paid particular attention as the main processes that should be established.

In this study, established co-founded university in the Southeast Asia host country, which co-founded model, referred to as the partnership with a local, government partner. In this case study, administrators at source country had a history of engaging in various forms of extended university partnerships. Source university's preferred co-founded model had no in-country capital investment, and as a result no owner equity or need for formal oversight of extended university operations. The three co-founded universities identified that the rationale for engaging in this co-founded model was to reduce the risk associated with engaging in co-founded model. The risk for source university was decreased as a result of having an in-country partner that would be assisting with navigating the differences in environmental conditions and regulatory framework of the host country.

Additional finding in this study is the characteristics of the co-founded model between source university and host university impacted the levels of accountability and degree of delivery involvement for both partners. Initially, the consulting agreement between administrators at source university and at host university was limited to supporting the infrastructure and university setup. The agreement later evolved to increased government engagement as a result of the host country's mandate for an internationally branded credential and use of the source-university name. The host country's mandate resulted in the need for source university to offer a branded credential through co-founded university. Source university's administrators and staff had to take on a more principal role in the oversight of co-founded university operations. This decision raised host university's accountability associated with managing quality assurance to meet host country standards, and protecting the credential (preventing academic malpractice).

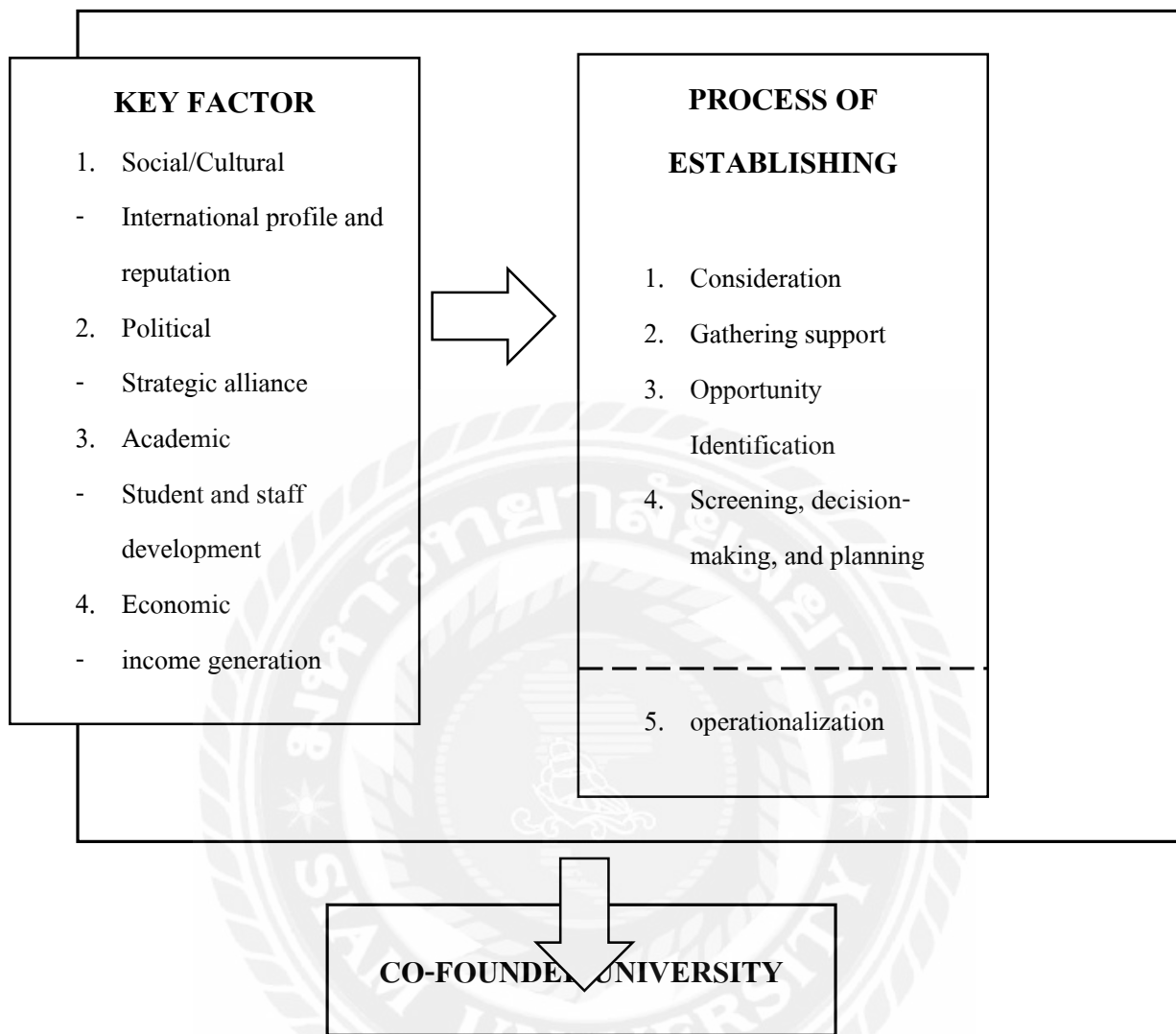


Figure 1 Co-Founded University Model

5.2 International Co-Founded the Key Factor of Establishment

A key success factor associated with establishing an international co-founded university was managing the risk. Yet limited research exists that has explored the key considerations and the practical implications when an organization is deciding whether to establish an international co-founded university (Clifford, 2015). In this study Knight's research (Knight, 1997) also helps categorize those key factors into two main level: Nation and Institution level.

National Level Rational of Established Co-founded University

The part features a portion of the new reasons rising at the national level that cannot be perfectly positioned in one of the four classifications. These cross-cutting methods of reasoning are related to the evolution of HR, strategic partnerships, creation of profit and businesses in general, country and organization building, social and ethnic evolution, as well as rapport. The initial four of these reasons are firmly connected to the political and financial methods of reasoning.

- Development of Human Resources

Attention to the changes in demography, increased manpower flexibility, and bigger number of deals in the area of services lead countries to focusing on improving and selecting human capital through global education activities. To improve a country's position in the global market and increase the human capital of the entire nation, the best students from all over the world are recruited. Apart from that, more consideration is being paid to upgrading the global component of teaching and studies, so the domestic students can be better prepared to add value to their nations' ability to succeed. Acknowledgment is additionally being given to create intercultural comprehension and aptitudes for individual, expert, as well as citizenship advancement. The significance joined with intellectual competence are legitimately identified with the expanding interest and worry about migration and brain gain/drain.

- Creation of Strategic Alliances

Strategic alliances can be considered to be a driving reason and as tool for co-founded model. The worldwide flexibility of students and scholars, just as cooperative studies and learning activities, are being viewed as profitable approaches to grow better international ties and financial connections. Nowadays, there has been a change from coalitions for social and cultural purposes to those for financial goals. It is particularly evident at the local level, as the states are attempting to accomplish closer financial and political connection with their neighbors by expanding their global learning activities on a local basis. The improvement of key partnerships through co-founded of higher education is viewed as an approach to grow nearer reciprocal or local collaboration to become more competitive.

- *Income Generation/Commercial Trade*

In the previous decennium, a bigger focus has been put on financial and profit-creating openings related to the cross-frontier conveyance of education. Novel franchise disposition and bigger number of students who pay for their education show the business part of the co-founded process. Considering that modern education is one of the twelve service areas in the General Agreement on Trade in Services (GATS), it is a confirmation that developing the learning processes for sale is a conceivably rewarding business. It is assessed that in 1999, the deals in higher education came to \$35 billion, and the figure is going to increase extremely (Larsen et al., 2001). The advancement of new worldwide and local economic alliances is giving guidelines that would decline hindrances to business, trying to build the universal cross-frontier business in education.

- *Nation- and Institution-building*

An informed populace and employees as well as ability to produce new information are key parts of a government's nation-building plan. However, the numerous nations do not have the monetary assets to provide a chance for postsecondary education to their residents. Generally, the global scholarly activities that were created as a major aspect of advancement and specialized help are viewed as a significant commitment to the country's building endeavors in terms of development. However, there has been a noticeable change, which is probably going to turn out to be more articulated, from an assistance/improvement way to international collaborations to the one that is concentrated on business for financial purposes. A few governments are keen

on exporting education to create profit, while others are keen on bringing in educational projects and organizations for national progress.

- *Social/Cultural Development and Mutual Understanding*

The social and cultural methods of reasoning, particularly those that identify the advancement of intercultural understanding and cultural identity, stay extremely important, however, not as other factors. Regardless of whether considering the problems and challenges coming from socially-based conflicts inside and outside nations, there would be more intrigue and significance joined to the social/cultural and rapport-based reasons. It might be idealistic; however, it is consoling to believe that social or cultural methods of reasoning for co-founded university would be given equivalent significance as financial and political ones.

Institutional-level Rationales for Established Co-founded University

There is a slight connection between national-level and institutional-level methods of reasoning. The connection relies upon numerous elements, one of which is an extent to which the co-founded model is a bottom-up or top-down procedure. In nations in which co-founded model is not given a lot of importance at the national level, the institutional-level rationales have more prominent significance and may vary a lot among the organizations. Numerous elements affect the institutional-level methods of reasoning. These incorporate mission, populace of the students, staff profile, geographic area, financing sources, level of assets, as well as inclination towards regional, national, and global interests.

- *Enhancement of International Profile and Reputation*

Generally, importance has been given to the significance of accomplishing worldwide scholarly norms. Such factor seems to have been included due to its drive to accomplish a globally recognized name of a high-quality institution. Such drive is linked to the search for global acknowledgment by trying to engage the most

splendid researchers and students to conduct high-quality studies and projects. Even though academic standards still stay significant, a great change was made from focusing on a top-notch education to the one where these standards just became a part of marketing that would help the institution to keep its reputation.

- *Improvement of Quality*

For most universities, co-founded university is just an asset to achieve its goals. Taking into consideration modern interconnected world, it is crucial that post-secondary education, through a global dimension in teaching and studies, adds to the quality as well as pertinence of its goal to serve the necessities of people, networks, nations, and society as a whole. At a more functional level, co-founded model is ending up being a valuable instrument for helping universities benchmark and create inventive answers to increase the effectiveness of challenges that they are facing in administration, academic, and studies-related areas. The development of information and communication technologies, especially the Internet, has also made a great contribution to quality improvement, hence allowing the students to access new knowledge.

- *Development of Human Resources*

Conflicts at a local, governmental, and global levels that the world is facing today push the scholars to explain to the students the international challenges and ways how the connections between countries are formed. The flexibility of the job market and growth in the cultural diversity of communities and work environment necessitate that students and scholars have a deep comprehension of and exhibited capacities to work and live in culturally different conditions. The improvement of data and technologies, particularly the Internet, has underlined the necessity of comprehension of the world and has given new chances to get information about it.

- *Income Generation*

More organizations are looking for co-founded processes as a method to create income. The reason for the utilization of the income does not relate to the way how the finances are being spent but whether they are creating profits or recovering costs. The majority of public institutions state that they are defined as non-profit, and money that is received from internationalization activities is used to financially support other initiatives.

Many would propose that any income created from co-founded university ought to be reinvested to upgrade underfunded parts of co-founded university; however, this is an institutional issue.

- *Creation of Strategic Alliances*

During the beginning of the co-founded process, the institutions frequently responded to a huge number of chances to build up global institutional connections. These connections can be made for various purposes (scholarly flexibility, joint educational programs or program improvement, courses and training, joint studies). Frequently, the institutions cannot bolster a big amount of arrangements, and that is why, many of them are not active and exist just on paper. As institutions develop in their way to deal with co-founded process, more endeavor is placed into creating strategic partnerships in which goals and results are seen.

- *Research and Knowledge Production*

The input that post-secondary institutions make in the creation of knowledge should not be underestimated. Some of the worldwide issues and difficulties cannot be solved at the national level. Institutions and governments work on the international dimension of studies and knowledge creation as an essential method of reasoning for the co-founded model of post-secondary education, and numerous institutions are articulating this as a key justification for co-founded model. The methods of reasoning driving co-founded model differ from university to university, namely from one government department to another, from partner to partner, and from nation to nation. Varying rationale adds to both the unpredictability of the global element of education and contribution that the internationalization makes. Regardless of whether it is an institution, supplier, public or private partner, NGO, or intergovernmental office, it is crucial to explain its purposes for co-founded model, as approaches, projects, methodologies, and results are connected and guided by the rationales.

5.3 Decision-Making Progress

The operating an international co-founded university required attention to considerations around the differences in cultural, legal, and environmental conditions that were very different from those at the source

university. Similarly, co-founded university administrators determined that it was necessary to complete due-diligence activities to ensure that they had sufficient information to inform their decision-making process. Even having completed due diligence, co-founded university's administrators still had to consider the ambiguity and challenges associated with the fluidity of what could be compared to a start-up venture (Lane, 2011).

The research highlighted that international administrators are expected to work in a complex framework that requires entrepreneurialism, flexibility, and the ability to make independent decisions (Torenbeek, 2005). This study can find that six factors were found to influence the decision-making process. These are as follows:

- type of the source institution (private, public, or for-profit)
- age (closed, well-established, planned, or new)
- academic level of the source institution (categorized as 501+/, from 101 to 500, or in the top 100)
- level of institution
- size of the student body
- host region or country

The interview process confirmed this. Although the research did not aim to compare or analyze particular institutional decision-making, I could test particular assumptions based on the identified attributes and assess how decisions might vary based on institution characteristics using the data collected in these interviews. In this sub-section, I present the various arguments highlighted in the previous chapter and examine the evidence for each.

Type of source institution

Statement 1: The use of funding varies between public and private institutions.

Differences in the funding criteria of the institutions were discussed during the interviews. Most public universities are unable to invest money in international opportunities. For example, one university leader [the state source institution] from a U.S. government college said, "I will not spend the money on these ventures [international co-founded universities]." The operating expenses of any project his company pursues must be paid in full by other partner agencies. This criterion restricts the choices of the private institutions in my study, as they must at least partially fund the co-founded universities from their own institutional resources.

Age

Statement 2: The process of establishing an international co-founded university has changed considerably over time.

In the contemporary world, most conventional institutions develop their international universities based on anecdotal evidence and the findings of informal research. However, this study identified a shift in trends among the more recently established universities. This was associated with increased risk awareness and scrutiny among stakeholders at the various institutions. Notably, those HEIs with previous experience of establishing international co-founded universities (such as institutions with multiple ventures or those with now closed ventures) employ various decision-making processes. In this case, planning was probably reactionary and constituted a response to past experience. For example, a partner was not permitted by one institution to autonomously choose their education programs, which they considered essential to attaining enrollments taken into account changes in demand for particular education programs. An institution whose initial international co-founded university concentrated on a bachelor's degree opted to focus on a graduate program for its second. The institution cited the prospect of running the curriculum with fewer employees and student services. Institutions with previous experience are generally more advanced in their approach to the process and their implementation of the management frameworks.

Academic level of the source institution

Statement 3: High-ranking source institutions had more opportunities to establish international co-founded universities.

The data emerging from this analysis suggest that higher ranking institutions have superior options for international co-founded universities than those of lower rank. A former manager from a top-100 organization said, "We were probably contacted not less than one time or two times a week on average." Bosses of low-graded organizations did not receive similarly frequent requests. The interviewees noted that an international co-founded university in a vital hub is usually limited to institutions with specific grades (usually top-100) and by invitation only. Universities interested in possessing a campus in the hub also reported having to apply for a spot in the hub.

Statement 4: Focus on reputation is prevalent among higher-graded institutions.

The above-mentioned argument is supported by the observation that source institutions of much higher rank bring greater credibility to their international universities. For instance, all the top-100 institutions (based on <http://www.webometrics.info/en> ranking) cited the impact on their reputation as their sole motivation for establishing a co-founded university. Similarly, those representing universities of low rank were hopeful that an international venture of this type would benefit their global profile and enhance their reputation, as it did for higher-ranked universities. However, findings from the interview reveal stronger opposition to the ventures

from the faculty at high-level institutions. While the respondents from the highly ranked institutions were often skeptical, deeming the international universities to be merely ways of making money, neither the faculty nor the managers at the lower-ranked institutions articulated an opposite viewpoint. The respondents from the highly ranked institutions were often skeptical, deeming the international universities to be merely ways of making money and suggesting that they could tarnish the credibility of their institutions. In contrast, neither the faculty nor the managers at the lower-ranked institutions expressed opposition.

Student body size

Statement 5: The number of learners targeted significantly influences the process of decision-making.

The interviews confirmed the significance of the student body size in the decision-making process. Several of the leaders of planned or newly established institutions stated that the success of their institutions depends primarily on their ability to meet recruitment goals. It exerts the impact on the decision-making process in a twofold manner. First, since leaders of the U.S.-based institutional establishment clarified, his institution made an informed decision to create a smaller program. According to the opinion of leaders at that institution, it is more reasonable to begin small and gradually grow rather than begin large and make significant efforts to achieve a large number of students in a rapid manner to remain financially sustainable. Second, many institutional establishments tended to focus on student recruitment during the planning process. Such universities meticulously consider the number of students that would be acceptable for a given timeframe. They also identify the implications of failure to meet students' goals as expected and identify how they would respond if they failed to attract a sufficient number of students. Some institutions reported focusing on a period of time, during which a host country partner would pay their operating expenses. Most institutions exhibited reluctance to take advantage of chance that would require achieving many students immediately.

Level of Instruction

Statement 6: The establishment process depends on the level of instruction.

The interview responses revealed that variations in the process of establishment reflected the institutions' different level of instruction. Importantly, unlike undergraduate programs, graduate programs are not resource intensive and require less student activities, since extracurricular activities, including sport and student clubs, become an indispensable part of the undergraduate student experience rather than the graduate experience. Leaders voiced their concerns about their ability to deliver services, activities, and student support

for the new institutions. However, this is less of a concern for universities with live-in hubs, as these provide common learner services, including community areas and sports arenas.

Host region or country

Statement 7: The international university's geographical position influences its practice and activities.

The literature provides substantial support for geographic variability in the creation of international co-founded universities. For example, source institutions in South East Asia are often keen for Asian students to pay Western teaching fees, which are substantially higher than the national equivalent. Indeed, in some instances, tuition costs are fully covered by the host governments. The decision-making process is also significantly influenced by regional cultural differences and cultural distance. The establishment and negotiation processes in Europe are quite different to those of universities in the South East Asia. The source institutions suggested an imperative need for understanding of and sensitivity to the business and educational culture, since it substantially differs from the cultures that prevail in the U.S. and U.K. based source institutional establishments.

The concept of high-context and low-context societies proposed by Edward Hall (Hall, 1989) supports valuable insights into the concept of cultural distance and its impact on the international co-founded university decision-making process. Hall, an anthropologist and intercultural investigator, differentiates between high context and low context cultures. In a former culture, relationships play an essential role. Face-to-face social interaction is highly regarded, and nonverbal statements are frequently used. In low-context societies, corporate encounters are less dependent on interaction between individuals. They are more job-oriented and straightforward, and non-verbal communication is not relevant. These variations can shed light on the differences between societies in terms of how individuals interconnect, interact, understand place and time, and learn. The concept of high- and low-context cultures thus shows how culture can affect the decision-making processes in international co-founded universities.

5.4 Implications

The international higher education sector is growing, and international co-founded universities offer students the ability to enjoy more diverse educational experiences in their host country and the surrounding areas. They also play a crucial role in national efforts to develop a sense of citizenship and prevent “brain drain.”

To ensure success, host institutions and countries of origin must address issues of equity, curriculum selection, and quality.

For regions, including the South East Asia, thorough examination of distributive effects is required to develop government-funded institutions and promote access to quality higher education opportunities. Students from affluent families tend to attend higher-level universities. As public funding is often awarded to international co-founded universities, it is necessary to recognize which groups of students profit most from them. When public funds are employed in ways that benefit only the wealthy, inequality is intensified. Subventions and student grants will help to ensure that marginalized groups have access to education based on need.

Instead of choosing programs that are easier to establish, source institutions and host states can choose services based on their contribution to the job market. Host-country shareholders must also be vigilant in calling upon universities to improve their programs and equip students with the expertise required for emerging industries. It is also critical that the labor market assist these graduates: if the universities produce too many qualified personnel in sectors where jobs are limited, the graduates may choose to leave their homelands to work abroad, leading to “brain drain.”

Objective methods are essential for ensuring consistent standards among the international universities. Currently, third-party agencies do not evaluate the institutions as autonomous bodies. Instead, students base their views on the reputation that the host institution or source country maintains – when, in practice, the quality of the co-founded university could vary considerably from that of the source institution. Informal evidence and word-of-mouth reports are currently taken as measures of a university’s quality; and it is paramount that more analytical measurement tools are identified.

Moreover, attempts to enhance the efficiency of the international university and its institutions must not generate undue burdens. These ventures typically employ only a limited number of people, and double accreditation and other requirements place them under great strain. The protection of employees from undue pressure is crucial for implementing policies that improve quality.

5.5 Recommendation for Further Research

This research focused on administrators and leaders at institutions currently implementing international co-founded universities. Based on the findings from this research, recommendations for the future studies could concentrate on other stakeholders, including students at the institutions and foreign-university and host-country sources. This could produce valuable findings, supporting a better understanding of the establishment process. For example, host countries could benefit from the ability to more efficiently assess prospective source institutions.

Further quantitative studies would be useful. It is critical to identify appropriate outcome measures for co-founded universities as well as develop data collection procedures in order to enable researchers to evaluate the progress of these institutions. The persistence and student enrolment are two valuable data points, but they are not regularly or widely discussed. More information should be collected on outcomes, including research productivity, graduation levels, as well as job statistics. However, it is important to consider the relevance of the various data points. For example, the percentage of the faculty obtaining Nobel prizes would not be a useful metric for an international co-founded university that has been recently established; and more meaningful determinants might include the percent of fly-in, seconded, and internationally recruited faculty, admissions statistics, student qualifications, as well as scholarship aid.

The study is limited, since it fails to provide the relevant margin represented by institutional establishment that did not create an international co-founded university. It would be useful to perform further research on these institutions. The characteristics of universities that choose to establish these institutions are likely to differ substantially from the features of those that do not. For example, the ventures may appeal to universities with greater global emphasis and international experience and higher risk tolerance. Significant differences have been highlighted in studies comparing institutions that considered but ultimately chose not to establish international universities with institutions that completed the process. Research using quasi-experimental experiments to compare these two classes could also enhance understanding of whether the universities have achieved their specified objectives of improving credibility and raising profits.

Much research is needed to better understand the long-term effects of the source bodies, host countries, and experience levels on the outcomes for the international co-founded university. While several crucial factors have been identified in this study, more work is needed. International co-founded universities could be developed on the basis of characteristics that research has considered important. Further studies could

investigate variations in the results of the students to evaluate those institutional features most closely associated with success.

Lastly, the current study aimed to compare the decision-making processes on the basis of the particular characteristics of HEIs. It is reasonable to conduct further research that focuses on certain ways HEIs with distinct characteristics can approach the decision-making process. For instance, researchers could investigate how decision-making processes differs between private and public institutions or between elite and non-elite institutions.



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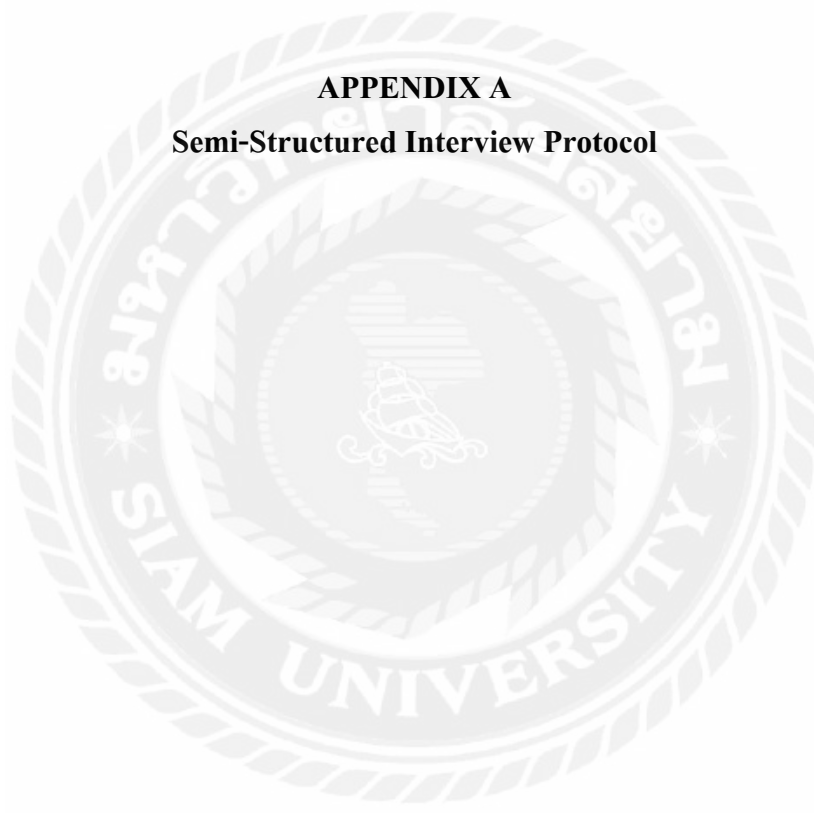
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APPENDIX A
Semi-Structured Interview Protocol



Introduction

As part of my doctoral dissertation in education administration at the department of education, Siam University, I am conducting a study on the factor's universities find most critical in evaluating the feasibility of a proposed international co-founded university. The purpose of this study is to identify and evaluate the key factors a higher education institution takes into consideration when evaluating a potential international co-founded university. As part of this study, I am conducting interviews with several higher education administrators responsible for making decisions regarding the establishment and operation of international co-founded universities. In these discussions, I will focus on fact-finding questions regarding international co-founded universities, their implementation to date, and the contextual factors that support or hinder their operations.

The results will be published as a dissertation in 2020. I will keep the information you provide strictly confidential. I will not share your responses with your employer or anyone else outside of the project. I will also not identify any individuals by name in my dissertation. Individual responses will be combined with others and reported only in the aggregate. If quotations are used in any written documents, they will be included only for illustrative purposes and will not be attributed to any individual. At the end of the study, I will destroy any information that identifies you.

Your participation in this interview is voluntary. You may choose not to participate, decline to answer any question, or stop the interview at any time. Also, please feel free to tell me if you would like to share information with me that you would like me to keep "off the record." I will not include that information in my dissertation.

With your permission, I would like to audio record this interview, so I can ensure that I maintain an accurate record of our conversation. At the end of the study I will destroy all of our interview recordings.

May we record this interview? This interview will take about 45 minutes to one hour. Do you have any questions before we begin?

Background

1. Individual

- i. What is your role at [Institution X]?
- ii. What was your experience before assuming this role? Is this experience in any extend relevant to international co-founded university?

2. Institution

- i. Prior to the establishment of its international co-founded university, did [Institution X] have any other internationally-focused programs such as international student exchanges or summer research programs?

Location Decision

3. Goals/Mission

i. What were your institution's goals in establishing an international co-founded university?

1. Probes:

a. What did you expect to accomplish? (build capacity, aid development abroad, strengthen global networks, tap into new markets, etc...),

b. What were the perceived benefits?

c. What were the perceived potential disadvantages?

d. What were the perceived risks?

ii. Do you use any metrics to track your success? If so, what are they?

4. What attracted you to establish an international co-founded university [Country X]?

i. Academic factors (ex: accreditation, quality assurance organizations)

ii. Financial factors (ex: financial assistance from host government)

iii. Cultural factors (ex: cultural similarity of source country and host country)

iv. Resource factors (ex: highly educated population to draw upon for faculty and staff positions)

v. Infrastructure factors (ex: technological infrastructure, transportation infrastructure)

vi. Other factors

5. If, any other prospect locations did you consider?

6. Why did you choose the [Country X] over the other options?

Challenges and Enablers

7. What are some challenges to establishing and operating a co-founded university in [Country X]?

8. What are the factors that have been particularly helpful towards your efforts to establish and operate a co-founded university in [Country X]?

Academic Programs

9. Does the academic program you offer a new one or the same one as you had before the establishment of the co-founded university?

10. How did you decide what academic programs to offer?

i. Probes: Did the needs of the host country, student demand, or institutional mission influence you in any way?

11. What academic programs have been the most successful? Why?

12. How do you measure this success? Are there any specific evaluation tools or metrics in place?

13. How can you make sure that the university's academic programs are of the same quality as the host institution?

14. Have there been any concerns about the academic quality at the international location relative to the home institution?

i. If so, what are they and do these concerns come from within the host institution or outside of it?

15. The institute will remain using their exited curriculum with some changes or will create new ones as co-founded programs?

16. What did you learn that could make future changes to your institution?

Students

17. Please describe the students at the school in terms of their

i. Demographic background

ii. Financial means

iii. Ability to meet the host country's academic standards

18. How many countries are represented in your student body at the co-founded university?

19. What countries/regions are most of your students at the co-founded university from?

20. Have you explored or used any other method to learn why students chose your institution more than other alternatives? Any? How?

21. Have you experienced any gender-related issues at the co-founded university such as low female enrollment?

If so, how have you addressed this issue? What student services do you offer to meet the needs of students?

Have you had to modify services to meet the needs of students from different cultural backgrounds than the home campus? (If so, provide some examples)

Physical and Human Resources

22. Where do you recruit faculty? Are they mostly from your host institution, or do you hire local people as well?

i. Have you had any problems recruiting faculty. If so, what were the problems and how have you tried to overcome them?

23. How do you recruit for staff and administrative positions?

i. Have you had any problems recruiting staff? If so, what were the problems and how have you tried to overcome them?

24. Have you experienced problems in relation to physical resources such as rooms, labs, equipment, power supplies, computers, books and journals?

ii. If so, what types of problems?

25. In which currency do students pay? In which currency are the related staff's salary payments? What if there is a dramatic change in the exchange rate of the local currency compared to the source institution currency?

Impressions

26. What excites you about [Institution X's] co-founded university

27. What do you see as the overall strengths and weaknesses of operating a co-founded university?

28. What are your concerns about the co-founded university?

29. Are there any important considerations regarding the operation of the co-founded university that you believe were missing from your institution's implementation plan?

30. To what extent do faculty and other staff at the source institution support the co-founded university?

i. Probe: Why do you think they might feel this way?

31. What feedback have you received from the students?

i. Quality of instruction

ii. Usefulness of instruction

iii. Student life

Relationships

32. Generally, how would you characterize your institutional environment?

i. Faculty-student interactions

ii. Interactions among faculty

iii. Faculty-administrator interactions

iv. Student-student interactions

33. What is the level and type of communication between the co-founded university and the host university?

i. Interactions among faculty

ii. Faculty-administrator interactions

iii. Student-student interactions

iv. Student-administrator interactions

v. Student-faculty interactions

34. Please tell me (if there are ones) about a time when cultural differences between the host country and source country caused a problem or misunderstanding?

35. How would you characterize your institution's relationships with the local community in general? How about the local academic community?

36. How would you characterize your institution's relationship with the government of the host country?

i. Probes: Is the host country supportive (in terms of accreditation, funds, legal issues, etc...)? Have political conflicts or instability in the host country ever caused any problems?

Communication

37. What language(s) of instruction do you use in communicating in [Country X]?

38. Are there any language requirements for the students at the time of recruitment?

Final Comments

39. If you were able to go back in time, would you change or improve anything under the co-founded university project?

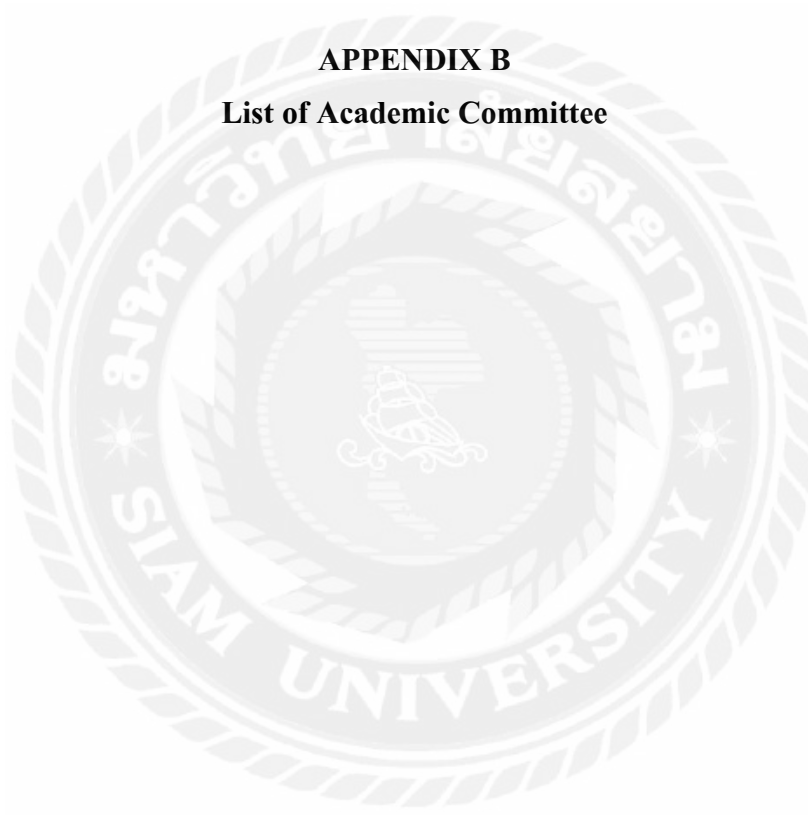
40. What advice would you give to an institution considering establishing an international co-founded university?

41. Do you have any final thoughts or comments that you would like to share with me?



APPENDIX B

List of Academic Committee

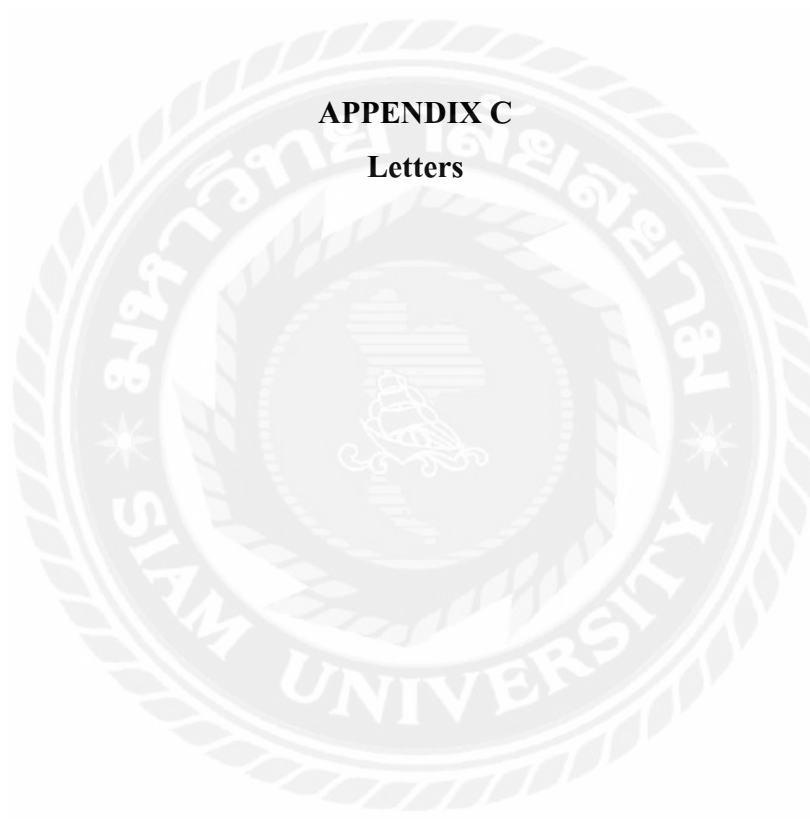


List of Academic Committee

1. Dr. Joanne Roberts	Executive Vice President (Academic Affairs), Yale-NUS College
2. Dr. Kristen Lynas	Executive Vice President (Administration), Yale-NUS College
3. Dr. Trisha Craig	Vice President (Engagement), Yale-NUS College
4. Dr. Laura Severin	Dean of Admissions & Financial Aid, Yale-NUS College
5. Dr. Alyson Rozells	Associate Director (Alumni Affairs & Strategic Events), Yale-NUS College
6. Dr. Cheng Jin Ng	Coordinator, Transport & Logistics, Yale-NUS College
7. Dr. Poon King Wang	Senior Director, Strategic Planning, SUTD University
8. Dr. Giselia Giam	Vice President, Administration and Chief Financial Officer, SUTD University
9. Dr. Robin Chua	Director, Advancement & Development, SUTD University
10. Dr. Celestine Khoo	Senior Director, Venture, Innovation and Entrepreneurship, SUTD University
11. Dr. Orathai Sangpetch	Vice President of Research and Strategy, CMKL University
12. Dr. Akkarit Sangpetch	CMKM Program Director (Thailand), CMKL University
13. Dr. Hyong Kim	CMKM Program Director (USA), CMKL University

APPENDIX C

Letters





ที่ สน 0210.4/ 127

บัณฑิตวิทยาลัยศึกษาศาสตร์
มหาวิทยาลัยสยาม
38 ถนนเพชรเกษม แขวงบางหว้า
เขตภาษีเจริญ กรุงเทพฯ 10160

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เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ฝ่ายบริหารมหาวิทยาลัย CMKL

ด้วย นางสาวกิ๊ก เย็นมี นักศึกษาหลักสูตรปริญญาตรีบัณฑิต สาขาการบริหารการศึกษา มหาวิทยาลัยสยาม ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง " Model of Co-founded/developed universities: a case study in Thailand" โดยมี รองศาสตราจารย์ ดร.จอมพงศ์ มงคลวนิช เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ซึ่งนักศึกษามีความจำเป็นต้องเก็บข้อมูลเพื่อการวิจัย เกี่ยวกับการจัดตั้งมหาวิทยาลัยรูปแบบ Co-Founded/Developed เพื่อให้ได้ข้อมูลครบถ้วนตามวัตถุประสงค์ของการวิจัยนั้น

ในการนี้ บัณฑิตวิทยาลัยศึกษาศาสตร์ มหาวิทยาลัยสยาม จึงขออนุญาตให้นักศึกษาได้เก็บข้อมูลเพื่อการวิจัย โดยให้การศึกษาทางเอกสารและการสัมภาษณ์บุคลากรและบุคคลที่เกี่ยวข้องกับการจัดตั้งมหาวิทยาลัยรูปแบบ Co-Founded/Developed โดยข้อมูลที่ได้จะไม่ผลต่อการปฏิบัติงานที่ขอให้ผู้ให้ข้อมูลใดๆ ทั้งสิ้น และข้อมูลที่ได้นำนามาใช้เพื่อการวิจัยเท่านั้น

จึงเรียนมาเพื่อขอความอนุเคราะห์และโปรดพิจารณาให้นักศึกษาดังกล่าว เก็บข้อมูลเพื่อการวิจัย และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

—จ/ล.

(รองศาสตราจารย์ ดร. จอมพงศ์ มงคลวนิช)
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BIOGRAPHY

Kik Yenmee completed her Ph.D. in Education Administration at the Siam University under the Royal Golden Jubilee (RGJ) Ph.D. scholarship programme. She had a year's experience as a Ph.D. student in University of Wisconsin- Madison USA in 2018. Her research interests lie in the area of transnational education and international collaboration.

Her exemplary academic performance earned her a scholarship from the Ministry of Foreign Affairs and International Cooperation of Italy for her Bachelors and Masters Degree. She holds a Master's degree in Pedagogy and a Bachelor's degree in Social Science, both from Bologna University in Italy.

