FACULTY TEACHING EXPERIENCES AT AN INTERNATIONAL BRANCH CAMPUS: A QUALITATIVE STUDY

A Dissertation

by

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ABSTRACT

Over the past two decades, the phenomenon of internationalized higher education has expanded exponentially. American higher education has been particularly active in these efforts, and numerous American universities have expanded to include a brick and mortar International Branch Campus (IBC). In most cases, these universities suggest the degrees they are offering abroad are nearly identical in quality and content to those offered on the home campus. However, culture is a foundational component of education, and these IBCs are usually located in developing nations with different cultures than ours here in the United States.

This study explored the perceptions of faculty while teaching at an IBC. In order to explore faculty teaching experiences, this phenomenographic study was conducted using individual interviews of faculty who have taught at least one, three hour credit course at both the institutions main campus and their affiliated IBC. This study focused on universities with an IBC in a Middle Eastern nation. All participants in this study were American educated and had taught on both their home campus and branch campus at the time of their interview.

Overall, while faculty noted differences between teaching on the two campuses, they largely felt their academic freedom, pedagogical autonomy, and curricular autonomy were protected while at the IBC. Further, all participants felt they were prepared to teach in the IBC despite none of them undertaking any special measures to prepare for their role abroad. The data collected during this study may assist to better support and educate faculty on the potential differences of teaching at an IBC. It

may also help to identify new areas of potential research to continue to develop the quality of education offered at IBCs. Though this study is helpful in understanding some facets of faculty work at IBCs, further work is needed in this area to provide greater depth and understanding on the topic.

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NOMENCLATURE & DEFINITIONS

Nomenclature

C-BERT	Cross-Border Educational Research Team
IBC	International Branch Campus
IRB	Institutional Review Board

Definitions

International Branch Campus – An international branch campus is an entity that is owned, at least in part, by a specific foreign higher education institution, which has some degree of responsibility for the overall strategy and quality assurance of the branch campus. The branch campus operates under the name of the foreign institution and offers programming and/or credentials that bear the name of the foreign institution. The branch has basic infrastructure such as a library, an open access computer lab, and dining facilities, and, overall, students at the branch have a similar student experience to students at the home campus (Wilkins & Rumbley, 2018, p. 14).

Educational Hub – Educational hubs are generally defined as clusters of both foreign and domestic institutions or programs that serve particular areas as a center for workforce development, innovation, and the recruitment of international students (Lane & Kinser, 2011).

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1. INTRODUCTION

Now more than ever, education is a hot commodity across the globe. To meet the educational needs of the world, higher education has been internationalized to become more readily available than ever in human history. For the purposes of this study, internationalization of education will be broadly described as sending students or faculty abroad or bringing students or faculty from abroad to a campus (Owens & Lane, 2014). Internationalization in education may be driven by a number of factors including how a nation is perceived in the world (political), common languages or cooperation with formerly colonized nations (cultural), or for the sake of education or research itself (academic) (Amaral, et. al., 2016). This means efforts to internationalize a nation's education system could be motivated to improve the countries educational standing in the world, to continue or develop partnerships with nations who share a trade or language interest, or even to simply improve the educational offerings for a nations populous. Specifically in higher education, internationalization has reshaped the way colleges and universities package and provide education (Karram, 2014). However, there is no single method to how institutions have approached the desire to internationalize their educational practices.

The following section will outline the necessary information to justify further research of faculty teaching experiences at International Branch Campuses (IBCs). First, a brief introduction will be given to introduce the reader to the topic. Second, a problem statement will illustrate the need for additional research. This will be followed by discussion of research questions and research objectives for the study. Next, the

theoretical framework will be discussed. Lastly, a section summary will be offered as an overview of the content of the section.

Introduction

In response to the global need for higher education, universities across the world have created solutions to answer this call. These responses vary, but they generally have included the creation of cross-border educational agreements, the development of specialized English programs, and the establishment of brick and mortar branch campuses (Wilkins, 2015). English classes are notable because the leaders in the provision of transnational education tend to be English speaking nations. The brick and mortar campuses established in other countries are commonly referred to as international branch campuses (IBCs). The IBC has been the most prominent manifestation of internationalization in higher education over the past decade (Wilkins & Huisman, 2012; Wilkins & Balakrishnan, 2013; Healy, 2015). While most students at IBCs are not moving abroad for their education, a Westernized education is being delivered to them across the globe. The establishments of IBCs stands out among responses to internationalization because it goes well beyond what has traditionally been the decision making processes of institutions of higher education (Wilkins & Huisman, 2012). As opposed to simply using technology or allowing students across the globe to attend their classes remotely, universities are now physically moving their operation to meet the demand of developing nations. For the purposes of this dissertation, the following definition of an IBC will be used:

> An international branch campus is an entity that is owned, at least in part, by a specific foreign higher education institution, which has some degree of responsibility for the overall strategy and quality assurance of the branch campus. The branch campus operates under the name of the foreign institution and offers programming and/or credentials that bear the name of the foreign institution. The branch has basic infrastructure such as a library, an open access computer lab, and dining facilities, and, overall, students at the branch have a similar student experience to students at the home campus. (Wilkins & Rumbley, 2018, p. 14)

This willingness of universities to physically relocate their operations abroad is a recent evolution in higher education. During the 1990s and early 2000s, governments in Dubai, Malaysia, Qatar, and other developing nations began creating policies that allowed them to systematically begin importing education from other nations in the form of IBCs (Farrugia & Lane, 2012). Part of the appeal to recruit IBCs may come from their ability to fill market gaps in developing nations. IBCs provide a superior alternative to the existing education systems in developing nations by creating a pathway for foreign universities to educate the citizens of these developing nations (referred to as host nations) and absorb those who might be rejected from other educational opportunities (Lane, 2011). As such they create a private education system that may admit students who were rejected by other educational entities in the host nation. This means that while a university may be public in nature on their home campus, the educational offerings are viewed as private at their IBC location. Because of this unique role, IBCs create an

organizational ecology that is different from any other organization within the sphere of higher education (Lane, 2011). Recently, this trend of IBC establishment has increased exponentially.

During the last fifteen years specifically, many universities have chosen the branch campus as part of their strategy to internationalize their brand of education (Wilkins, Butt, & Annabi, 2017). This trend has been a prominent theme across the globe. As of 2017 there were 205 IBCs operating with at least 22 more being planned or implemented (C-BERT, 2017). Furthermore, this trend has a pronounced impact on the American higher education system. In 2017 the United States was the largest provider of IBCs, offering a total of 77 IBCs worldwide (C-BERT, 2017). Despite their continued expansion, the IBC environment presents challenges for translating education effectively from the home campus. IBCs must translate the learning environment across a variety of mediums including national borders, cultures, and languages; this makes the IBC a unique environment to understand the work of faculty in an international setting.

The trend of international education appears to be continuing, and as such, it is easy to infer faculty will be impacted by this educational trend. A simple result of this continuation could lead to the demand for more faculty on IBC campuses. This assertion is supported by Gopal (2011) who posited that because IBCs have proven lucrative for many universities, international teaching appointments will continue to increase in order to meet the demand for international education. This presents an interesting opportunity for further study when coupled with the research of Farrugia and Lane (2012) who noted that what truly sets the IBC apart from other international education approaches is that

IBCs are designed to duplicate the learning experiences of the home campus in order to provide a quality of education that is equivalent to those who attend the main campus. If education quality is to be considered equivalent to the main campus, then the quality of teaching should also be equal. This research study will focus on the nature of teaching experiences for faculty who have taught both at a home campus and at that campus' IBC. Specifically, I am seeking to learn more about the variation of experiences and how they may be both similar and different for faculty members.

Problem Statement

Regardless of how expansive the operations of the modern academy have become, the faculty still serve as the cornerstone of operation. The basic function of educating, or more plainly, teaching, is the primary source of student learning in higher education. This function of the faculty is essential if an educational experience is to be transplanted or replicated across the globe. Most universities that establish IBCs maintain their branch campus has little difference from their home campus when it comes to teaching (Chee, et. al., 2016). However, to better understand the likelihood of that occurring, it is helpful to better conceptualize the differences that may exist between home campuses and IBCs.

As of 2011 almost half of all operative IBCs were connected to the United States, with the United Kingdom and Australia being the next most notable providers of IBC education (Lane, 2011). This trend has continued, as supported by the C-BERT (2017) information shared above. For this research study, special focus will be given to United States based IBC campuses. Thus, discussion of some factors which are notable in

American higher education is essential. In the American academy, academic freedom gives faculty members the privilege of free pursuit of knowledge and truth while also granting the ability for faculty to impart knowledge on students, the academy, and the public without pressure (Woods, et. al., 2016). This also gives the faculty great latitude to make decisions regarding curricula and pedagogy. Additionally, while institutional diversity does exist in the United States, culture and stakeholder expectations are relatively consistent from university to university. This means that while faculty may move from campus to campus, the likelihood of encountering a completely foreign culture is reduced; this is not the case with IBCs. Finally, while questions about academic quality do exist regarding American higher education, they are minor in comparison to those posed regarding IBCs.

When compared to the IBC setting, the above factors of academic freedom, culture and stakeholder consistency, and academic quality may offer some challenges for replicating American education abroad. When considering academic freedom in IBC settings, developing nations may not allow for free thought in the way American education does. Lane, Owens, and Kinser (2015) supported this by noting that authoritarian nations may restrict content based on cultural values or national regulations. This is especially relevant because many developing nations can be viewed as authoritarian in nature. Further, Lane, Owens, and Kinser (2015) also noted that some students or faculty may not be allowed to take or teach certain courses which incorporate certain types of technology. Such restrictions may limit faculty’s ability to provide innovative pedagogical methods or content to courses offered at IBCs.

IBC stakeholders expect the academic programs offered at the IBC to be almost identical to the home campus (Shams & Huisman, 2014; Smith, 2010). Stakeholders can be identified as students, parents, employers, and quality assurance bodies or accreditors (Shams & Huisman, 2014; Smith, 2010). This may also include governments or political leaders. This combination of stakeholder expectations and differences in academic culture may create challenges for faculty at IBCs.

Finally, while universities strive to offer degrees at IBCs that are similar in quality to those of the home campus, there are frequently concerns about academic quality (Lien & Wang, 2012). Lim (2009) noted a similar notion prior to Lien and Wang suggesting that government agencies, accreditors, and even home campuses themselves have raised concerns about academic quality for reasons related to faculty treatment, faculty qualifications, and even admission standards.

Due to cultural and social reasons, trying to force a symmetrical approach to pedagogy at the IBC and home campus may be unrealistic (Healy, 2015). This creates an opportunity for further research because despite the obvious challenges of educational equity between home campus and IBC, IBCs continue to be developed. Pedagogical autonomy, curriculum control, and preparedness to teach in these unique environments may impact educational quality at IBCs, and as such, warrant further research. Little research has been completed on how these factors are impacted by teaching at an IBC and how faculty perceive their experiences when compared to teaching at the home campus. Further research into these areas could yield valuable information in how

faculty preparation and faculty experiences can be addressed to improve academic quality in IBC settings.

Research Questions

To effectively understand the complex experiences of faculty teaching in the IBC setting, a naturalistic inquiry approach to research is necessary. The questions below will serve as the basis for the research. The primary research questions for this study were:

1. How do faculty perceive their level of pedagogical autonomy when teaching in the IBC setting?
    a. How does that compare to the pedagogical autonomy experienced at the home campus?
2. How prepared do faculty feel for their first experience teaching in an IBC setting?
    a. What measures (if any) were taken in preparation to teach at an IBC?
3. What perceived level of influence do faculty have on course content in the IBC setting?
    a. Does that differ from the home campus? If so, how?
4. How does teaching at an IBC impact faculty members in relation to pedagogical autonomy, preparation, and course content when teaching in the IBC setting?

Each of these questions should help us to better understand faculty experiences at an IBC. The first and third questions allowed the researcher to better understand the impacts of teaching at IBCs on academic freedom and pedagogy. The second question illuminates whether faculty acquire any special preparation for IBC teaching experiences

and how that may impact their experience. Finally, the last question allowed the researcher to gather information participants wanted to share, which was not directly asked about in the previous three questions. Gaining more information about these experiences could yield valuable insight into how to improve academic quality and faculty experiences in IBC settings.

Research Objectives

This research study was guided by three objectives: 1) to better understand faculty preparatory experiences for teaching at IBCs; 2) to better understand the perceived impacts of curricular and pedagogical aspects on teaching in an IBC setting; 3) to better understand how or if academic freedom impacts perceived academic quality in IBC settings from the faculty perspective. Information obtained from faculty in this research study may yield guidance into how to more effectively prepare IBC faculty for their challenging appointments, how to help faculty understand any changes in academic freedom in the IBC setting, and how faculty are impacted related to curricular development at IBCs.

By understanding the level of preparedness faculty feel for their IBC appointments, home campuses can potentially better prepare their educators to provide equitable education in IBC settings. This need has been illustrated by past research. Gopal (2011) found evidence to suggest that the lack of standards for intercultural teaching directly impacted the quality of training faculty members received to teach quality courses abroad. Learning more about any standards for preparation could be helpful in learning more about the challenges facing academic quality at IBCs.

In most cases faculty in the United States achieve a high degree of autonomy for course design and teaching method. Academic freedom allows them to deliver selected course content in a manner that allows them to maximize the quality of their course using their professional expertise. As briefly noted above, academic freedom is reduced in some IBC settings. At IBCs faculty may not have full control over their curriculum (Wilkins, 2016). This presents a need to better understand how impactful this is on faculty teaching. This study may help to understand how much or little control faculty perceive they have in the design and teaching of their courses. If there is a difference, it may present challenges for obtaining the equitable educational experience universities are hoping to provide to other nations. Additionally, academic freedom may be essential to duplicating the educational experiences provided by institutions appealing to developing nations.

The idea of providing replicated or equitable education in the IBC setting is a well-documented goal of universities in the literature. However, additional research is needed to determine whether it is occurring, and if it is not, what can be done to address the inequity. This research focuses specifically on the teaching aspect of IBC appointed faculty work to potentially provide more information to the body of literature regarding IBC academic quality.

Theoretical Framework

While IBCs are somewhat of a new model for higher education, several theoretical frameworks and models have been used to better understand them. Though the body of research regarding faculty at IBCs is small, it has grown in recent years.

Some models previously have looked at the organization's impact on faculty work, while others have sought to better understand how culture impacts faculty work at IBCs. These studies have provided useful context to the body of literature regarding faculty at IBCs, but this study specifically focuses on the smaller nuances of faculty teaching at IBCs. As such, this study will utilize a framework which has not previously been utilized to look at faculty teaching at IBCs to the knowledge of the researcher.

Cultural Distance Framework. The cultural distance framework has roots not in education but in international business. The model utilized for use in this study was originally developed by Phillips, Tracey, and Karra (2009) who found that the cultural differences (distance) between two nations impact how likely a multinational corporation was to enter the foreign market and its likelihood of obtaining legitimacy in that market. This research suggested that the more similar the two nations involved in trade, the less an organization from one of the nations would have to adapt to survive in the foreign market. Later, Wilkins and Huisman (2012) adapted the model to be utilized for institutions of higher education and the establishment of IBCs. This model suggests that depending on the degree of cultural distance between the home campus and the host nation, there may or may not be alterations in the university's IBC operations to make the partnership work. This four quadrant model contains various strategies institutions may take depending on how different the host nation is culturally. This model will be explored in more detail in Section 2. There is also a visual representation below in figure 1:

Figure 1

Institutional Uncertainty in the Host Country

Institutional Difference in Host Country

	Low	High
High	**ADAPT** Moderate risk, complexity, effort Establish international branch campus but adapt structures and processes to suit institutional context in the host country	**AVOID** High risk, complexity, effort Do not establish international branch campus in this host county, the risks are too high
Low	**TRANSFER** Low risk, complexity, effort Establish international branch campus using the same structures and processes used at the home campus	**HEDGE** Moderate risk, complexity, effort Establish international branch campus but as a joint venture with a local partner or obtain funding and assurances from the host country government

Figure 1. Cultural Distance Framework. Reprinted from The international branch campus as transnational strategy in higher education, by S. Wilkins and J. Huisman, 2012, *Higher Education,* 64 (5), 627-45.

The cultural distance framework appears to be a potentially effective framework to understand faculty experiences teaching at IBCs. In the event a home campus needs to alter certain portions of its operation to account for the cultural distance with a host nation, academic experiences may not be able to be translated equitably. Equitable translation of education in this sense is the replication of academic experiences from home campuses to IBCs. However, if there are operational alterations to faculty related functions at the IBC, this may be a challenge. Such alterations could foreseeably have impacts on curriculum development, academic freedom, pedagogy, or other factors of teaching courses in the IBC setting. Further, if this were to be the case, it could highlight the need for additional preparation for faculty who will be teaching in settings where cultural distance requires universities to alter their operations to facilitate IBC

partnerships. This model should aid in the selection of participants from universities where alterations may have occurred that may impact faculty members' teaching at IBCs. Any IBC operations which were to be established in quadrants two or four could provide excellent learning opportunities for how minor operational alterations could impact faculty and thus, potentially impact the true replication of academic quality in the IBC setting.

Summary

This section contains information illustrating the need for further research in the area of faculty teaching experiences in the IBC setting. The message of universities stating educational quality and experience are replicated in IBC settings coupled with the various cultural and contextual differences between the home campuses illustrates a need for additional research on this topic. This study intended: 1) to better understand faculty preparatory experiences for teaching at IBCs; 2) to better understand the perceived impacts of curricular and pedagogical aspects on teaching in an IBC setting; 3) to better understand how or if academic freedom impacts perceived academic quality in IBC settings from the faculty perspective. These research objectives were the purpose of the study within the cultural distance framework, which helps to understand the context of IBC establishment between home campus and host nation and to understand the potential alternations to institutional operations, which may occur to close the cultural distance in the partnership.

2. LITERATURE REVIEW

This dissertation focuses specifically on faculty experiences related to teaching at an International Branch Campuses. However, a more thorough knowledge of IBCs, faculty work at IBCs, and additional information related to the theoretical model are essential to better understand the subject of IBCs. Below, a literature review is utilized to discuss a brief history of IBCs, the internationalization of higher education, research based motivations for IBC establishment, leadership and establishment at IBCs, risk factors and legitimacy, institutional and culture impacts at IBCs, faculty work and IBCs, the creation of educational hubs, additional historical context of the theoretical model, and a brief summary covering the contents of the section.

History of IBCs in the United States

While American higher education is young compared to other systems around the world, there has been a clear willingness to export U.S. higher education from the borders of universities. Since the 1800s comparative education has tracked education across borders and sought to understand how education is transferred between cultures (Karram, 2014). As early as the late eighteenth to early nineteenth centuries, American education was finding its way to the Middle East in the form of American University-Cairo and other institutions to mirror the liberal arts style education that was available in America (Miller-Idriss & Hanauer, 2011). Later, in the 1930s, Florida State University, as well as other institutions, began providing educational programs outside campus borders to serve both military and civilian personnel (Lane, 2011). These examples suggest that American education not only had the demand but also the means to expand

educational offerings beyond physical campus boundaries. As the decades passed, efforts to colonize foreign lands with American universities continued.

IBCs, as we see them today, have been in existence for almost sixty years (Crist, 2015). More recently, in the 1980s, almost 30 American universities established International Branch Campuses in Japan alone; however, as of 2011, only Temple University- Japan (TUJ) remained with their original campus (Lane, 2011). The survival of only one of these original 30 efforts serves as an example of attrition rate and challenges faced by IBCs. Efforts to move campuses abroad during the middle of the 20th century were met with mixed results and hardly resembled the modern state of International Branch Campuses.

While the history is notable, the recent years have been the most notable in the expansion of American education abroad. Despite the lengthy history of similar endeavors, it was not until the turn of the century when both the pace and quality of IBCs began to accelerate to resemble their current form (Wilkins, 2016). Since that time, the Arab Gulf and Arab States have been the most influential nations in driving the development of western education provisions in the form of IBCs (Crist, 2015). It should be noted, however, that in the more recent years, Asian nations have become much more assertive in pursuing western IBCs. While there are over 200 IBCs operating currently, the origins of these institutions are limited mostly to the United States, the United Kingdom, and Australia, as noted in Section 1.

During the past two decades, transnational education has rapidly evolved and created a market where projecting the future of these endeavors is impossible (Wilkins,

2016). Despite the uncertainty of knowing where the future leads, it is clear the IBC approach to international education has benefited providers of western education. In many cases at IBCs, universities are asked to provide their brand name and one or a few academic programs as opposed to a curriculum as full as the home campus. In return host nations often offer facilities, marketing, recruitment, and monetary compensation for the educational services provided. While this is not always the case, many IBC partnerships feature components similar to these. Today, IBCs represent a small but dominant element of transnational higher education (Hill & Thabet, 2018). Due to the seemingly obvious positives to IBC creation, it is important to further explore the conditions which allow these endeavors to occur.

The Internationalization of Higher Education

The evolution of education as an economic commodity has set the stage for education to become a chief export in the world economy. When examined more closely, there appears to be a trend of economic and diplomatic competition between nations in the pursuit of knowledge and the nations that produce it (Owens & Lane, 2014). Because knowledge is viewed as an important factor to economic growth, internationalized education has become more market oriented to obtain skilled faculty and students (van der Wende, 2010). This trend has continued as higher education institutions continue to be locked in a global competition (Streitweiser & Beecher, 2017). This competition, and the willingness to engage in it, has led to changes in the landscape of higher education today.

Internationalization is considered to be one of the most transformative modern influences of higher education, its institutions, and its communities, including both teaching and research faculty (Proctor, 2017). More specifically, the IBC has been one of the most striking developments of the internationalization of higher education (Healey, 2016). This is because the IBC is a drastic departure from what had previously been the norm in higher education. Additionally, IBCs are viewed as risky, and institutions of higher education have largely been perceived as risk adverse in the past. The IBC is perceived to be both the highest profile and riskiest method of internationalization (Streitweiser & Beecher, 2017). While risky, the three nations mentioned above have all answered the call to provide education on the global market. While they certainly are not the only three nations providing education abroad, they are the clear leaders in the field due to the sheer volume of education they offer abroad. One of the most notable ways these nations provide education in the form of IBCs is through the participation in educational hubs.

Many IBCs develop as part of educational hubs. An educational hub is a designated region intended to attract foreign universities, retain local students, and build a regional reputation by providing access to high quality education for both national and foreign students (Lane & Kinser, 2011). These areas are concentrated areas planned and developed by host nations to establish a partnership of local and international stakeholders to contribute to a knowledge economy through expanding education (Knight, 2013). The evolution of the educational hub is a signature of the modern IBC. IBCs, and more specifically, educational hubs, are redefining the contexts of these

ventures by providing an environment promoting and cultivating a complex set of cultural interactions (Karram, 2014). Educational hubs are generally defined as clusters of both foreign and domestic institutions or programs that serve particular areas as a center for workforce development, innovation, and the recruitment of international students (Lane & Kinser, 2011).

The establishment of these hubs have created strong competition for foreign markets to recruit educational providers (Wilkins 2016a). Further, these hubs may attract or involve talented students, various universities, research companies, and other industries from within the region or internationally (Knight, 2013). Educational hubs are quite different from any form of education offered here in the United States because universities are often only asked to provide a few programs to the campus as opposed to a comprehensive university course offering. In these settings a university may be asked to provide one program for the reputation or prestige they possess for delivering curriculum for business, engineering, or health sciences. However, because of the specificity of programs offered, the expectation of replication for the curriculum offered is heightened. Since the turn of the century, not only have more students sought to move abroad, but so have programs and institutions (Wilkins, 2015). Branch campus development within educational hubs provides a clear example of the acceleration of cross-border education. While there are benefits to such arrangements, they are also rife with risk and challenge.

These hubs may contain different combinations of institutions, branch campuses, or foreign partnerships (Lane & Kiniser, 2011). In these scenarios multiple universities

may be recruited to provide a specific program or programs for which they are well known. In some ways universities may be recruited for their brand name in given fields such as engineering, business, or health sciences. These hubs build on or may include varied forms of cross border educational activities where the combination of institutions, research facilities, and students are key (Knight, 2013).

Educational hubs often contain different combinations of universities, branch campuses, or other cross border partnerships (Lane & Kinser, 2011). These hubs are almost always sponsored by the host government or a local partner who provides the facilities and funding for the branch campus to begin operations (Streitweiser & Beecher, 2017). This minimizes some of the monetary risks associated with establishing an IBC. Further, these educational hubs are actively impacting the continued expansion of IBCs and educational hubs globally. Hubs such as those existing in the Arab Gulf States, Malaysia, Southwest Asia, and South Korea have emerged as examples for sharing information and experiences for other universities who are considering expansion into the respective hubs (Streitweiser & Beecher, 2017). While educational hubs do offer arrangements which lessen the risk for IBCs, IBCs do appear in other forms as well.

IBCs are among the most extreme versions of internationalization because they allow western based programs and institutional structures to be implanted into foreign countries (Lane, 2016). This is different than simply providing online education because curricula and services are not limited to electronic access, but they are physically offered in the host nation in the form of faculty teaching in the classroom and institutional

support services being offered on site. Education is essentially physically delivered to students across the globe at IBCs. The physical space of these campuses can range from a storefront type facility to a multi-building campus with similar offerings as the home campus (Lane, 2016).

Some of the internationalized offerings of western higher education offer a full array of an institution's academic programs, while others may only offer a single program (Lane, 2016). Due to the ability to customize higher educational offers in this internationalized setting, the market for higher education abroad has grown dramatically over the past decades. This marketization leads to competition as noted above. The marketization of higher education globally has put pressure on institutions to simultaneously improve quality and minimize costs (Wilkins, Butt, & Annabi, 2017). However, despite the market, demand, and popularity of these initiatives, opening an IBC is still a controversial undertaking.

The globalization and the privatization of education have led to more campuses and governments reaching across borders to find solutions to their educational needs (Owens & Lane, 2014). These campuses are not only increasing the availability of education in developing nations, but they also seem to provide more access to education. Specifically, the past six years have marked a global retrenchment of finances flowing to cross border goods and services (Tierney & Lanford, 2015). Recently, higher education providers have come under fire for not only engaging in IBC partnerships but also for seeking them out (Lane, Owens, & Kinser, 2015). IBC partnerships serve as pathways for universities to capitalize on the thriving international education markets. Colleges

and universities have found innovative ways to overcome geographic boundaries and expand their global presence through the use of technology and opportunities created by the liberalization of trade policies (Lane, 2011). From a policy standpoint, IBCs affect policy through increasing the liberalization of trade and have highlighted education as a form of national competition (Lane & Kinser, 2011). This shift in how education is viewed in developing nations has provided universities with opportunity, competition, and reward for those who are able to navigate the cultural and political challenges to establish an International Branch Campus.

While internationalization has expanded boundaries, Lane (2011) concluded that campus, vertical, and temporal boundaries still exist at IBCs. Campus boundaries are those physical boundaries that exist between the home and branch campus. Vertical boundaries are those that are created by administrative channels on the host campus. Finally, temporal boundaries are those that are created due to time zone and work flow differences due to geography. Despite the creation of physical and conceptual boundaries, institutions continue to expand their horizons at an accelerated pace. The growth of IBCs is unprecedented in higher education. Without a doubt, the internationalization of education is reshaping the way higher education is provided and packed (Karram, 2014). The pursuit of prestige, branding, market share, and resources has impacted education across the globe in the form of competition for educational providers (Owens & Lane, 2014). With this competition comes risk. However, the motivations and positive outcomes, in some ways, outweigh the inherent risk for branching abroad to universities.

Motivations for Establishment

Given the information regarding failure and risk provided in the literature, it is important to understand why institutions are willing to take the risk. It is also important to understand what makes these endeavors successful. All successful IBC ventures depend on the ability to adapt to challenges, complexities, and the unique needs of each country or region where the IBC is located (Borgos, 2016). To best understand the institutional motivations behind the creation of IBCs, it is most effective to view motivation as a multifaceted topic. For the purposes of this study, institutional motivations were explored from an organizational perspective as opposed to a trait of an individual. Firstly, motivation can be conceptualized through viewing education as a tradeable market good. Secondly, it is helpful to consider motivation from the home campus perspective. Finally, it is also necessary to understand the motivations of the host nation for recruiting IBCs to their countries. By taking this multifaceted view on market or organizational motivations, a more holistic picture of the forces that drive IBC implementation is offered.

Market Motivations. Now more than ever, education is a conduit to improving the world. The result has been the emergence of education as a very attractive tradeable good (Lane, 2011). In the modern world, higher education is more critical than ever because it helps to determine a country's economic development and quality of life (Lane, Owens, & Kinser, 2015). Given the impact of education on a nation's economy, it comes as little surprise to know that education is a hot commodity in developing nations.

The other alternative for developing nations would be to create their own system, which is both expensive and time consuming.

This economic context has created an international market where higher education is pursued as a tradeable good with monetary value. Higher education is all the more valuable to developing nations because a nation's ability to compete in an international trade market is directly linked to the quality of higher education system it possesses (Lane, Owens, & Kinser, 2015). When coupled with the reductions in funding from home country governments currently experienced by higher education, obvious opportunities for American higher education institutions to enter the global education market are created. All of this comes together to suggest that the monetary value of transnational education may warrant institutions to alter their operations in the pursuit of additional revenue or financial benefits, which may explain why transnational education comes in various forms, such as distance education, partner supported class delivery, or even the brick and mortar IBC (Lien & Wang, 2012). As a result, universities may be behaving more like business organizations now more than ever (Wilkins, 2016a). As they pursue these business agreements, universities enter into a new environment where there are values, expectations, cultures, and goals that may not align with those of home campus stakeholders (Farrugia & Lane, 2012). Given the potential for dissonance between the home campus context and the context of the IBC, it is important to know what motivates institutions to potentially alter their identity.

Home Campus Motivations. Western institutions of higher education have several motives in establishing IBC agreements abroad, but most revolve around money,

influence, and status (Wilkins & Huisman, 2012). Establishing an IBC can, if successful, substantially expand an institution's brand recognition, diversify its public profile, allow curriculum to be brought to new audiences, and allow for institutions to engage in cross cultural growth and development (Streitweiser & Beecher, 2017). This pursuit of prestige, branding, market share, and other resources has impacted transnational education by creating competition for educational providers (Owens & Lane, 2014). Through this competition home campuses are able to ensure the acquisition of prestige and monetary gain as parameters for their partnerships with host nations. However, when pursued for purely competitive reasons, institutions may have little reason to share information publically (Streitweiser & Beecher, 2017). This may contribute to the perception that IBC operations are not as transparent as typical institutional operations. In most instances, IBC endeavors are overseen at the highest administrative levels where only a select few administrators may be involved in the oversight or partnerships established for IBCs. A simple review of most IBC operations would reveal that in general, the leader of an IBC reports directly to the home campus president or chief academic officer. Another such example can be seen in the administration of finances at IBCs. When compared to the budgets and financial operations of the home campus, far less information is available about the monetary operations of the IBC campus. These are only a few examples, but they do illustrate some of the differences in transparency seen at home institutions and IBCs.

Next, and possibly more notably, monetary benefit is among the most pronounced motivations present in IBC literature. Due to the financial constraints

created by reduced government funding, universities are now being compelled to develop and expand new streams of revenue (Amarl, et. al., 2016). This is particularly notable in the United States. In some cases governments have even encouraged the growth of providing education abroad by allowing institutions to internationalize at minimal or no cost to their own budgets (Wilkins, 2016). Additionally, monetary gain may be a necessity for these partnerships. Wilkins and Huisman (2012) noted that in most cases universities are generally unable to legally use their home country revenue to go abroad, so securing additional funding from IBC partners is essential. This requirement for these partnerships to be separate from the home campus budget is also reinforced by Lane (2011) who noted that revenue generation at IBCs is common because these endeavors must be self-sufficient. In some cases IBCs have directly been referenced as strictly money-making ventures. Wilkins and Huisman (2012) noted the majority of these ventures are for-profit in nature, which leads to institutions creating strategies for expansion more similar to businesses than universities. Understanding the sheer monetary value of education globally only further illustrates the monetary motivation for institutions to expand operations to include an IBC.

From 1980 to 2007, the world gross domestic product (GDP) allocated for cross border education grew from $2.6 trillion (US Dollars) to $29.3 trillion (Tierney & Lanford, 2015). During this time the growth in cross border education was largely driven by the desire for financial growth, both by universities and host nations (Tierney & Lanford, 2015). As a result of the sheer value of education in the world market, it becomes easy to see why cross border educational partnerships may be driven by

monetary market value (Karram, 2014). These endeavors often allow universities to make significant financial gain with little to no investment due to the use of educational hubs, which will be discussed later in the literature review.

Prestige and notoriety are also important factors that motivate universities to establish IBCs. Global education is greatly influenced by the trend of university rankings (Marginson, 2007). This means that if a university believes moving their education into the international market will enhance their reputation, they are likely to do so. Rankings can greatly influence university image and reputation, which will impact whether the university is a first choice for incoming students at the home campus (Wilkins, 2016a). Having a global presence seems to be increasingly tied to reputation, so opening a branch campus sends a strong signal of financial stability and academic quality (Owens & Lane, 2014). Further, prestige has other impacts that may not be felt in rankings. Prestige may go beyond the rankings in the form of perceived prestige of the home campus at the branch campus (Lane, 2011). This perception of prestige can impact students considering attendance at an IBC, thus making the name brand of the institution a factor in the choice to enroll. The availability of a prestigious brand name education half a world away also may also allow more students to receive quality education that would not have otherwise been available.

Access to education for citizens of the host nation is a less referenced motivation of home campuses for establishing IBCs. Some universities note their primary motivation for such partnerships as the desire to aid the social and economic development of developing nations (Wilkins & Huisman, 2012). Motivations related to

access for the home campus to develop an IBC can include opportunities for faculty to teach in cross-cultural contexts, cooperatively developing curricula with the staff at IBCs, and for students to experience the paradigm of western higher education (Coelen, 2014). Whether this is accurate can be debated, but IBCs do represent a unique learning opportunity for students. They also may represent a pathway to education that may not have otherwise been accessible to students without the establishment of the IBC, as will be discussed below in the host nation motivations.

Vora (2015) noted that while IBCs may signify the erosion of academic freedom, pedagogy, and research, they also offer a space where new forms of citizenship, identity, and belonging may be found for students who are both citizens and non-citizens in IBC host nations. While it does appear in the literature, the idea of IBCs being a "public good" through the provision of education to other nations is a challenging concept for many critics. However, there is research that supports the idea that IBCs provide a public good to the host nation in the form of social and economic growth, even though those reasons may not be the main motivation for IBC establishment. This referenced intuitional motivation of access does however bring into focus the friction between the neoliberal educational movement and the ideology still held that higher education is a "public good." Slaughter and Rhodes (2000) described notes that neoliberalism signifies the displacement of higher education for upward mobility for the role of service to the organization's global competitiveness. While IBCs do offer educational opportunities that would otherwise not be available to citizens of the host nation, the fact remains that IBCs are often operated as private universities abroad, regardless of their public/private

status of the home institution. This means they may be cost exclusive to some students in the host nation and not accessible to certain sects of the population. As a result, it is important to remember that while the literature does note access to education as a motivation for institutions to offer their degrees abroad, to say that "public good" is a significant motivation can be questioned due to obvious (and likely more beneficial) motivations associated with the neoliberalization of higher education.

Host Nation Motivations. There is research to suggest a variety of benefits for host nations to partner to establish an IBC. Importing an IBC allows the host nation to benefit from the academic capital of the home campus which could allow the host nation to develop a high quality research culture more quickly than developing it in their domestic institutions (Lane & Pohl, 2017). There may also be political, economic, cultural, or educational benefits that serve as motivations for host nations to pursue establishing an IBC (Fegan & Field, 2009). This sentiment was supported by some overlapping findings by Owens and Lane (2014) who noted the motivations for host nations to be strengthening the local workforce, increasing educational quality, and enhancing local research. Because of the evolution of knowledge based economies, colleges and universities have become central to the development of the global workforce in the twenty-first century (Tierney & Lanford, 2015).

Regardless of why they are created, IBCs appear to fill an educational gap in host nations. IBCs provide different educational programs and pedagogies than what is usually offered in a host nation (Lane, 2011). Furthermore, these IBCs create educational opportunities for students that would not otherwise have been available (Lane, 2011).

Additionally, host nations utilize IBCs to meet the needs of educating a local populace to engage in the emerging knowledge based economy (Tierney & Lanford, 2015). Finally, many governments may view importing education in the form of IBCs as being a cheaper alternative to meet their educational goals than overhauling their existing educational system because they can utilize private branch campuses to meet public government goals (Lane, 2011). Based on the body of literature about host nation motivations for IBCs, it is clear the education being purchased is viewed to provide benefits to citizens and the surrounding area.

Establishment and Leadership

IBCs are generally assumed to be foreign stand-alone campuses that still seek to uphold a standard of operations similar to those of the home campus (Healy, 2015). However, IBCs operate in national and international policy arenas of rapid evolution and change (Lane & Kinser, 2011). Thus, the operation and governance of international branch campuses must account for a changing and evolving market where opportunity may quickly become a threat. This also means their governance and day to day operations may be inconsistent based on government influence or even be very stringently regimented.

Organizational strategy for IBCs can be characterized in a number of ways. There has been research which focuses on the factors and rationales for pursuing IBCs and why they enter their chosen market (Czinkota et al., 2009; Wilkins & Huisman, 2012). There is also some research that focuses on strategic methods once the campus is established (Shams & Huisman, 2014). Regardless of what phase of implementation the

university exists, it is important to keep in mind that higher education is different from any other industry and can be inherently difficult to duplicate abroad in terms of resources, curriculum, physical environment, and social culture (Wilkins & Huisman, 2012). These nuances are important to consider as they may be related to core objectives or values for either the host nation or home campus. More specifically, issues such as academic freedom, equity, diversity, social justice and inclusivity, academic quality, and other facets of the education provided may be different when transferred abroad.

In order to understand the governance of these campuses, it is helpful to first conceptualize the flow of students. IBCs represent a reverse relationship between developed and developing nations, where instead of students traveling abroad for education, the education travels abroad for students (Lane, 2011). Because many of these branch campuses are run as for-profit or self-sustaining ventures, higher education has developed strategies to operate them similarly to business organizations (Wilkins & Huisman, 2014). Another way of viewing it would be to see them as similar to business units of multinational corporations (Wilkins & Huisman, 2014). In essence, instead of convincing students to attend a university across the globe, universities are offering students the opportunity to have the education from across the globe delivered to them.

When considering whether to expand to a branch campus, Tierney and Lanford (2015) suggested universities should consider three questions:

1. What value is added by the creation of the branch campus?
2. How is the branch campus reflective of the unique home campus culture?

3. Do faculty at branch campuses maintain the same rights, status, and expectations of shared governance that they receive at the home campus?

The responses of institutions when they ask themselves these questions have significant implications for multiple stakeholders at IBCs. The body of literature also shares a great deal about the implications of the approaches taken by institutions to establish their respective IBCs.

Establishment. Stakeholders and leaders make decisions about whether to establish a branch campus to address mutual desires for economic or cultural exchanges (Tierney & Lanford, 2015). In the case of the host nation, the motivation is generally educational. Efforts to understand the expectations of the local government should be engaged early in order to achieve desired level of academic quality (Harding & Lammey, 2011). The type of education offered may be equally as important as the quality of education offered. The decision to import higher education allows host nations to diversify their education offerings and increase student participation at minimal cost to students (World Bank, 2002). However, in some cases, importing countries may actually discourage foreign higher education by implementing barriers, establishing partnership requirements, or even imposing majority ownership on the home university (Kinser, 2011). Regardless, research suggests it may be worth the compromise in the long run for both the home campus and the host nation.

International Branch Campuses are owned in some capacity by a specific higher education institution foreign to the nation where it is operated (Wilkins & Rumbley, 2018). This means that institutions are forced to operate a university a world away where

their culture may differ from that of the nation where their branch campus is located. Most IBCs are located in developing nations where the culture is decidedly different than the United States, particularly when considering many are established in the Middle East or Asia (Lane, 2011; Kinser & Lane, 2014). This cultural distance dictates that in order to be successful, institutions and host nations must work hand in hand to ensure viability. Borgos (2016) noted the sustainability of a branch campus is dependent on the ability of both the home institution and host nation to negotiate the conditions of establishment so the IBC can flourish. This suggests networking could be a key component to partnerships (Wilkins, 2016a). The relationships between the host nation and home campus provides a venue for coordination and cooperation across borders for the benefit of both parties. Further, this suggests IBCs are created as customized and somewhat privatized educational companies in the host nation, where responsibility is shared between the home institution and another entity. Thus, the host nation plays a significant part in the establishment and culture of IBCs.

While western education systems often have a decentralized education system, most nations that are hosting IBC's governments are more centralized and directly involved in higher education. IBCs are often subjected to regulatory control by ministries of education (or similar bodies), which can at times require the changes to curricula, the required number of contact hours, or even the duration of required study (Healey, 2017). This means the partnership between the home institution and other entity (often the host nation government) is of paramount importance. The success of transnational education is largely dependent on how effectively the host nation and home

institution work together (Wilkins, 2018). However, the balance of perspectives between various stakeholders, such as the home institution and host nation government, has been an ongoing difficulty for IBCs (Coelen, 2014). The challenge of interaction between stakeholders signifies the need for IBC leadership to be well prepared, qualified, and experienced in higher education to effectively represent and run the IBC on behalf of the home institution.

Leadership. In attracting foreign universities to establish branch campuses abroad, host nations hope to meet the local needs for education by providing additional educational options, expanding their local education infrastructure, attracting foreign students to increase local human capital, and transforming their existing higher education systems into world class providers of higher education (Lein & Wang, 2012). Host nations will clearly have expectations of education provided by branch campuses, and leaders of the home campus must be prepared to meet these demands. In this more entrepreneurial environment, institutions should be strategic in identifying international endeavors, which suggests a heightened need for executive leaders (Croom, 2012). One response to this need for quality IBC managers is to create executive level positions which report directly to senior academic officers or presidents (Sterns, 2009). This designation in the organization chart in some ways influences who tends to assume leadership at IBC campuses. Senior academic officers are often selected or appointed to lead IBCs on a fixed term basis, often with expectations that they will return to their regular academic duties when their leadership term expires (Healey, 2017). While these

leaders are seasoned in academic affairs, they may not have experience working directly with governmental bodies.

IBC managers must cope with the demands of the local government in exchange for the capital and physical infrastructure they are provided (Healy, 2015). However, because of the uniqueness of this role, it is hard to prescribe experiences for successful leadership of IBCs. The unique context of transnational higher education creates challenges that IBC managers are often ill prepared to handle in their day to day roles (Wilkins, 2018). The relationship with home campus administrators, local government, and limited justification over IBC educational offerings is often a drastic departure from the previous experiences of IBC managers. This lack of freedom can be attributed to the very nature of IBCs. Because IBCs require the consent of host governments, the course offerings, enrollment standards, and cost of attending IBCs are normally subject to strict government oversight (Healey, 2016). The result of this unique combination of factors is a daunting task for administrators at IBCs, who are often dealing with new situations or contexts without having relevant experiences of training to address them (Wilkins, 2018). However, regardless of expertise in working with the host nation government, leaders are also called upon to create a culture similar to that of the home campus.

Establishing a Culture. IBCs are generally presumed to operate as remote or satellite campuses, which adhere to the standard procedures and academic processes of the home campuses (Healey, 2016). At inception, IBCs are basically start-up organizations with no culture of their own. Thus, the home campus generally employs several strategies to help recreate the home campus feel at the IBC, such as standardizing

advising and academic policies, hiring protocols, and administrative structures (Lane, 2016). However, despite these efforts for consistency, creating the "feel" of the home campus may be a challenge

As can be inferred from the literature, IBCs must translate education across culture, border, and language. This suggests that curricula may often reflect a local influence that may or may not be allowed to adapt to outside influence (Owens & Lane, 2014). This local influence may often feel like the only influence as distance from the home campus can create a sentiment of isolation. The schools and departments on the home campus are focused on the day-to-day work of their institution and may not fully consider the impacts on the IBC when making decisions (Hill & Thabet, 2018). This means that IBCs are often on their own to create a culture or sense of community on the branch campus.

For leaders the impacts of campus culture on governance are also of importance. Several aspects of home campus leadership are contingent upon culture, including who the leader is, their standing at the home campus, and how they communicate operations with the home campus (Tierney & Lanford, 2015). Because of their role on the home campus, leaders must manage the perceptions on the home campus as much as abroad. Lane (2011) suggested that one of the major pitfalls of IBC leaders on the home campus is they make decisions based on the home environment without fully considering the context of decisions abroad. In order to be successful, institutions should consider not only the normative structures of the host country, but also those present at the home campus in order to fully understand the complexities of these partnerships (Wilkins,

2016a). This means that leaders of IBCs should work with local stakeholders, as well as home campus leaders, to ensure the IBC adequately represents all parties as able.

Stakeholders. The balance between host nation and home campus can, at times, result in tension, failure, or tradeoffs in order to make partnerships work. Lane and Kinser (2011a) concluded in some nations, IBCs receive large quantities of financial support from host countries. This support can bring with it the expectation to fulfill public goals of the host nation, such as providing access to local students or engaging in service to the local community. IBCs are a relatively new enterprise where government regulations and expectations may change (Lane, 2011). However, despite the newness, more and more universities are engaging in these international partnerships (Warwick, 2014). As a result, leaders for branch campuses must be prepared to engage with and satisfy a variety of stakeholders because an institution's stakeholders can greatly influence the strategy used for internationalization (Wilkins, 2016a).

Much like home campuses, IBCs have a variety of stakeholders. These stakeholders may include students, parents, or employers, as discussed by Shams and Husiman (2014) and Smith (2010), but stakeholders may also include government officials or other external parties at IBCs. The difference is that stakeholders at IBCs are often not part of the same culture and thus may have different aspirations, values, or perceptions about the purpose of higher education. Stakeholders at IBCs have their own objectives, which may provide challenges for how to meet the needs of the local government while still meeting the expectations of the home campus (Healy, 2015). This means the operations of the IBC may not be fully led by the home campus. IBCs may

not have full control over their curriculum, staffing, or even be able to offer academic freedom (Wilkins, 2016a). In some extreme cases, the values of the local government may not align well with the values or purposes of the home campus. Thus, it is important for institutions to understand they may have to alter, improve, or redefine their processes and use of resources in order to be successful in given markets (Wilkins, 2016a). Further, it should be noted that because IBCs are established with fluid agreements, as governments change and evolve, so do the expectations of the branch campus (Lane, 2011). Government policy and regulation can have a profound impact on any industry, including education (Wilkins, 2016a), and a multinational university or college must operate in a multinational policy environment where change occurs often (Lane & Kinser, 2011). As such nations with unstable central leadership may be among the riskiest of ventures for IBC partnerships for universities.

Other Factors of Governance. There are also less prominent factors related to governance that deserve consideration. Specifically, Wilkins (2016) identified the role of interest rates, inflation, and exchange rates as being key considerations for leaders as they determine whether or not to expand abroad. These are of interest for those in leadership roles because the financial impacts of an IBC cannot be understated should they fail. Wilkins (2016) continued to encourage the identification of social and political uncertainties at home and abroad and their impacts on the likelihood of success for these partnerships.

Leaders should look to establish IBC partnerships in markets where resources and their competencies give them the competitive advantage to succeed (Wilkins,

2016a). As a result of this, the financial motivations of these endeavors cannot be understated as a contributor to governance. The majority of these endeavors are run as for-profit ventures, which may lead higher education institutions to develop strategies similar to businesses as opposed to universities (Wilkins & Huisman, 2014). When this is considered with Healy's (2015) findings that ownership and governance of IBCs is often seemingly shrouded in secrecy and protective of enrollment and expenditure information, it is not surprising the governance of IBCs is often called into question or viewed with distrust. This seems to be a recurring theme in Healey's work (2016) as it is noted that much of the operational detail at IBCs is secretive in nature.

The development of these multinational educational endeavors requires leadership that is able to balance the expectations of the home campus with the demands of the host nation, while remaining true to the purpose and identity of the home campus. Furthermore, they must operate in multiple cultures seamlessly and simultaneously, as well as have the capacity to lead through ambiguity and change (Lane, 2011). Because of the view that education is a tradeable commodity to be sold on an international market (Wilkins, 2015), strong leadership is a must in the international market where change is the name of the game.

In total the body of literature relating to the governance and establishment of IBCs has obvious implications for faculty work at IBCs. Depending on the nature of these IBC partnerships, the research suggests it is possible faculty may have to change their curriculum or pedagogy or make other adaptations to educate students in IBC

settings. Such information illustrates the need to better understand how teaching at IBCs impacts faculty work.

Risk and Legitimacy

International Branch Campuses are endeavors that have shown to provide benefits to host nations. As a result it was easy to see why IBCs have become a popular trend in higher education, until it was revealed that twenty-seven of these campuses have closed since the mid-1990's (C-BERT, 2016). This is even more concerning when considered with Kinser's (2014) suggestion that there is about a ten percent failure rate among IBC related endeavors. However, when IBCs are established, they may bring the host nation knowledge, education, skills, employment, wealth, and often professional or social values (Wilkins, 2015). Nevertheless, before expansion, universities must conduct risk assessments that look at establishment critically – not simply at upsides but also at risks and downsides associated with expansion (Croom, 2012).

While benefits are present, IBCs are not without risk. In fact a great deal is at stake for a university, its leadership, and personnel if the decision to expand into the transnational education market is met with failure (Streitweiser & Beecher, 2017). In many cases risk is one of the compromises incurred by home universities. Simply put, providing education across borders exposes universities to varying types of risk (Healy, 2015). These risks or challenges are the result of regulative, normative, and cultural structures present in different nations (Wilkins, 2016). Regulative structures refer to those policies or expectations that are formally placed on institutions to establish IBCs. These may include tuition rates, degree programs, politics toward education, and

working with government agencies. Normative structures are those that may affect replication of education abroad. This may include use of technology, relationships with students, and even who is allowed to teach. Not only should institutions be aware of the normative structures of the host nation but also those of their home campus. Finally, cultural structures are those which relate to the cultural or political differences between host nation and home campus. These may include civil rights, religion, and other factors (Wilkins, 2016).

Traditional risks and concerns associated with IBCs may be those of failure, loss of prestige, or monetary loss. Managers should ensure there is sufficient student demand for the university, entry standards are on par with the home campus, and students can afford the education before establishing an IBC (Wilkins, 2016a). It is further suggested that if campuses foresee a lack of financial strength to provide funding over several years, or a lack of commitment from senior leaders, risk increases for universities seeking partnerships abroad (Wilkins, 2016a). However, one of the ways institutions have been able to at least partially insulate themselves from risk factors is to participate in the educational hub model of IBC expansions (Streitweiser, 2017). While this does not alleviate the institution of all risk of expansion, the educational hub does appear to provide a more stable foundation than some other models of transnational education.

Developing nations are of particular interest to universities because they often offer the best incentives for establishing a branch campus. Most IBCs are located in developing nations where governments and education may be in a state of change (Wilkins & Huisman, 2012; Lane, 2011). This can mean that International Branch

Campuses suffer from a liability of newness in their infancy when they have not been operating enough to be seen as legitimate (Chee, Butt, Wilkins, & Ong, 2016). IBCs are often found in developing nations where agreements are made with the current leadership or monetary promises are made; however, should leadership change or the economy falter, these agreements may be null and void. Thus, Wilkins and Huisman (2012) concluded the presence of uncertainty and ambiguity can result in high risk environments for universities considering a branch campus.

On top of the obvious risks, universities must also consider and prepare for industry uncertainty in the host nation, such as input uncertainty (labor supply), market uncertainty (demand for education), and even competitive uncertainty (additional universities) (Wilkins, 2016a). In these risky ventures, many universities fail. Failure of IBCs suggests that many universities enter partnerships either ignorant of the risk or with unrealistic expectations of the cost they may incur (Healy, 2015). IBCs have failed for a variety of reasons, ranging from those that are preventable due to insufficient market research, to those that may be unexpected, such as failed negotiation, or even to eventual or terminal failures due to the achievement of a specific goal (Owens & Lane, 2014). Regardless of the risk, universities must compete with one another for subsidiaries and commercial support in these partnerships (Wilkins, 2016a).

In education global expansion has proven to be a high risk strategy where failure can result in both reputational and financial losses (Wilkins & Huisman, 2012). Further, the advent of IBCs has brought foreign control into the educational systems of developing nations, which has raised concerns about the quality of these endeavors

(Lane, 2011). These quality questions have contributed to scrutiny by both host nation and home campus regarding the quality of education being exchanged. One of the main criticisms used toward these campuses is the assertion of a “gold rush” mentality, which suggests that knowledge is sought for money’s sake as opposed to seeking knowledge for truth’s sake (Owens & Lane, 2014). This may also be compared to the mentality of buying a degree as opposed to earning one. In response IBCs seek to legitimize themselves by promoting a global identity where attention is paid to the global, home campus, host country, and regional environments in order to satisfy expectations of quality from multiple stakeholders (Farrugia & Lane, 2012). Farrugia and Lane (2012) concluded by seeking to focus on several identities simultaneously, IBCs convey to stakeholders that their efforts are a legitimate extension of the home university’s mission and identity.

The need to satisfy so many stakeholders is also a risk in and of itself. More specifically, financial risk to stakeholders is of special consideration. This is due in part to the fact that establishing IBCs usually includes the presence of a large financial investment (Shams & Huisman, 2012). Additionally, branch campuses face a constant struggle to appear as a legitimate educational endeavor to stakeholders. Achieving this legitimacy is important to both parties because it is necessary to attract new resources, such as faculty, as well as new customers, which may include students or research contracts (Wilkins, 2016a). This can be complicated by the inconsistent expectations of home campuses and host nations in some cases. The unfortunate reality for IBCs is gaining legitimacy with some stakeholders may still result in the loss of legitimacy with

others (Wilkins, 2015). For instance high levels of resource allocation from the home campus to an IBC may be welcomed by the host nation but frowned upon by the staff or faculty on the home campus. Another example may be that the host nation only expects to educate certain citizens, a desire which may clash with the home campuses mission to offer access to education. A real world example of this is when public land grant institutions open an IBC. Stakeholders on the home campus may question how such a decision supports the land grant mission of the university to the home state.

Michigan State University (MSU) offers an example of the complex nature of IBCs. Michigan State is a large, public research university with a land grant mission. It was founded under the Morrill Act to focus on the education of the populace of Michigan. MSU has since grown into an immensely successful university and is among the largest institutions in America based on enrollment. MSU was also among the first universities to expand into the international educational movement that was growing in the United Arab Emirates. After establishing the MSU campus in Dubai International Academic City (DIAC) in 2007, the program was unable to keep enrollment at levels to sustain the operation and closed the program in 2010 after only two years of operation. This resulted in significant monetary and reputational loses to the university. Since, MSU has reopened a campus in Dubai on a smaller scale that has remained in operation. However, this is just one example of the risks universities, even those that are successful and prestigious, are subjected to when they open an IBC.

While these traditional concerns are documented in the literature, there are other risks that make IBCs unique as well. Because of the venues of these campuses, usually

in developing nations in the Middle East, safety and danger also add to the risk of these endeavors. While not as true in the more recent Asian expansion of IBCs, the turmoil in the Middle East is well documented. The threat of political coups or governmental upheaval is a constant threat in the Middle East. For the most part, some of the most notable IBC partner nations, such as Qatar or the United Arab Emirates (U.A.E), are fairly stable and safe. However, in an area of the world engulfed in turmoil throughout the past century, safety looms as a consideration for those considering these partnerships. More recently, the Arab Spring of 2011 and the rise of the Islamic State of Iraq and Syria (ISIS) have caused further upheaval in the region. This is just one example in a region where conflict is both complex and diverse. The Arab-Israeli conflict, the Shia-Sunni Islam conflict, and the propagation of ISIS in the region have made safety more uncertain in recent years. In the case of ISIS, the conflict also has brought other world powers into the conflict. While many IBCs provide safe and stable environments, the conflict of the region is something that should be considered by stakeholders as they consider the Middle East as a potential location for a branch campus.

Institutional and Cultural Impacts of IBCs

Culture is a key factor in the replication of educational offerings because it directly impacts an interpersonal transfer such as teaching. Fundamentally, culture is an interpretive process that can change on a daily basis between individuals and within groups (Tierney & Lanford, 2015). Culture can also affect basic business operations (Lane, 2011). Thus, the internationalization of education means the understanding of

culture is of paramount importance (Bovill, Jordan, & Watters, 2015). However, simply understanding the interaction of home campus culture and host nation culture are not sufficient for continued success. Culture is a dynamic, changeable social construct that creates a complex influence on transnational teaching (Bovill, Joradn, & Watters, 2015). This means faculty members must continue to evolve their work to ensure continued translation of educational experiences across cultural and geographic lines.

Institutions carry with them their own culture as well. Organizational culture is founded in interpretations of historical and symbolic information. This information can be recognized in stories, language, social norms, institutional ideology, or the attitudes of individuals (Tierney & Lanford, 2015). Universities engage in internationalization with the intention that their services will be interpreted exactly or closely to what they offer on the home campus (Chee, Butt, Wilkins, & Ong, 2016). While this mission of duplication is mentioned in the research, it is not universal to all endeavors. This means universities may strive to carry their home identity abroad with them. However, it is broadly acknowledged that there are disparities related to gender, ethnicity, and academic disciplines when considering faculty members at IBCs (Owens & Lane, 2014). This is notable because many IBC host nations differ culturally from the home institution nation. More specifically, differences in politics or religion can cause challenges to successful operations at the IBC campus (Healey, 2017a).

These differences imply the potential for inequity in educational offerings at IBCs. Coelen (2014) supported this noting that practical, jurisdictional, and cultural issues arise when the home curriculum is delivered abroad. Further, the delivery of

education at an IBC subjects the content to the laws and regulations of another culture (Coelen, 2014). Given that many laws and regulations may be impacted by national values, religion, politics, or culture, the interaction between education and culture in IBC settings cannot be understated. This makes the selection and training of IBC faculty all the more important.

In the case of IBCs, institutional culture may travel with it from the home campus, but staff are frequently hired from the local area. As a result of so many local staff being hired, they often have values that are different from the home campus and may find academic regulations and procedures difficult to apply (Healy, 2015). Thus, staffing these universities with a well-qualified staff can be among the biggest challenges facing branch campuses (Shams & Huisman, 2012). These universities may recruit full or part time faculty or transfer them from the home campus on a fixed term or permanent basis; they may also send faculty to the campuses for short one to two week intervals to meet teaching needs (Wilkins, 2010).

In instances where home campus professors are swayed to undertake an appointment abroad, the cost may soar to be up to three times what it would be on the home campus once travel, accommodations, and benefits are paid to faculty and their families (Wilkins, 2016a). Due to these considerations, the type of faculty a university wishes to have may be as much a consideration of cost and culture as credentials. Plainly stated, the manner in which a university wants to be seen in the host nation market will impact how they recruit their staff (Wilkins, 2016a). Regardless of where a university strives to be in the educational market, it is important to acknowledge faculty may

engage in cross border activity in a variety of ways which may be limited to visits or fully focused on the host country (Owens & Lane, 2014). This means the staffing patterns at IBCs may change frequently and courses may be frequently passed between the faculty who are present on the branch campus from semester to semester.

As noted above the translation of culture is of paramount importance at IBC campuses. Culture affects operations ranging from pedagogy, to purchasing, and even housing (Lane, 2011). In essence culture permeates and impacts every operation of the international branch campus. The culture of these universities has at times been criticized. For instance some critics have compared these endeavors to the academic capitalism where universities have forgone the public good in order to achieve private benefit (Naidoo, 2007). Academic capitalism generally refers to the shift of institutional focus from that of education to the view that knowledge is a profitable commodity. In many ways, modern academic capitalism is the intersection of a variety of factors including but not limited to: reductions in governmental monetary support, profit maximization strategies, research, and innovative practices. Academic capitalism is often referenced as an ideological shift from the academy being a public service of education to both an institutional and academic focus on capitalizing on the market value of any educational enterprise. IBCs are just one of the many versions of academic capitalism used by the modern academy. This is important because institutional mission establishes how university actors understand the ideology of their institution (Tierney & Lanford, 2015). As a result, if the institutional focus is capitalistic in nature, it comes as

no surprise that other stakeholders will view it as the focus of their education, work, and research.

One such mission that is easily identifiable here in the United States is whether a university is a public or private university. This mission designation determines admission practices, student and faculty rights, cost, pedagogy, and other essential functions to the university. In the cases of IBCs, regardless of whether the home campus is public or private, they operate almost exclusively in the private sector of the host nation (Lane & Kinser, 2011a). Even outside of the host nation borders, IBCs are almost exclusively viewed as part of the trend toward the privatization of education (Lane, 2011). This designation causes cultural strife at home institutions because it causes mission confusion for those who may view their work as a public good, not as a private commodity to be traded.

Culture can also impact the translation of student life at IBCs. For instance certain traditions or customs that are symbolic or iconic at the home campus may not translate well to the host nation (Lane, 2011). This may especially be the case in the event campus traditions or events have religious or gender based overtones. While cultural translation can be a challenge, universities have found ways to "fit in." Owens and Lane (2014) found that there was initial evidence to suggest that branch campuses age and become more embedded in the local culture, leading them to pursue locally relevant research agendas and even strengthen partnerships with local institutions within the host country.

Tierney and Lanford (2015) acknowledged that the primary motivation for these expansions are notoriety and financially driven; with such goals in mind, universities seem to at times give little thought to the impacts of culture on the organization as a whole. As universities continue to travel to new destinations in order to meet market demands, they must find better ways to address the impacts of values, cultures, and context which have been evidenced in the research on culture and IBCs (Karram, 2014).

Faculty Work and IBCs

The context of American higher education is an important construct when considering the translation of education across cultural contexts. Potential casualties in the transfer of education across culture, context, and distance include academic freedom and academic quality. However, in principle, degrees awarded at IBCs can follow the same curriculum that is offered at the home institution (Healey, 2016). Given the desire to duplicate the education of the home campus with the pressure to conform to the host nation expectations, faculty are subjected to ambiguity and cloudy expectations of who they work for. There is nowhere this is more clearly illustrated than within the context of academic freedom.

Academic freedom is at times an attribute of stark contrast between home campus and branch campus. Lane, Owens, and Kinser (2015) illustrated this comparatively by stating academic freedom is a strong academic value in western culture. However, they noted in more authoritarian nations, such as those seeking IBC partnerships in many cases, certain topics or activities may be restricted by regulations or culture. They also concluded that IBCs offer interactions between these differing

ideologies when interpretations and expectations for academic freedom are either met, extended, or limited by the cultures or policies of other nations. Further, Wilkins (2016a) concluded that when a regime censors literature used by faculty or institutions, it may negatively impact learning and raise clear concern about academic freedom. Because the cultural and governmental values of the host country may not mirror those of the home campus, faculty may be placed under pressure to conform to local stakeholders in their pedagogical approaches and curricula. These examples, while not universal, suggest that faculty will likely encourage an environment with similar expectations but different contexts for the education they are expected to provide.

Just like employees for a corporation, faculty are faced with the need to justify their worth in economic terms (Saunders, 2015). This means the presence of academic freedom (or lack of it) can greatly impact faculty work at branch campuses. This can impact research opportunities, teaching pedagogies, and even course content. Because of the importance of faculty in the replication of education, it is important to further explore some of the other areas of faculty work at IBCs including how faculty are appointed, perceptions of academic quality, teaching at IBCs, and why faculty pursue work at IBCs.

Faculty Appointments at IBCs. While there is previous research about faculty work at IBCs, it is not expansive. Research has been conducted on faculty recruitment, the impacts of culture at IBCs on faculty, curriculum control, and the lack of academic standards at most IBCs. Research suggests that one of the determinants of quality at IBC campuses is the quality of faculty who are recruited to teach there (Shams & Huisman, 2014). This means expectations of faculty performance should be set high and suggests

faculty can directly influence academic quality at IBCs. Employment practices at IBCs are somewhat inconsistent. Employees at IBCs may be hired in a variety of ways including: transfer from home campus, fixed or long term contracts, short term intensive teaching assignments, or local recruitment to teach at IBCs (Salt & Wood, 2014). Additionally, the local government or home campus may employ faculty, and they may be full or part time (Lane and Kinser, 2014). Further, early career researchers on their first academic contract are often readily attracted to faculty work at IBCs (Hill & Thabet, 2018). Given the variety of employment situations seen at IBCs, it is possible the nature of a faculty member's employment will have a direct impact on how their teaching at IBCs is influenced by out of the classroom factors. In response to this information, faculty recruitment at overseas campuses should be part of the planning process for implementation (Harding & Lammey, 2011).

Academic Quality. Institutions generally expect leaders of their transnational efforts to deliver the same quality and results offered at the home institution but with fewer resources and with different faculty and students (Wilkins, 2018). However, the varied make up of IBC faculty has implications for academic quality. Because of the differences in cultural values of locally hired staff, maintaining academic quality can be a challenge due to conflict between local culture and home campus regulations and procedures (Healey, 2016). This effect is magnified by the research of Wilkins, Butt, and Annabi (2017a) who noted that because higher education is a labor intensive industry, employee attitudes and behaviors may impact organizations performance.

One key factor impacting academic quality is the extent to which IBC curriculum is expected to be the same as what is offered at the home campus or allowed to adapt to the local environment (Lane, 2016). This sentiment is similar to a recent debate of whether curriculum should be standardized across IBCs and home campuses or if allowances should be made to meet host campus expectations regardless of the impact on academic quality (Owen & Lane, 2014). This debate has clear implications for faculty teaching at IBCs who may feel pressure to sacrifice some of their academic freedom to conform to the expectations of IBC stakeholders. Additionally, the cultural difference between home campus and host nations or the level of government assertiveness can also impact the level of pressure faculty may feel to adjust curricula (Healy, 2015). This pressure to comply may affect the ability of faculty to offer curricula that are consistent with the home campus, as is the stated standard offered at the IBC campus.

In general academic quality is considered to be a clear issue at IBCs. To address some issues, IBCs have used graduation rates, financial stability, organizational capacity, and other common metrics to evaluate how effective they are in mimicking home campus performance (Owens & Lane, 2014). Additionally, most home campus efforts toward academic quality focus mostly on admission requirements (Kinser, 2011). However, none of these metrics truly represent academic quality, and thus, it is valuable to more fully understand faculty teaching experiences for the sake of academic quality. There is evidence to suggest that it may not be fully possible to avoid some form of alteration to the home campus curriculum, so perhaps the more relevant question is how should an IBC mitigate or facilitate such alterations while maintaining quality (Lane,

2016). This sentiment dictates that faculty can expect their role as teachers to differ somewhat in the IBC setting.

Teaching at IBCs. The implications of the academic quality debate are clear for faculty teaching at IBCs. Quite simply, the context of the branch campus may not allow for the replication of teaching experiences and course content. In some cases visiting students and faculty may not be allowed to take classes with advanced technology or participate in research of advanced technology (Lane, Owens, & Kinser, 2015). Further, host nations may outlaw or limit the use of certain digital technologies used at the home campus for teaching, research, and administration (Healey, 2017). While these examples are not universal, they suggest the fundamental differences that may make the transfer of academic quality to be both impractical and unobtainable.

Another factor impacting the teaching that occurs at IBCs is that of culture. Given the societal, cultural, or local contexts at IBCs, faculty may need to alter their teaching styles and approaches to be successful. In some instances it may be inappropriate for social or cultural reasons to impose the same pedagogical approaches of the home campus on local faculty or students (Healey, 2016). For example American education may utilize direct teacher to student discussion, debate formats, or other teaching methods which may prohibit or diminish student participation in other cultural contexts. Thus, Healey's (2016) assertion that the difficulty of teaching students from different cultures or languages is closely related to the extent that curriculum should be altered to fit the local context suggested that altering teaching methods or content may be beneficial to the success of faculty teaching in IBC settings.

Motivators and Barriers for Teaching at IBCs. The motives for faculty to accept teaching appointments at IBCs seem to vary greatly from motivations to establish an IBC. As noted above, there are very clear monetary motivations for home institutions to establish IBCs. However, faculty appear to be motivated by factors relating more to the "greater good" than economic factors for taking these roles abroad (Proctor, 2017). Proctor (2017) continued to identify other specific factors motivating faculty to work in the international setting, including personal or intrinsic traits, such as prior experiences working in international contexts.

While understanding factors of motivation are important, it may be equally important to understand the barriers that may prevent faculty from taking these types of roles. There is literature to suggest barriers are grouped into both institutional and personal barriers. Institutional barriers include employment policies, incentives for staff, workload and time management concerns, limited funding, lack of support personnel, and a lack of professional development opportunities (Proctor, 2017). Proctor (2017) continued to identify the personal barriers to include a fear of the future, hesitancy to collaborate on an international level, and an unwillingness to challenge existing paradigms for fear of censorship.

Theoretical Framework: Cultural Distance

The cultural distance framework presented by Wilkins and Huisman (2012) represented a significant evolution from the model's original form. As noted earlier Phillips, Tracey, and Karra (2009) served as the foundation for the Wilkins and Huisman (2012) model. Prior to 2009, Kostova and Zaheer (1999) and Scott (1995) contributed to

the underpinnings of the model. Scott (1995) illustrated three pillars to creating an institution (not academic but organizational) as being regulative, cognitive, and normative in nature. Regulative components reflect the laws or rules to be considered. Regulative components must be strictly adhered to in order to ensure both stability and order within societies. Compliance with these components are essential in order to be seen as legitimate and initially, the new organization entering the nation has little to no ability to change these components. However, if long term stability and legitimacy occur, the organization may gain some ability to influence regulative components in the form of shared interests between the organization and they society (Scott, 1995). These components can be addressed by IBC partnerships in the agreements that are formed by host nations and home campuses. Such considerations could include research practices and controls, ownership of curriculum and data, human resource practices, and other structural processes usually governed by rule or law. Cognitive components are those that are common social practices and knowledge. Scott (1995) noted the basis of cognitive components to be rooted in social psychology and institutional theory. To achieve legitimacy in regard to cognitive components, the organization must achieve a "taken for granted" (p. 69) status within the host nation. To state it more plainly, the cognitive component refers to how the organization is perceived by the new nation. Legitimacy is achieved when the organization is seen not as an outside entity but as part of the nation and is mentally viewed by citizens as being part of their nation, not a visitor within it. IBCs may address this through branding, public relations, or developing a strong reputation to have the host nation's best interests at the forefront of the work done

on campus. Finally, normative components are the values, beliefs, or actions that are acceptable in that society (Scott, 1995). Normative components are those intricate exchanges of value or culture that occur between the organization and the nation or its citizens. To obtain legitimacy from a normative perspective, the organization must interact with the nation or citizens in a way that communicates shared values are honored and agreed upon. Some examples of how these components may be addressed at an IBC include teaching pedagogy, faculty/student interactions, or course content to name a few. Scott (1995) also emphasized that these components are not always independent and may overlap with one another. It should also be noted that these components may also vary from formal to tacit in nature.

Kostova and Zaheer (1999) later utilized the work of Scott (1995) to apply those pillars to multinational corporations. They focused their work on the institutional differences between nations as opposed to those that were only cultural. Kostova and Zaheer (1999) noted that the difference between two nations for each of those pillars helped multinational corporations enter foreign markets and achieve legitimacy. After, Phillips, Tracey, and Karra (2009) utilized the previous works to apply the cultural facet of the model. Instead of utilizing Scott’s three pillars, Phillips, Tracey, and Karra applied a strictly cultural lens to the establishment of multinational businesses in foreign nations. This removed the legal component from the model, allowing the focus to look strictly at cultural difference.

The Wilkins and Huisman (2012) application to universities provides a useful model to understanding situations where universities may knowingly make alterations to

their operations in order to establish IBC partnerships with host nations. Utilizing this model provides a lens for research to illustrate differences in faculty teaching at IBCs based on what approach a home campus has taken to implement their IBC. For instance if a home campus has adapted their approaches to conform to a local culture or societal norm, those changes may impact how faculty teach in the IBC setting in comparison to the home campus. The four quadrant model previously mentioned (see Figure 1) may help to understand how these tradeoffs may impact the work of faculty from a teaching perspective. In the first quadrant, both high risk and high uncertainty are present. Institutions that find themselves in this type of situation will most likely not expand into the market. However, in quadrants two and four where there are low/high levels of uncertainty and difference, IBCs will most likely adapt to or request agreements with the host nations in order to make partnerships work. These arrangements are those that would most likely shine light onto what types of tradeoffs universities are willing to make in order to establish their new partnerships. In the final quadrant, the third quadrant, there is a low degree of risk and uncertainty. In these situations IBCs are able to look the most like the home campus and may have minimal alterations to faculty work. On the following page is a graphic illustration of the quadrants discussed above:

Institutional Uncertainty in the Host Country

Institutional Difference in Host Country	Low	High
High	**ADAPT** Moderate risk, complexity, effort Establish international branch campus but adapt structures and processes to suit institutional context in the host country	**AVOID** High risk, complexity, effort Do not establish international branch campus in this host county, the risks are too high
Low	**TRANSFER** Low risk, complexity, effort Establish international branch campus using the same structures and processes used at the home campus	**HEDGE** Moderate risk, complexity, effort Establish international branch campus but as a joint venture with a local partner or obtain funding and assurances from the host country government

Cultural Distance Framework. Reprinted from The international branch campus as transnational strategy in higher education, by S. Wilkins and J. Huisman, 2012, *Higher Education,* 64 (5), 627-45.

Summary

The context and culture of IBCs is both complex and far reaching. Since the turn of the century, the emergence of the IBC has been a clear staple of the internationalization of higher education. As noted throughout the section, western higher education is frequently the provider of these efforts to developing nations across the globe. Many universities have sought the opportunity to expand into the international market and many of those efforts have been met with success. While the literature offers a variety of opinions as to the motivations for institutions to engage in these efforts, many seem to center around the growth of revenue or prestige. In contrast host nations seem to pursue these ventures for the perceived quality of education and to expand their education system rapidly.

Regardless of motivation, a central concept in the literature is the pronounced intention of home campuses to replicate the quality of their educational programs in the IBC setting. While this intention is noble, there is significant research to suggest the idea of truly replicating educational offerings is difficult. A combination of factors relating to policy, culture, and stakeholder influence seem to create a setting where the attainment of this goal is challenging. The idea of cultural distance, as discussed in the theoretical model and in the literature, is helpful in understanding how institutions may navigate some of the challenges associated with translating education across cultural contexts.

The combination of expectation and context highlight the challenges of faculty work in the IBC setting. Hiring practices, compensation, and pressure to conform to host nation expectations create a unique environment for faculty to work. Thus, better understanding the experiences of faculty teaching at IBCs offers an excellent opportunity to more closely connect the current literature and guide further research on this continually expanding educational trend.

3. METHODOLOGY

The body of research exploring international branch campuses (IBCs) has grown over recent decades. Research on IBCs has focused on their organizational culture and other factors relating to IBCs. However, faculty experiences at IBCs appear to not have been as thoroughly researched. Due to the fact that this study is focused specifically on faculty experiences, I believe a qualitative approach is most effective. However, when conceptualizing this study, both quantitative and qualitative methodologies were given consideration as a measure of thoroughness. Below is a brief discussion of considerations related to qualitative design, quantitative design, and the decision to select a phenomenographic study approach for this research.

Quantitative Design

From an epistemological perspective, positivist methods are used to obtain truth or knowledge in a setting where the researcher seeks to show isolation between the researcher and the subject being studied (Henning & Roberts, 2016). Quantitative methodologies are positivist in nature because they generally seek to conduct studies free from researcher-participant interaction. This is a crucial issue of consideration for this study given the focus on the faculty function of teaching. Utilizing a quantitative approach could have provided useful data to understand faculty teaching experiences at IBCs, but due to the somewhat small body of research on the topic, any findings would likely lack context for the nature of any statistical correlations or be based on my own speculations or assumptions. Further, if the decision were to have been made to utilize quantitative methods, I would have been unable to explain with great detail the nature of

any differences found in a statistical analysis, save that they existed without guessing about cause.

Additionally, because research on faculty experiences at IBCs is somewhat limited, creating a quantitative tool would have required speculation about these experiences. This would have required me to make inferences about the content of a survey based solely on literature and no existing examples of a tool to study faculty teaching experiences in IBC settings. However, it should be noted that there have been quantitative studies on faculty teaching in higher education. One such example of quantitative research done on faculty work is that of Blackburn and Lawrence (1995) who specifically looked at factors of motivation, expectations, and satisfaction. Thus, the issue here is not that faculty work cannot be studied via quantitative methods, but due to the specificity of this research, there does not appear to be enough of a research base to effectively design a target quantitative tool based on my review of the literature to this point. Finally, and most importantly, using a quantitative study for this research would have partially ignored the human experiences and narratives required to yield an in-depth understanding of what individuals perceive or experience while teaching in the IBC setting.

The nature of teaching is inherently an exchange between people. In order to understand a human experience in depth, it was essential to use qualitative methods for this research because they provide an understanding of the thoughts, perceptions, and interpretations of these lived experiences. While a qualitative approach would be able to

benefit the body of literature relating to faculty teaching at IBCs, the specificity of this study all but required the use of a qualitative research method.

Qualitative Design

Lincoln and Guba (1985) identified one of the shortcomings of positivism to be that it ignores the human experience. In order to acquire an in-depth understanding of the human experience, participant narratives are essential to collect data which deeply explains participant experiences. Qualitative methodologies seek to go beyond basic understandings and provide in-depth understandings of phenomena (Anyan, 2013). This depth of knowledge was essential for this study. Furthermore, placing focus on participant experience as opposed to numerical data is the single most important component of qualitative methodologies (Schutt, 2012). This focus on humanness and human experience made a qualitative approach to this research appealing given the uniqueness of teaching experience. Specifically, because teaching is individualized to personality, training, discipline, and various other factors, a qualitative methodology allows this research to deeply explore faculty teaching experiences at IBCs.

The decision to select a qualitative method for this study is further supported by Anyan (2013), who noted qualitative methods prioritize the depth and quality of data that is collected when compared to quantitative methods. Additionally, a qualitative approach to research allows greater adaptability to evolve the methodology during the research than quantitative methods (Lincoln & Guba, 1985). This adaptability was a key asset given this study focused on a topic where research is still emerging as opposed to being well established and the various amendments and adjustment that had to occur for

this study to be completed. This flexibility allowed the study to be adapted throughout the research and to more effectively focus on the variety of experiences of faculty who have taught in the IBC setting.

There are many notable qualitative methods that may be useful for learning about faculty experience at IBCs. While they may appear to be a good fit, most were problematic in this study for a variety of reasons. For instance, the use of focus groups could have been useful in this study. Focus groups allow for multiple perspectives to be heard simultaneously. Unfortunately, it is necessary for focus groups to be coordinated with multiple attendees and need to be conducted in an in-person format, both are factors which were unachievable in the scope of this research. Coordinating focus groups for faculty who may be teaching at home campuses or abroad also created logistical problems. The immense challenges of coordinating focus groups between an international community and with such distance separating participants ensured that focus groups were impractical for the nature of this study.

Participant observations are another qualitative method that could have been useful in these types of studies. However, for the purposes of this study, travel or long-term site visits were not feasible for me. Nor would they have allowed me to learn more about certain experiences or interactions past what could be observed. Using observation would only allow me to observe what the faculty member said, did, or experienced from an external lens and fell short of giving me insights into how teaching at an IBC is experienced or perceived by the faculty member. Thus, this method did offer the flexibility to fully understand faculty teaching experiences in great detail.

When considering the multiple qualitative methodology options, the interview method made the most sense for this study. Interviewing is a relatively common qualitative research method (Aryan, 2013). Further, the utilization of interviews allowed access to participant perceptions, attitudes, and experiences through conversation, which assisted me in gathering a more complete understanding of participant experiences (Liu, 2016). More specifically, semi-structured interviewing was the best choice for this study. The use of semi-structured interviewing allowed me to respond to differences in participant narratives or investigate notable information more thoroughly. The semi-structured interview format easily allowed me to learn more about variations in experiences, unique experiences, and clarify the thoughts and perceptions of participants. Because I felt the semi-structured interview was the best method to acquire rich participant narratives, the selection of an analytic method that complemented this form of data collection was essential.

Phenomenographic Study

To best understand the experiences of faculty in IBC teaching roles and to respond to the challenges of an international study, a phenomenographic study approach was utilized for this research. Phenomenographic studies may also be called phenomenography. Phenomenography is a relatively new method that was developed during the late 1970s and has almost exclusively been used in educational research (Marelli, 2017). Phenomenography is a research method that has been developed to help researchers understand the qualitative ways that people conceptualize, perceive, experience, and understand various aspects of their experiences (Marton, 1986). This

means that instead of researching a phenomenon or cause, phenomenography seeks to understand how people experience an already known phenomenon. Thus, the focus of phenomenography is on how people experience an event or phenomenon as opposed to researching or searching for a cause or source. Phenomenography can also be described as a means to understand variation in human meaning (Marton, 1981) or an understanding of how one experiences an event (Marton & Booth, 1997). Before moving forward, it is important to differentiate between phenomenography and phenomenology. They are quite similar in spelling, and both models are used for qualitative analysis in educational research, so clarifying the difference is essential in understanding why phenomenography was selected over phenomenology. Phenomenography focuses on the understanding of varied experiences of a phenomenon while phenomenology focuses on discovering a phenomenon itself (Boon, Johnson, & Webber, 2017). Larsson and Holmström (2007) also differentiated these terms by defining phenomenography as a study to understand how people experience, understand, or conceive a phenomenon in the world; while noting phenomenology as having the goal of uncovering what a phenomenon is or discovering what the phenomenon itself is. Their definition of phenomenology is directly in line with and supports the prior work of Standmark and Hedlein (2002). This designation is essential in this research because this study focused on how faculty experienced teaching at an IBC, not what the root cause or issue behind their experience was. More specifically, the phenomenon in this research is the experience of teaching at both an IBC and that IBC's main campus. Because the phenomenon in this study is prescribed and known, taking a phenomenographic

approach allowed me to focus not on what the cause of the experience was (phenomenon), but on how faculty members experienced and perceived that experience. Additionally, because the focus of phenomenography is also on variations in how participants experience a phenomenon, thus study will also place an emphasis on variation as opposed to simple thematic generalization that is common in other qualitative methodologies. Due to the prescribed experience of teaching at a paired home campus and host nation IBC, I could focus more on the experience than what caused the experience to occur.

When using a phenomenographic approach, researchers do not recognize divisions between the participants in the world, researchers instead assume a relationship between subject and phenomena where interaction occurs (Marton & Booth, 1997). Phenomenography also recognizes that individuals may have more than one conception of any experience (Boon, Johnson, & Webber, 2017). This suggests that the use of a phenomenographic study would allow me to obtain multiple perspectives and viewpoints about teaching at IBCs during the same semester or even over the course of multiple years. The phenomenographic study approach allows the participant to share a variety of perspectives about a single event and identifies them as separate and unique as opposed to an experience that must be themed. This worked well for this study because the very nature of teaching is transactional between people. As a result, selecting a model that acknowledges interaction between the subject and phenomena, and acknowledges that participants may have varied perceptions about the same experiences was advantageous due to the nature of this study.

What made this method most notable was the allowance of variation. While many qualitative models seek to theme or consolidate findings, a phenomenographic study can allow researchers to illustrate the variances that may exist in an experience. This notion is supported by Marelli (2017) who noted phenomenography places a focus on variation in how phenomena are experience by individuals so they can be detailed by a researcher. This suggests that experiences may have multiple variations by either an individual or the group as a whole. The utilization of a phenomenograhic framework allowed participants to share multiple and changing perspectives of the same experience, which deepened my understanding of how participants experienced teaching at an IBC and its affiliated home campus.

Research Application

In order to fully understand this qualitative study, more discussion is needed regarding the research study itself. Thus, further discussion of participant selection and sampling, protocol and procedure, study amendments, analysis, quality and rigor, and finally limitations of this research will follow. Below, I will discuss specifics of how the study was conducted.

Participant Selection and Sampling. In order for this research to be successful, a purposive sampling approach was necessary. Purposive sampling is utilized when conducting phenomenographic studies (Yates, Partridge, & Bruce, 2012) and was essential in this study to ensure that all participants had taught at both their home campus and the affiliated IBC campus. Such an approach ensured participants had or were having experiences with the phenomenon of interest (Yates, Partridge, & Bruce, 2012).

This meant each participant had some level of the prescribed experience and was able to discuss the perceptions of teaching at an IBC and the home campus affiliated with the IBC.

For the purposes of this study, participants were selected who had taught at least one three hour credit course at both a main campus and that campus' affiliated IBC. This approach ensured that while all participants had varied experiences, those experiences also occurred between the main campus and that campus' affiliated IBC campus. For this study, a total of five universities were contacted to participate in the study. All branch campuses were located in the same country within the Middle East, and of the five schools contacted, only one refused the researchers inquiries to speak with faculty in any capacity. While five universities were contacted, I reached out to both the home campus and the branch campus. This gave me a total of nine potential research sites after the refusal of one dean to allow the campus to participate in any way. Of those nine open to participation, two of the branch campuses sought to require me to go through their appropriate government agency as opposed to the institutional IRB process. As a result, I did not pursue those options due to time and cost implications. In total, I was approved to contact faculty members at five American home campuses and two of their respective branch campuses. This meant I could only work with faculty based on their location at the time of the interview in some cases.

Yates, Partridge, and Bruce (2012) also suggested the selection of participants who would offer varied experiences. Because the programs offered by the participating institutions are different, this created inherent opportunities to interview participants

with variations in experience based on academic discipline. To further satisfy the pursuit of variation, participants from varied disciplines and identities were recruited by myself and other participants in the study via a snowball sampling approach. The snowball sampling approach is discussed further below. Utilizing a snowball sampling approach encouraged a diverse sample based on professional relationships and networks. Other forms of participant diversity can be found in class size taught, tenure status, length of service within the IBC environment, academic discipline, and graduate verses undergraduate teaching assignments. However, the number of required participants to ensure variation was somewhat ambiguous for this research. Bruce (1997) suggested that while there is not a prescribed sample size when conducting phenomenographic research, researchers should ensure a participant pool that provides the desired variation for the study. However, researchers must be careful to limit their sample size to ensure the ability to manage the data (Yates, Partridge, & Bruce, 2012).

Unfortunately, because of the very specific requirements of teaching at both the home campus and the IBC, it was hard to know how many participants would meet the criteria and what diverse factors they would possess. For this study, I sought participants who met the criteria who varied in age, academic discipline, years of service at the institution, gender, and other identities in order to offer as holistic a view on teaching at IBCs as possible. To obtain this information, it was essential to research faculty teaching experiences via curriculum vita or contacting deans/department heads to recommend or identify faculty who had the prescribed experiences. Additionally, substantial time was spent using campus websites to compare which faculty had dual appointments or had

noted past or present service with the branch campus. However, despite the significant effort to locate accurate information to determine how many faculty members would be eligible to participate, it was difficult to determine an appropriate minimum number of participants for the study.

When utilizing qualitative research, it is important to interview enough participants to achieve saturation in the data. While it was difficult to assume a number required for saturation, I initially aimed to target between 10 and 15 participants for interviews. Saturation is defined as the point where interviews no longer produce new information, so based on this information, I set the minimum number of interviews at ten to begin my research. Such a designation is supported in the literature by Trigwell (2006) who noted that between ten and thirty interviews are conducted as part of a full phenomenographic study.

Given the nature of this research, identifying participants with the prescribed experiences was difficult. Because of the specificity of the experiences sought for participants, this research required the use of a snowball sampling approach as noted above. Snowball sampling is a technique that was modeled after “contact tracing” in public health, where one individual is asked to name other individuals who were associated with specific events (Sadler, Lee, Lin, & Fullerton, 2010). This process is associated with the metaphor of a snowball rolling down a hill. Snowball sampling is an outreach strategy where the researcher starts with an individual or individuals with the desired characteristics of the study and uses those individuals’ social network to recruit similar participants (Sadler et al., 2010). Because the types of participant teaching

experiences were hard to learn about, this sampling method was helpful in recruiting such a small and specific population. This research was conducted by contacting deans of respective programs in order to identify those faculty members with the desired experiences, and once participants were identified, they were asked to refer me to others with the prescribed experience who may be interested in participating in the study. In recent years this method of sampling has become very popular in organizational research for multisource studies (Marcus, Weigelt, Hergert, Gurt, & Gelléri, 2016). However, before moving on, it is important to more fully understand the advantages and disadvantages to using such an approach for the recruitment of participants for research studies.

The most notable advantage of snowball sampling is the cultural competence and inherent trust it creates for potential participants (Sadler et al., 2010). Because the perception of the purpose and quality of IBCs can sometimes be questioned, this is of potential value in this study because the participation in snowball sampling by participants may illustrate trust and value for the research and researcher. Given the personal referral nature of snowball sampling, participants may communicate that they have participated in the research or are comfortable with participation, thus potentially illustrating to others they will be protected and valued in the research. Sadler et al. (2010) also identified two other notable advantages of snowball sampling. First, snowball sampling has the potential to diminish cost and time associated with the recruitment of a sample of sufficient size and diversity to represent the group as a whole. Secondly, snowball sampling can be effective in helping researchers identify potential

participants when there are multiple or specific eligibility requirements. Since this method relies on participants recruiting other potential participants, the use of a snowball sampling approach also relies on participant's familiarity within their own communities in order to successfully recruit those with similar characteristics or experiences. With all this being said, it is also important to acknowledge the potential limitations or disadvantages when utilizing snowball sampling.

Luckily, many of the disadvantageous associated with snowball sampling are addressed by the nature of the study itself. The most glaring disadvantage of snowball sampling is that is does not recruit a random sample (Sadler et al., 2010). While this would be a notable shortcoming in many studies, this research already required purposive sampling due to the nature of experiences sought for participants, and thus the non-random nature of this approach was not as highly impactful to this research. Secondly, snowball sampling is inherently biased due to its tendency to select an unbalanced demographic sample (Sadler et al., 2010). While this is a reasonable concern, the basis for this research was based on work or employment experiences and was not targeted toward any specific demographic. Next, snowball sampling does carry some risk about the disclosure of information to others (Sadler, 2010). This is true when participants are recruiting others in their communities to participate in research. However, given that the participation in this study carried very little risk past that which is experienced in everyday life, this did not negatively impact the willingness to participate. A final limitation of snowball sampling is that there is no statistically reliable way to determine when saturation has been reached (Sandler et al., 2010). While this is

true, the issue of saturation of the data was addressed in other ways as part of this research.

Protocol and Procedure. Given some experiences of faculty may be perceived as negative in this study, it was essential for me to ensure participant comfort by allowing faculty members to meet where they felt most comfortable. Additionally, it was essential that participants felt the content of their interviews was confidential in nature. These assertions support the idea that focus groups were not the ideal method for a study of this nature. It also suggests that an observation technique would not fully depict how faculty experience their teaching roles abroad. As such I utilized one on one interviewing to allow participants the opportunity to feel they can be as candid as they choose with me.

This decision has support in the literature and thus was altered to fit the needs of this study. The face to face interview has been the primary method of data collection for researchers when conducting phenomenographic studies (Ashworth & Lucas, 2000). Furthermore, the interview approach allows the researcher to focus on the relationship between participants and the research object of interest, rather than focusing on either separately (Bruce, 1997). Additionally, when reviewing past studies on faculty teaching experiences, most of the research conducted on this topic has been approached from an interviewing perspective. For this study, I conducted one on one interviews in locations or formats agreeable to the faculty participants. This meant the utilization of phone calls or online meetings via the internet to accommodate for differences in time of day and distance between myself and my research participants. However, as noted above, the

selection of an interview methodology does provide some challenges that need to be addressed.

Before discussing the formal protocol of the study, it is important to address any notable procedural challenges. One such challenge is the designation of interview length. Trigwell (2006) noted that most interviews in phenomenographic studies are between thirty to sixty minutes long. However, before interviews began, I perceived that may not be sufficient for this study. Given the desire to understand variations in the experiences for faculty who have taught in both home campus and IBC venues, this study allotted between sixty and seventy-five minutes per interview. While this is beyond that which is prescribed by Trigwell (2006), I felt it may be necessary to ensure faculty were able to fully share their experiences. This time allotment also aligned with the work of Akerlind, Bowden, and Green (2005) who suggested interviews should utilize a specific number of set questions and utilize follow-up questions to further investigate responses. Such a time allotment allows for the discussion of core questions for all participants and allowed me to further delve into varied responses given by participants using probes.

As noted above, this research utilized semi-structured interviewing to understand participant experiences. Ashworth and Lane (2000) suggested that interviews be approached as more of a conversational partnership where the interview supports the reflection process for participants. I felt this was a good approach to this research. By making the interview conversational in nature, it was my hope participants would feel more comfortable sharing their experiences with candor and comfort. Further, making the interview feel more conversational in order to could address any power dynamics or

discomfort with being interviewed. Anyan (2013) supported this approach noting that interviews should work to ensure an egalitarian climate between interviewer and interviewee. This conversational structure was used to help interviewees feel more able to share their thoughts as opposed to feeling questioned or interrogated about their experiences. This was the case as all of my participants were very candid, conversational, and comfortable to discuss their experiences with me.

For the overall flow of the research, the following sequence was used as a roadmap for this study. Once faculty possessing the desired qualifications were identified, they were contacted for an interview. For those participants willing to participate, a time and format (phone, webcam, etc.) was selected based on faculty availability and preference. They also received the informed consent form via email for preliminary review. This approach helped to answer any questions they had about impacts to them before they fully agreed to an interview. Faculty were notified of how many questions they would be asked, the potential for follow up questions, and there was discussion regarding the amount of time for interview as it was needed. Participants were also given the option to review the questions prior to the interview if they wanted to prepare responses ahead of time. During the interviews I introduced myself, briefly discussed the purpose of the research, and discussed where my interest in the topic originated. Next, I recorded each interview upon obtaining consent to do so from each participant. After acquiring consent, I conducted the interview utilizing both the prescribed questions (see Appendix A) and any needed follow-up questions. During the interview, I also took notes of the conversation for follow up questions and review after

the interview. Next, I thanked the participant, summarized the contents of the interview as a form of member checking, and asked if they would be open to a follow-up interview should one be needed. I then submitted the audio files to LR Transcriptions for transcription. Finally, after interviews were transcribed, I again shared the contents of the interview with the participant to ensure accuracy of recorded information and thanked them again for this participation.

Study Amendments. It should be noted that throughout the study, adjustments were made to respond to various barriers or challenges. First, the scope of the original study was focused on only two institutions. However, when one of the institutions rejected my requests to interview faculty members, the study was expanded to three more institutions to expand the pool of potential participants.

Another issue was variations between home campus and IBC Institutional Review Board (IRB) requirements. In some cases, my approval from the university overseeing my IRB approval was sufficient to be approved to speak with the deans and faculty members at other institutions. This was not the case with all institutions. Some institutions required a conversation and for me to share information about the nature, purpose, and format of my study for an informal review. Once it was determined their faculty members would only be participants of the research and not be contributing researchers in the study, several of the institutions gave me permission to reach out without formal review of my study. There were some institutions that required I submit to separate reviews for their home and branch campus. In these instances, the home campus and IBC campus reviewed my request individually and made separate decisions

about my ability to contact their faculty members for participation. Finally, a small number of institutions requested I go through their formal government research request procedures. In these cases, I did not pursue permission to contact faculty on those campuses. This decision was made for multiple reasons. First, the cost associated with this was high in some instances. Secondly, the process was rigorous, and having completed multiple reviews at other universities at this point, I was hopeful I could complete the research using the already approved sites. At this point, I had 5 institutions (either home campuses or their respective IBCs) that had approved me to work with their faculty and I felt that I could get ample participation from five separate sites. Finally, the communication I received was somewhat inconsistent in terms of what the review would look like and the likelihood of approval, even when completing the process as requested, was still very much uncertain. For these reasons, I felt the decision to more deeply pursue participation from those sites which I had already received approval was a better use of my time and energy as a researcher.

The final notable study amendment was the addition of snowball sampling as a recruitment approach. The original process for the study was to recruit solely based on faculty curricula vita and through academic dean referrals. However, when interviews began, it became very clear that participants were familiar with their colleagues who have similar experiences. Not only were they willing to participate themselves, but they also were willing to refer me to other potential participants by name and institution. This became immensely helpful in securing interviewing and finding participants with the prescribed and specific experiences I sought for the study.

Analysis. There has not yet been a single analytic process or technique prescribed for phenomenographic study, but an array of approaches have previously been used (Yates, Partridge, & Bruce, 2012). Thankfully, there is literature that proves helpful in guiding the analytic process for phenomenographic studies. Schutt (2012) noted the analytic process for phenomenographic study actually begins in the interview phase, where interviewers should begin identifying problems and concepts that help understand experiences. Additionally, Akerlind (2002) highlighted the following as common principles for phenomenographic analysis: researchers should limit any predetermined opinions on views of categorization, focus on the collective not the individual, and search for variation across transcripts to identify relationships between experiences. Akerlind (2002) continued to note that early read-throughs of transcripts should be conducted with a high degree of openness that narrows during subsequent reads of the transcripts.

After reading through the transcriptions, results of phenomenographic studies are presented first into categories of description (Bruce, 1997; Akerland, 2002). Categories of description are then used to create a visual outcome space (Bruce, 1997). The creation of these categories of description allow the researcher to identify relationships between varied experiences in order to create an outcome space. Outcome spaces are made up of categories of description that represent varied experiences of participants connected by similar structural relationships (Akerland, 2002). Marton and Booth (1997) noted three identifiers for judging the quality of outcome spaces:

1. Each category in the outcome space reveals a distinctive experience for how participants experience the phenomena.
2. Categories are logically related as a hierarchy of structural relationships.
3. Outcomes are parsimonious, suggesting variation in observed experiences are represented by as few categories as possible.

Ultimately, the aim of the researcher during the analysis phase should be to illuminate the whole by focusing on different perspectives of the same experience (Akerland, 2002). This means that the focus of the analytic process is to illustrate the entire gambit of variations in experience as opposed to consolidating them down into a few qualitative themes. Finally, the outcome space presents the findings as a complex web of experiences that comprise the phenomenon and represent the phenomenon in the same way categories represent participant experiences (Yates, Partridge, and Bruce, 2012). Outcome spaces are often represented visually in diagrams, images, or tables to illustrate relationships between categories (Yates, Partridge, & Bruce, 2012). There is no standard for what an outcome space may look like as they are unique to each study. Outcome spaces may be very concise, simplistic, and direct, or very abstract and complex depending on the nature of the study they are used for. However, the following page shows examples from other research that give general context to the visualizations of outcomes spaces in phenomenographic studies:

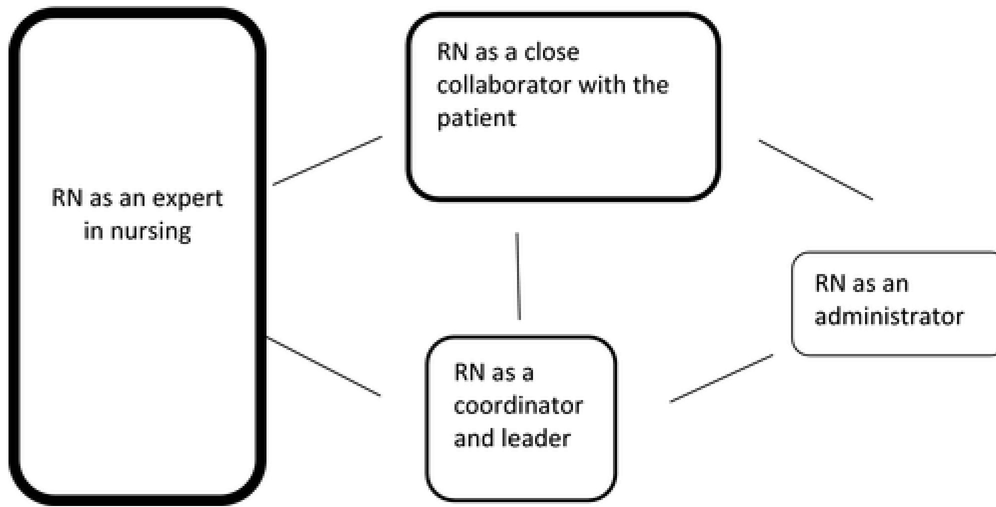

Figure 2: Reprinted from Persson & Carlson (2018) Somatic Care Nurse Conceptions of Health Care Work

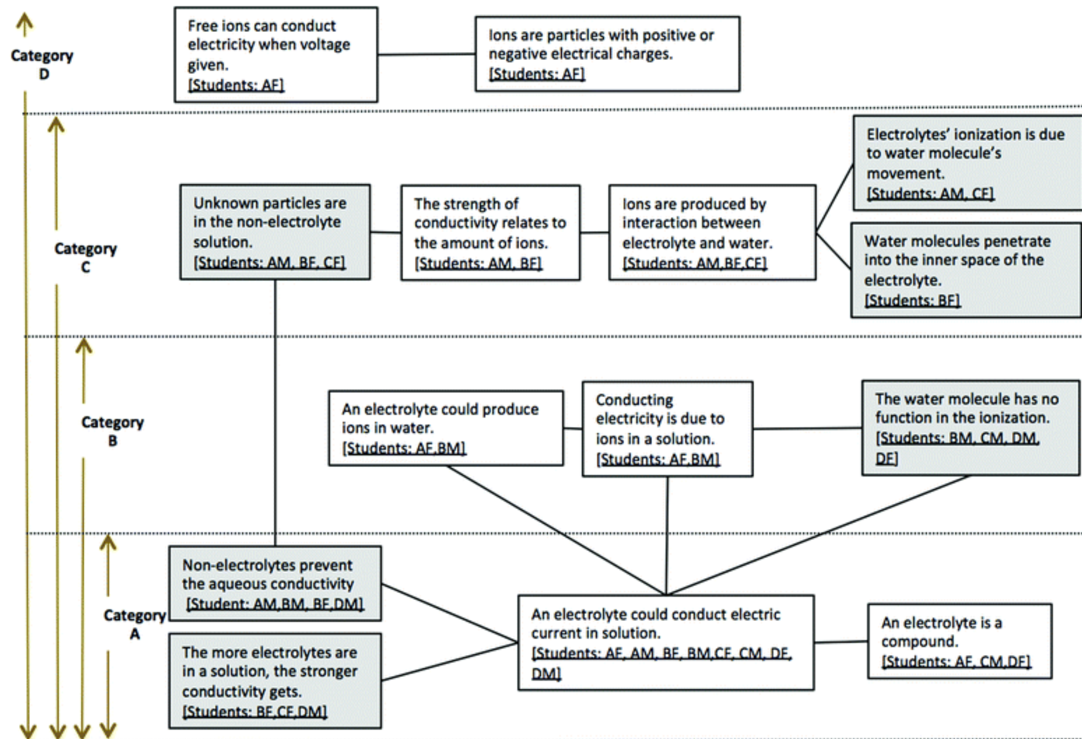

Figure 3: Reprinted from Lu, Bi, & Liu (2019) study on 10th grade student understanding of electrolytes

Utilizing this methodological framework, I reviewed interviews from the notes and transcriptions and read them multiple times before creating individual note cards from statements. I then utilized a qualitative sorting method noted by Dr. Yvonna Lincoln (personal communication, spring 2016). Using this sorting method, I then began creating categories of description to highlight differences in participant experiences. With each subsequent interview, these categories of description evolved until completion. I then utilized a visual outcome space to illustrate relationships in the variation and share full view of the gambit of experiences for faculty who teach in both home campus and IBC venues.

Quality and Rigor. The consideration of quality in phenomenographic research starts from the beginning of the study and includes the research questions, the justification of the phenomenographic method and throughout the process culminating with the reporting of findings (Sin, 2010). For this research, great time, effort, and thought occurred when conceptualizing how to appropriately consider quality and rigor. One of the primary challenges with quality and rigor for qualitative researchers is their involvement in the research. Thus, recognizing and controlling for research bias was among the top concerns for this study. From the onset, the research questions and interview questions for this research were derived from previous research and subjected to peer review. This measure was taken so that personal perspectives or beliefs I may have possessed or acquired as a result of my literature review, course work, or other preconceptions with faculty work abroad would be either minimized or addressed prior to beginning the research. While these efforts cannot fully address the potential impact

of the researchers lens and interactions in studies, this research approached quality and rigor following the guidance provided by Lincoln and Guba (1985).

Rigor in research, which is traditionally characterized by the validity and reliability of the research, ensures that findings reflect the object of study (Sin, 2010). In order to achieve the quality and rigor required of formal research, Lincoln and Guba (1985) identify four components of trustworthiness qualitative researchers must address: credibility, transferability, dependability, and confirmability. For qualitative designs, it is essential that research address each of these components of trustworthiness to illustrate the study's quality and rigor due to the interactive role of the researcher throughout the study. As noted above, in order to ensure credibility of the study, I first utilized a peer review process of the interview protocol itself to expose any bias of questions that may have been leading in nature. Stenfors-Hayes, Hult, and Dahlgren (2013) affirmed this approach noting that credibility is enhanced by the researcher's awareness of how their interpretations may impact or influence the research process. Additionally, I also ensured that at the conclusion of each interview, I informed the participant that I would like to subject the transcript and data to a member check. Member checks confirm the accuracy of material itself from the participant's point of view (Lincoln & Guba, 1985). Member checks allow the participant themselves to review the data to ensure the contents of the interview are their own narratives. Additionally, it ensures that all data is in the words of the participant and not the interpretation or summation of the interviewer. This helps to ensure data integrity in that the data provided is the first hand, untranslated experience of the person impacted by the phenomena and not the result of assumption, bias, or

interpretation of the researcher. In this study, each participant participated in a member check and each provided feedback as they felt appropriate to ensure the data was an accurate articulation of their experience. Finally, as able, I provided portions of the analysis to participants for review. However, this was at times not feasible or useful due to the study's focus on variation as opposed to common theming.

Another needed area to address with regard to quality and rigor is that of generalizability. Generally, the term generalizability in research refers to the extent to which the findings obtained from a study are representative of a target population as a whole (Sin, 2010). However, with regard to qualitative research, generalizability is referred to as transferability by Lincoln and Guba (1985). Sin (2010) supports the usage of the term of transferability as more appropriate because qualitative research focused more on the extent to which findings can be applied to or used within other contexts. Sin also suggests that in the event transferability is the primary motivation of a study, the research should be designed should be designed to consider the context of desired application at the onset of the study to determine scope and adequacy of participants. Due to the highly specific nature of this study, transferability is not the primary motivation of this study. It is important to note the highly specific nature of this study in that it focuses on only two different countries participating in international branch campus partnerships. Thus, due to the context, culture, and practices of those nations, the data may not be transferable to other contexts. However, just because the context may differ, that does not mean that steps should not be taken to ensure transferability of the study itself. Qualitative studies are inherently challenging with regard to transferability

because of the focus on individual narratives and experiences. Thus, in order for this study to best address transferability, two steps were taken. First, a clear articulation of the utilized methodology was provided in order to aid the potential future replication of the study using the same methodological strategies and institutional types. Throughout this study, I sought to articulate the methodology in a highly specific manner. This included basic research elements such as my research questions, interview protocol, and analytic methodology. However, it also expanded to include working with institutional IRB, methods for contacting participants and institutions, variance in IRB approval authority, institutional resistance, sampling methodology, and other insights learned as a result of conducting the study itself. Secondly, I attempted to achieve transferability with a thick and rich discussion of the categories of description and outcome space. I was fortunate to have participants who were very candid and conversational during the interview process. While many common themes did exist in their responses, my focus was to show variance even in common experiences. The results of this study are purposely proposed to be detailed in order to help future research more clearly illuminate the nature of teaching at international branch campuses. This helped to clearly characterize the outcomes of this study and serve as a clear indicator for future researchers as to where this research led.

Third, it is necessary to achieve dependability. There are various ways to achieve this according to Lincoln and Guba (1985) including using credibility as a demonstrator of dependability, overlap methods, Stepwise Replication (requires two teams working independently), or inquiry audits. Because this research was completed as a dissertation

and as a requirement of a degree, it was necessary that I work alone on the study. This meant that Stepwise Replication was not an option for me. Additionally, while I believe I have sufficiently covered the credibility of the study, I did not want to rely on that alone for dependability. After reviewing my options and the nature of the study, I felt the best way to achieve dependability in this study was an inquiry audit. Generally, inquiry audits serve the same purpose as a financial audit (Lincoln & Guba, 1985). This required me to submit the entirety of the methodology and analysis to an external reviewer to review both the process and product. Due to the context of this study as a fulfillment of the requirements of my dissertation, my dissertation chair conducted the inquiry audit. This exposed the interview method, interview protocol, conceptual framework, and analytic method in terms of the process to the auditor who has extensive experience in qualitative methodologies and is familiar with the research area of IBCs. It also exposed the data itself, the findings, and any implications as the product to the auditor.

Finally, addressing confirmability became a bit of a cumulative process. Lincoln and Guba (1985) emphasize the confirmability audit as the major technique for establishing confirmability. They also note the use of triangulation and reflexive journaling as dovetailing into the audit process. Lincoln and Guba (1985) break the confirmability audit down into two components: 1) the audit trail and 2) the audit process. They give credit for this process to Halpern (1983) who noted the six audit trail categories as: raw data, data reduction and analysis products, data reconstruction and synthesis products, process notes, materials relating to intentions and dispositions, and instrument development. With regard to the study, confirmability was reached but

summation of the efforts to address quality and rigor throughout the study. The study was subjected to external reviewers from beginning to end, including interview questions, raw data, analytic approaches, reflexive notes kept throughout the research process, transcripts and various other portions of the study. This combination of frequent and repetitive external review measures support not only the credibility, transferability, and dependability, but also culminate in the overall confirmability of the research as whole.

Limitations

The most notable limitations of the study are threefold. First, this study is unable to make any generalizations about faculty experiences teaching at IBCs. While the study seeks to provide a snapshot of the variations in faculty experiences, they can only represent the sample and may not represent the experience of all faculty who teach at IBCs. Second, the scope of this study is limited. This study will only include research into the experiences of faculty who have taught at one United States based IBC/home campus pairing. It does not account for other universities, other nations, or other agreements with host nations. Third, the study is limited due to all data being self-reported. There is no way to call any finding “generalizable” in this study because information is subjective to the participant. Rather, findings illustrate the perceived and lived experiences of faculty at IBCs. Future research could easily address some of the limitations of this study, however, this research will offer useful information to better understand faculty experiences teaching at an IBC.

Summary

This study was a pheonographic qualitative study that utilized individual interviews. Participants were purposively sampled to have taught at least one three-hour course at both an institution's home and IBC campus. Participants were recruited via email through respective academic administrators who had knowledge of the teaching experiences of their faculty. Additionally, snowball sampling was utilized to further the recruitment of participants who had similar experiences to those who had already interviewed. A total of 7 people from 2 institutions participated in this study. All interviews lasted less than 50 minutes, but 36 averaged minutes each. The roles of the participants included: five full time faculty appointments, one administrative faculty members, and one administrative dean appointments. Quality and rigor were addressed in the study through member checks, specific methodological tracking, and an inquiry audit. In the following section, I will discuss the data collected in this research study through discussion of participant responses, characterization of areas of description, and a visual outcome space illustrating the variations in faculty teaching experiences at IBCs.

4. DATA PRESENTATION

This study has placed focus on the uniqueness of the faculty teaching experiences that take place at International Branch Campuses and the ways they may or may not differ from work at the American home campus. The need for this research arises directly from the literature and the potential inability for American institutions to duplicate the curriculum delivered on their home campus. This focus on attempted duplication is illustrated by Chee et. al. (2016) who noted that universities that establish IBCs assert that there is little to no difference in the teaching at the IBC and home institution. These attempts at duplication have been made to directly address questions about academic quality at IBCs as referenced by Lim (2009) and Lien and Wang (2012). Finally, Healy (2015) highlighted that a true symmetrical approach to pedagogy at IBCs may be unrealistic due to the various cultural and social difference between the home institution and the IBC.

This research seeks to better understand whether faculty believe they experience similar educational conditions when teaching at an IBC and how (if at all) they work amid those sociocultural conditions to deliver courses that are equivalent to those delivered at the home campus. In particular, questions relating to academic freedom in the form of curricular design and pedagogical approach were examined, as well as questions about what training if any faculty engaged in that could potentially help them navigate the social and cultural differences they may encounter at the IBC.

This section delivers the results of this qualitative interview based study with regard to the previously stated research questions:

1. How do faculty perceive their level of pedagogical autonomy when teaching in the IBC setting?
    a. How does that compare to the pedagogical autonomy experienced at the home campus?
2. How prepared do faculty feel before their first experience teaching in an IBC setting?
    a. What measures (if any) were taken in preparation to teach at an IBC?
3. What perceived level of influence do faculty have on course content in the IBC setting?
    a. Does that differ from the home campus? If so, how?
4. How does teaching at an IBC impact faculty members in relation to pedagogical autonomy, preparation, and course content when teaching in the IBC setting?

The data presented in this section will directly address the above questions, but much of the data collected in this study provides context of faculty teaching experiences at IBCs in areas outside of the research questions. This section will provide a visual outcome space of the data collected in the study. I then discuss the organization of the outcome space and brief definitions for the overarching areas of Culture/Context, Structural, Professional, and Core. Finally, I present data collected from participants in the study based on thematic areas.

Table 1 shows information about the international teaching experience, appointment location, and role of the members who participated in this study. Participants of the study were aware they needed to have had experience teaching at

least one three our credit course at both their home and branch campus prior to participating in this study. All of this information is compiled based on responses to open-ended questions asked as part of the protocol that did not request an answer to these items specifically.

Table 1

Participant Profiles

Participant Pseudonym	**International Experience Prior to IBC Appointment?**	**Assigned Location at Time of Interview**	**Role at Time of Interview**
John	Yes	Branch Campus	Administrative/Faculty
David	Yes	Branch Campus	Faculty Only (Tenure)
Phil	Yes	Dual (Home and Branch)	Faculty Only (Tenure)
Richard	No	Branch Campus	Faculty Only
Steven	No	Branch Campus	Faculty Only (Tenure)
Robert	No	Home Campus	Faculty Only
James	No	Branch Campus	Staff/Faculty

As noted in Section 3, the use of a phenomenographic study seeks to illustrate variation in participant experiences and uses an outcome space or visualization of data to assist in the presentation of findings. To best illustrate the findings of this study, both a simplified table and a visual outcome are essential to convey information gleaned from this research. For the purposes of this study, categorical areas represent a broad or

overarching area of similarity, whereas themes represent the specific findings within the data of this study. Table 2 below illustrates the categorical assignment areas for each thematic area found in this study.

Table 2

Categorical Areas and Data Themes

Culture/Context & Structural		
Admissions	Censorship	Home Campus Culture
Structural Only		
Home Campus Relations and Communications	Home Campus Mentality	Tech Support
Governance and Hierarchy		
Structural & Professional		
Teaching and Innovation		
Professional Only		
Preparation and Training	Mentoring and Developmental Opportunities	Fluid Teaching Arrangements
Faculty Life at IBCs	Motivations	Academic Discipline
Culture/Context		
Parental Involvement	Student Behavior and Interaction	Student Care and Respect
Gender Dynamics	Knowledge of Current Events	Perceptions of IBCs
IBC Institutional Diversity	Student Experience Expectations	
Core		
Student Preparation and Experience	Size	Host Nation and Home Campus IBC Agreement
Self-Censorship	Office Hours	Language
Influence of Regional and Local Culture		

Figure 4 is the visual outcome space of this qualitative research study and can be seen on the following page. To interpret the visualization of the data collected for this study, it is essential to define the overarching areas of faculty teaching experiences at the IBC in the

data collected as part of this study. I have named those areas Culture/Context, Structural, Professional, and Core for this study. These overarching areas are located at the far top, bottom, left, and right of the diagram. Each of these areas are defined below.

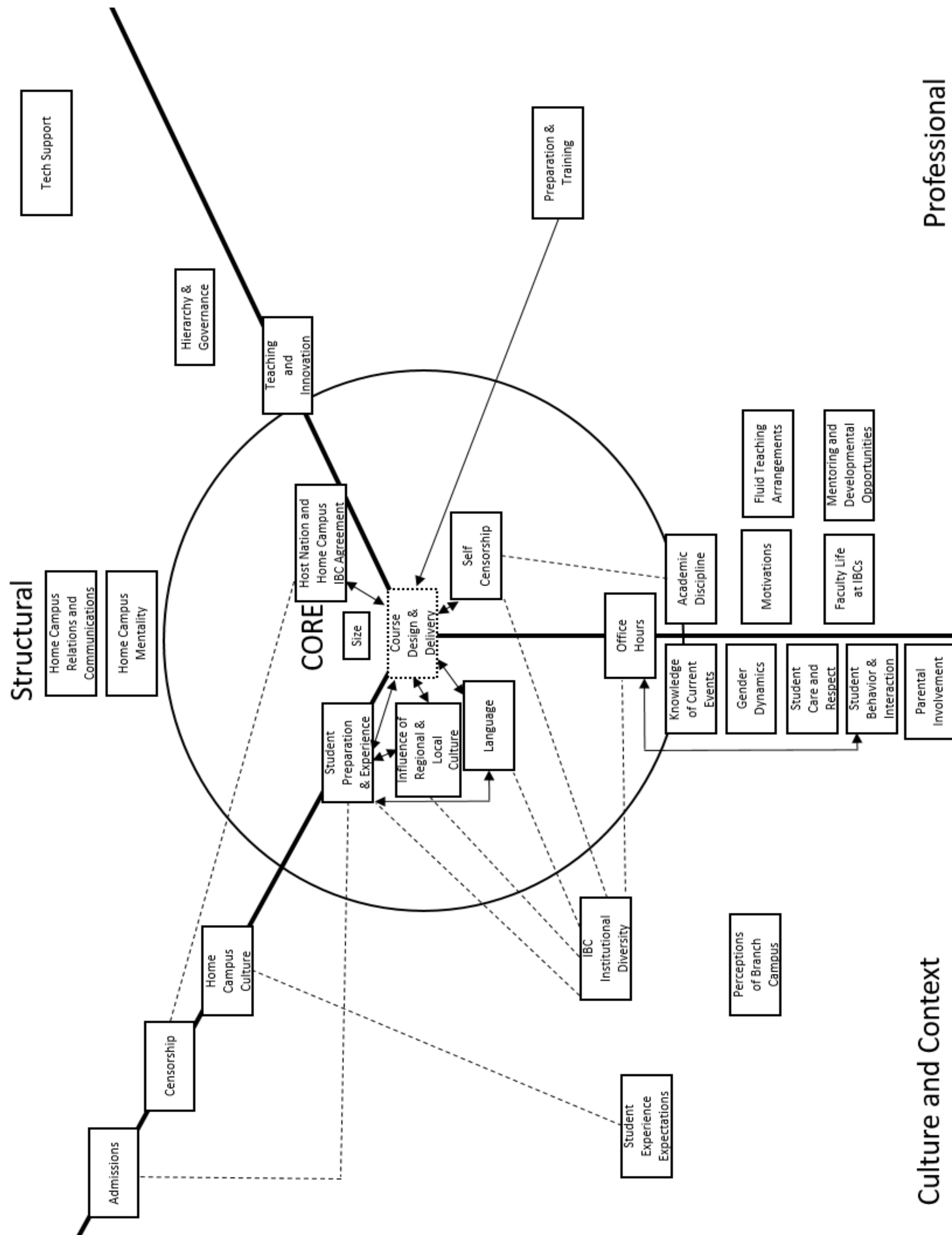

Figure 4.

Culture and Context

For the purposes of this study, the themes characterized as being cultural or contextual with regard to faculty teaching at IBCs are those which originate from sociocultural norms, traditions, values, or beliefs. For the purposes of this study, these are applied more so to the host nation for data analysis but do include these same factors on the home campus as well. These areas align the Normative Structural pillars of organizations used by Scott (1995) and later expanded on by Kostova and Zaheer (1999) to apply Scott's model to how multinational corporations succeed in achieving legitimacy in foreign markets. This work was essential in the creation of the theoretical model developed by Wilkins and Huisman (2012) used for this study. Applying this more directly to instructions of higher education, Kuh and Whitt (1988) defined culture as persistent patters of values, practices, norms, or assumptions that shape behavior of individuals or groups used to interpret meaning. These factors may come from the home institution, the host nation, or even be the result of individual or group behaviors. In cases where themes share or closely occupy space with other thematic areas, these themes illustrate the close relationship between culture and that area and may have either direct or indirect impacts on the nature of faculty work at IBCs.

Structural

For the purposes of this study, the themes characterized as being structural with regard to faculty teaching experiences at IBCs are those which symbolize organizational, hierarchical, procedural, or authoritative factors impacting faculty teaching abroad. These themes may be formal or informal in nature and may be the result of procedures,

agreements, or other structures which define the parameters of work at the IBC. In cases where themes share or closely occupy space with other thematic areas, these themes illustrate the close relationship between structure and that area and may have direct or indirect impacts of faculty work at IBCs.

Professional

For the purposes of this study, the themes characterized as being professional with regard to faculty teaching experiences at IBCs are those which represent teaching as a profession. These themes may include teaching style, academic discipline, contractual agreements, curriculum or content development, or preparation and training. In cases where themes share or closely occupy space with other thematic areas, these themes illustrate the close relationship between the professional day-to-day work of faculty and that area and may have direct or indirect impacts of faculty work at IBCs.

Core

For the purposes of this study, the themes characterized as being core with regard to faculty teaching experiences at IBCs are those which symbolize the most salient impacts to the overall faculty experience at IBCs and may address the problem statement of this study regarding the duplication of education abroad. These themes may be cultural/contextual, structural, or professional in nature but work together to most directly impact course design and educational delivery at the IBC based on the data collected in this study. These themes are the most interactive of all themes found in this study and may offer both variance and consistency in participant responses.

Throughout the section, discussion of each thematic area will begin with a brief articulation of why it was characterized in its designated categorical areas. The data collected in this research will begin with those factors which are both cultural/contextual and structural in nature and will be shared in the following order: Shared Cultural/Context and Structural, Structural only, Shared Structural and Professional, Professional Only, Shared Professional and Cultural/Contextual, and finally end with the data collected for the Core themes. Participant perspectives in the thematic areas were shared in a variety of ways and may be expressed directly or indirectly and may or may not related directly to the questions posed to the participant during their interview.

Shared Cultural and Context and Structural

The three themes that fit within this area are Admissions, Censorship, and Home Campus Culture.

Admissions. The theme of Admissions represents both the formal process of admitting students to the IBC and the perspectives and beliefs about those who are admitted to the IBC. As such, it represents both the culture/context and structural categorical areas. The data collected in this study suggests participants view admissions as a combination of the standards set forth for admission (structural) and how the learning experiences of incoming students are viewed and accepted based on the quality of the educational system of the nation from which come from. This is also why there is a notable relationship between this theme and the Student Preparation and Experience Core theme to be discussed later in the section. Overall, the perspectives of who is admitted to the IBC varies greatly among the faculty who participated in this study.

John, an administrator and faculty member, referred to outside perceptions of the students and his perception of who is admitted stating, “like the assumption sometimes is you’re teaching Arab kids out here, they’re smarter, and it’s not the case, our test scores compare nicely with the home campus, and they’ve gotten stronger.” James, a staff member who also holds a faculty appointment, shared a similar perspective saying, “[institution name] is known to have really bright students on both campuses.” While there is some consensus the students who attend their respective IBC are good students, there is variation in faculty perceptions of the admissions standards between the IBC and the home campus. David, a faculty member based at the IBC after substantial experience teaching at the home campus, said, “I would say that of the students at [branch campus], the bottom . . . I’ll say I’ll be generous, the bottom 5% don’t belong in any university, and the bottom 25% don’t belong in a university that has [home campus] name on it. But that’s part of the project there. It’s not the home campus.” While less polar in their comments, Richard, a faculty member with extensive experience on the home campus prior to working at the affiliated IBC, noted, “I’d say the students here (at the IBC) are less well-prepared and less highly motivated. I’m sure it’s the same at [different prestigious university], at [home campus] you get really top students who spent their whole career operating in a very competitive environment, and surviving in that. And so the students on the main campus tend to be very competitive, very well-prepared, and very high-geared. I’d say the students here are a little bit more laid back, and less well-prepared.” Based on this information, faculty seem to have varied perspectives of the admissions criteria for the IBC when compared to the home campus.

Censorship. Censorship is another thematic area that is characterized as both a Culture/Context and Structural. The data in this section illustrates the implications of host nation culture and influence when compared to the structure of how the IBC is designed to run. This topic also shares a strong relationship with the Core categorical theme of Host Nation and Home Campus IBC Agreement. The theme of censorship was created in response to variation in responses given by participants regarding outside influences on faculty work at the IBC. Two participants referenced an early motion by the host nation to censor a book that was to be used for one of the courses that was used at the main campus. Interestingly, this reference was made by participants from two different institutions within the same nation. However, it is unclear if they refer to the same instance of censorship or not as they are both referenced as having taken place soon after the campus was established. John, the first participant to accept an interview, an administrator at the time of the interview, said, “There used to be some early book censorship, that’s kinda gone away. But that’s something we always watch, because academic freedom is always in play anywhere in the world.” Similarly, Phil, a faculty member with significant experience working on both campuses, stated, “I did have, at the beginning of two semesters, a textbook that was at first banned, and then [home institution] said that we would make electronic copies of it available.” He later continued, “There’s a process here, we work through [host nation educational entity], [host nation educational entity] managed to lift the ban, and they got to get the copy of the book.” This is noteworthy because it suggests that any censorship that faculty have experienced within this nation has been resolved quickly, and the host nation

government was actively supportive of the resolution. This does however suggest that the push for censorship comes from somewhere other than the government and has the power the potentially influence operations from what may not be an "official" capacity. Additionally, this instance, or these instances in the event they are separate events, appear to have been several years back and based on the lack of mention from other participants, do not appear to have recurred. In fact, most other participants did not make reference censorship in anyway, noting they felt comfortable with the academic freedom provided with regard to teaching specifically. This information is significant for this study and will be further explored during the discussion of the core topic of IBC/University Agreement and Course Design and Delivery. While it does appear that censorship of materials is something that has in the past impacted teaching at an IBC campus in this host nation, they seem to be historical in nature and no longer a direct impact to the work of faculty at IBCs.

Home Campus Culture. The sub theme of Home Campus culture is significant and representative of both the Culture/Context and Structural Domains in that it references the importance of the home campus culture at the IBC in regard to courses, student expectations, and in mission. The data for this theme is quite rich, not only in that it touches on the multiple areas noted above, but it also offers some variance in participant responses of how the home campus culture manifests itself at the IBC. John had some notable commentary of this, which may be related to his administratively focused role at the IBC. With regard to the home campus culture impact on the courses themselves at the IBC, John said, "When I first came, we did a syllabus, what we call

rationalization, and that is every syllabus that we had in our program, we ran by the home campus, the school had been established years before, and I wanted to make sure that the content and the quality and the expectations were pretty much the same." This aligns closely with a comment by David, who said, "the idea is that we're all supposed to be using pretty much the same text and be on the same page, give the same quizzes, and the same exams." These sentiments are largely mirrored by the other participants who note that the desire to mimic courses delivered at the home institution is prevalent in their work.

With regard to student expectations of a home campus experience, again, John mentioned the similarities between the home and branch campus stating, "the students really identify with the home campus, [mascot] or [mascot] or whatever, they were very, you know attentive, to slogans and academic traditions or student traditions, I should say, and that kinda thing." Steven also echoed a similar sentiment noting, "I think the way the campus is marketed, I think that that's also what the students expect. They expect to come here and have pretty much the same experience as their peers in the U.S." Of the three sub categories relating to home campus cultural influence, the student experience is the one that is least directly referenced as connecting to the home campus culture.

Finally, the home campus cultural influence is notable due to the perceptions about institutional mission of the participants. John stated, "The main thing is, always in a branch campus – we probably don't really call ourselves a branch campus, we don't like that term, but an international school, or a school of the university – is to be worthy

of the home base of the mother campus, and not to be doing some kind of blurred 2nd grade version of what goes on back home." He also noted, "And it's important that those permeate and goals and vision for an international campus, it must be of the home campus, it must feel like the home university, or otherwise it's just kind of out there and a disconnected entity." This sentiment that they are part of the campus in structure and mission is also referenced by David who said, "When I teach at [institution] in [host nation], you know, we're really a satellite campus, and so I'm familiar with many of the institutional expectations." While David perceives the relationship to be that of a satellite campus, he acknowledges, "one of the things I think is actually quite interesting is that at the home campus, they never even think of us." This connection to home campus mission also seems to dissipate when looking at specific disciplines.

While their programs are very relevant to the home campus, both David and Phil note questions about why their disciplines are relevant at the home campus. David noted, "But it's really hard to explain to the trustees of [home campus], or in fact to the world at large, why you have a [program name] school in a country without a [functional area]. Phil had similar feelings noting, "Here's the real challenge for me – I teach [academic discipline], right? And so this is a country with no [academic discipline], right, and so they have no elections, they have no parties, and so they don't know anything about America." While the participants of this study offered robust data in this area and were clearly aware of the interactions with the home campus culture, these areas did not seem to be salient to how they taught their courses and delivered the content of their discipline.

Structural Only

The four themes that fit within this area are Home Campus Relations/Communications, Home Campus Mentalities, Tech Support, and Hierarchy and Governance.

Home Campus Relations/Communications. This thematic area exists solely within the Structural categorical area because the data focuses on the structures and relationships that exist between the home campus and the IBC. Participants in this study offered significant feedback on in this area and perceptions of relations and communication seem to vary based on the role you have at the IBC. This is another area where John, who is primarily an administrator with few teaching responsibilities, feels different than the others in the study. Within this theme, participants offer notable thoughts on connection to the home campus, the impact of time difference in communications, the investment of home campus upper administration, and the perceptions on those faculty who teach at an IBC. In order to present this data in the most logical way, I will present three statements from John's perspective that seem to create variance within the participant group. First, with regard to the level of connectedness felt with the home campus, John stated, "sometimes I think I get more responsive attention than some of the home campus do." This contrasts starkly with David's perspective, who said, "it is striking how little mind the home campus pays to the [IBC] campus, how they really don't take it seriously."

Additionally, John noted the impact of time difference on relations with the home campus. He was the only one to make significant note of the time difference, perhaps

because of his role. He stated, “the president and provost respond to emails almost instantaneously on hours that we’re both awake. And I get very good feedback on a faculty appointment that requires provost office approval.” This notion of the impact of time is not something that the other faculty members discussed regarding their perceptions of home campus relations.

Finally, John referenced the investment the upper administration has in the IBC. He shared, “an example of that would be a provost visits here at least twice a year and spends . . . well three times a year, comes for meetings of the joint advisory board which is our governing board here with the [host nation educational entity]. And then he brings a delegation of his colleagues, the deputy provost, associate provost, and some other folks who come and spend a week with us or several days of a week and not a full week. And they fan out and talk to a lot of people.”

While John seems to see and feel the investment and connection of the home campus, several of the other faculty who participated do not. Phil noted, “many of my colleagues feel that way, they feel like this is a campus that’s not taken very seriously, even though we’ve got way more resources over here than they do on the main campus. And they think that there’s a stereotype that we’ve got low standards for promotion,” and continued to say, “There are forces on main campus that are unhappy that we’re here, that think we’re just here to syphon money.”

Home campus relations seem to be an area where faculty experiences vary and may not align with administrators. While one participant felt the home campus is not

only aware of their work aboard, but is also highly invested in it; others feel disconnected from the home campus and may feel devalued by home campus peers.

Home Campus Mentality. Home Campus Mentality is a thematic area that illustrates the impacts of home campus operations, approaches, and ideologies on the IBC. These can be formal structures or those approaches that faculty or staff who have worked at the home campus bring to the IBC with them. This theme also refers to the perceived tendency of some decisions to be made at the IBC based on a “how we do it at home” mentality that may exist in IBCs. The variance that exists with this sentiment is not necessarily found in the participant’s comments themselves, but more in participant experiences. The only participant to discuss this as a notable part of the experience is the only participant to start their academic career at an IBC and then teach at the home campus. All others had experiences where they taught at the home campus prior to their IBC appointment. This suggests that this perception may be more noticeable to those who do not bring the home campus lens aboard with them. Robert noted this by saying, “One thing that I’ll say is that often times, main campus experience is kind of used as a trump card in discussions in [host nation], that you know it kind of can shut down the conversation ‘well this is how we did it on main campus.’” He noted that when he heard this he felt, “kind of resentful of people who would say that as if like ‘well we know best.’” He also noted that it often gave a “less than” sentiment that was echoed by others as a relational components of working at the IBC. Robert articulated it as, “It was almost sort of like paternalistic, that ‘main campus knows best, and this is how it’s done on main campus, so you just quiet down and listen to us.’”

While these interactions were once very frustrating for him, after his time working at the home campus, Robert believes the experience will help him combat that mentality at the IBC. He believes:

> Insight from main campus is certainly important, but it's not the be-all and end-all. And so I'm pleased now, having had this semester of teaching on main campus that when I return, I can join that discussion with the sort of institutional knowledge of how main campus runs, and sort of add my two cents that, you know, maybe that's not exactly how it's done on main campus anymore. Or maybe that's how it's done on main campus, but that's why it works on main campus, and let's talk about why it might not work here.

This may be a potential area of continued research, as this mentality only emerged from the one participant who began their career teaching at the IBC after being educated at the home campus. No other participant seemed to share a perspective that was even related to this perception, so it may be connected to the unique lens the participant brought to the interview based on their experiences.

Tech Support. The thematic area of Tech Support exists within the Structural category because the data presented articulates the structural and operational supports of technology that exist on the home campus and how they can be compared to those of the home campus based on participant experiences. Although none of the interview questions asked about it directly, three of the participants noted differences in tech support when working at the IBC as compared to their home campus. John noted the importance of technology for his role as an administrator, stating, "I attend all the

council of deans meetings by phone, Skype if I can." Rick noticed the value to technology to support his role in a different way, he said, "I get much more support here in technology and other kinds of activities, the registrar and so forth than I would have on the main campus. I would be much more dependent on myself, whereas here, if I have a glitch with my computer, I call up a guy, and he shows up within 20 minutes and fixes it." Rick also felt support in general, was notable abroad, noting, "the relatively rich support that we have in [IBC]." This is not something he had anticipated to be the case when he accepted his appointment.

Finally, Steven noted technological support in terms of being empowered to use technology to fulfill the expectations of his role. He offered a few thoughts on this, stating, "In both campuses, we get a lot of encouragement to be innovative, particularly in the way that we try to use technology." More specifically to the IBC, he shared, "Here from time-to-time, we have a thunderstorm or dust storm, and the campus closes down, and so we can use technology to meet our needs our needs on those occasions. We have a lot of encouragement and support, as I said, for using technology in the pedagogical world."

These perspectives on technology usage and support are notable for two reasons. First, the statements shared regarding technology were in response to different questions and unprompted in terms of asking for their thoughts on technology. Secondly, while multiple participants noted the value of technology in their roles, they seem to view support for technology existing, but manifesting itself in very different ways.

Hierarchy and Governance. The Hierarchy and Governance thematic area is characterized within the Structural category because it represents the perceptions of participants regarding the hierarchical operations of the IBC, the structures for creating curricula, and the structure for faculty appointments. This is another topic which emerged from participant experiences but was not asked about or addressed directly through the interview protocol. Much like the home campus mentality theme, this theme is notable not because of the number of participants who spoke about the topic but because one participant was so focused on it and felt it a very notable difference from the work he does on the home campus. David was very vocal on this topic despite being the only one to really address it. The only other reference to hierarchy and governance made in any interview was shared by John when responding to the question about the similarities and differences between the home and branch campus. The following was the first thing John said:

> Well, I think the main thing, I think it's more the same than it is different. I mean first, the structure of the university is the same, the nature of the departmental relationships pretty much the same, the courses are often called by the same name or some variant thereof.

This reference to structure of the university is very notable given the perspective of David, who works at the same campus as John.

David, when responding to the same question, had a lot to say that suggested more differences than similarities, particularly with regard to hierarchy and governance. When considering his response, David noted differences in structure, governance,

contractual status, course approval, and other areas where the role of hierarchy and governance feel much different while at the IBC. He shared:

> Well, the principal difference is in the structure of the [host nation] campus. It's much more corporate, it has the dean, who is also the CEO, and he behaves like the CEO. That is to say there is no meaningful faculty governance. I'm the only person there (at IBC) who has tenure at the home campus, and therefore when I'm done, I just go home.

He continued:

> Everybody else is on a one-year contract, or sometimes a two-year contact, and they're basically at-will employees. And a lot of them do not get renewed, so it's much more of a contractual relationship than our traditional scholarly relationship at a US campus, even if the whole tenure system is changing there too.

He further shared:

> And similarly, whereas at the [home institution] campus at home, if we're going to have a new course, the faculty discusses it, it goes through curriculum committee, it gets approval, it goes to the full faculty. That's really not the way it works there (at IBC). Most the ideas for a course come from the dean. Any idea for a course that comes from the faculty has to be approved by the dean, and he may or may not approve it. So the usual thing is that faculty do at the home campus in terms of governance, they simply don't do at the international campus, it's run in a very corporate environment.

It should be noted however, that David connects this to both the ongoing changes to higher education in America and the culture of the host nation.

He shared, “Part of that reflects the change and nature of American higher education generally, which is becoming ever more and more corporate, including the home campus, which is basically a big technology transfer institution.” With regard to the host country, he said:

> But it also is the fact that [host nation] works that way. It’s an affluent monarchy in which every place, every institution essentially has a top dog who is supreme in his decision-making. So my boss, [Dean Name], the dean and CEO, reports to [public official], the former [title], and to the [host national governmental education agency], which is itself very top-down. And so everything is run there (host nation) that way.

He did however note that he felt this way about his institution and was not sure if other branch campuses operated in this fashion.

Finally, David also connects this to his home institution and the role of a dean in general, stating “And to the extent that [IBC name] runs the way it does in this CEO model is at least partly a decision that has to be made by the administration at the home campus at [home campus city].” He continued:

> I mean to be a dean where you get to tell the faculty what to do, ask any dean if that’s what he or she would prefer, and they would just melt in ecstasy, because that’s not how it works. So it’s a completely different structure there, completely different system of governance.

This information is notable in that it reveals not only the strong opinions of David but also a significant variance in that others did not feel the need to mention anything like this as being highly related to their teaching experiences at IBCs within the same nation.

Shared Structural and Professional

The only theme that fits within this area is Teaching and Innovation. Based on the information shared, this theme showed clear overlap between the structures existing at the IBCs, but also some professional implications for faculty as these efforts are presented as a choice, not as a requirement.

Teaching and Innovation. Teaching and innovation is a topic which at first glance would be assumed to connect very directly with the themes of course design and delivery or even perhaps that of self-censorship. However, when looking at participant responses in this area, participants seemed to clearly discern the differences between the culture related to innovation and teaching at IBCs versus how they actually approached their courses. Most of the references in this area were about the culture, initiatives, or recommendations at the IBC rather than what they were actually practicing in terms of course delivery. Of the seven total participants, three noted the idea of innovation as being present in their IBC in one way or another. Some mentioned it as a focus, others mentioned it as an option or something they were aware of. The other four participants, which were David, Phil, Rick, and Robert, did not believe the topic was notable enough to share when asked about curriculum design, similarities or differences of working at an IBC, or when discussing pedagogical choices as the other five participants did. They did

however speak to pedagogy in other capacities, just not specifically with regard to innovation as a focus.

For those who did discuss innovation, they chose to do so from a culture perspective and it not being an imposition on faculty at the IBC. John, who as noted previously holds a more administrative role, noted this approach to innovation in a couple of ways. First, he said:

> We have taskforces on pedagogy and learning, teaching and pedagogy issue where we have teaching sessions that are on everything from outcomes to syllabus planning and that kind of thing, the success in the academy. So we have a lot going on that some is inspired by the home campus, we use it as a teaching learning center on the home campus.

And later continued, “we also participate with the other schools at our [educational location], campus-wide teaching excellence initiative that we’re part of.”

James viewed innovation as a result of life on a smaller campus. He noted:

> Because the branch campus is a smaller microcosm, because the faculty is smaller, the administrators are a smaller number, I think that there is more of a tendency to try to encourage the best and the newest pedagogical standards out here.

However, he was also quick to reinforce some of the previous sentiment shared by John, that it is not being imposed on faculty by saying, “nothing is forced, it’s voluntary.”

As noted above, this theme does come alongside the themes of course design and delivery and self-censorship, but as those topics are discussed later as part of themes

much more central to the teaching experiences of faculty abroad, it will be much more clear why this topic was not characterized as centrally impactful to the work of faculty at IBCs.

Professional Only

The six themes that fit within this area are Preparation and Training, Fluid Teaching Arrangements, Mentoring and Development, Motivations, Faculty Life at IBCs, and Academic Discipline. It should be noted, as illustrated in Figure 2, of these themes, only Academic Discipline and Preparation and Training seem to have a direct effect on those themes located within the overarching Core them. Additionally, the themes of Motivation and Faculty Life at IBCs are only characterized as professional but are closely related to the overarching area of Culture and Context.

Preparation and Training. The theme of Preparation and Training fits solely at the center of the Professional category in that it represents the solely professional preparation and approach to teaching for participants. It also has a direct relationship with overall course design and delivery, but is not designated within the Core category because the data suggests that faculty do little if anything at all to specifically prepare for their work teaching in the IBC setting. All seven participants were able to articulate their approaches or views of preparedness to teach at their institutions' IBC. Each of the participants was able to articulate some differences in working at the IBC versus the home campus, however, they did not seem to be concerned with these difference from a preparation standpoint. Based on the data presented by the participants, there are three basic approaches that were shared for preparation: International Experience, Longevity

and Familiarity, and First Contact. Additionally, this theme is of note because it may have a direct impact on course delivery and design, while not being something that faculty heavily focus on before starting work at the IBC. While purely professional in nature, this theme also notes elements of Structure and Culture-Context. This is why the theme is almost completely in the center of the Professional area in Figure 2.

With regard to those who approached preparation from an international experience lens, three of the participants (John, David, and Phil) all had significant previous experiences teaching abroad prior to their work at their institution's IBC. John articulated this by saying:

> You had to pretty much adjust anywhere you went, you couldn't just pick up the bag of tricks and take them to another place and just open it and expect to function. You had to really be aware of the local nuances, cultures, clientele, and what would be understood.

This was after noting several of the other regions he had worked in including Africa, Latin America, Asia, and Eastern Europe. Similarly, David noted, he felt very prepared to teach abroad based on previous international experience. He said, "I've taught in Paris, I've taught at the University of Vienna, and I've also taught three or four times in China, both at the Communications University of China in Peking, and Beijing."

Finally, Phil shared:

> I've done a lot of lecturing abroad, and actually taught a one-week course at the University of Tokyo, and I taught in the master's program in a college in Madrid.

> So I've done some international teaching, but the Middle East is a unique environment.

Phil also participated as a guest lecturer at the IBC before his formal appointment. While all three of these participants noted the differences they perceived in the Middle East in their interview, none of them articulated any efforts to prepare to teach in the Middle East specifically. The most notable attempt made by any of these three faculty was that of John, who worked with government agencies to learn more about the host nation.

Similarly, there were also three (Rick, Steven, and James) participants who cited long academic careers as the basis for their preparation. Rick, an experienced home campus faculty member said:

> I had taught for more than 30 years at [home institution], so I was essentially taking my courses from there and teaching here. So in that regard, I felt fully prepared to teach, I mean I knew exactly what I wanted to do. And the difference in the environment has made a difference, but I don't think I was unprepared.

Similarly, Steven, another very experienced faculty member at their home campus, stated:

> I was at our main campus in [city] from 1978 to 2008. I was a full-time tenured faculty member there when I was recruited to come over to our campus in [host city] for a year. And the setup for our campus in [host city] is that it's designed to deliver the same undergraduate degree as our School of [discipline] in [city of home campus].

He also continued in saying, “I felt completely prepared because the job was to come here and do exactly what I had been doing on main campus.”

Finally, James offered similar remarks noting, “I’ve been teaching at this (IBC) campus for 13 years, but I’ve been teaching on our main campus, I got my PhD from [home institution], and I’ve been there since 1990.” With regard to preparation for the work at an IBC, he shared:

> I didn’t think about it, to tell you the truth. I was so used to [home campus]. And I was promised when I came out here that everything was going to be the same that we were not to alter the curriculum, we were not to change it or dumb it down. So I just came out, and I taught for a long time on our main campus, and I just did the same thing.

Of these participants, only Steven noted any specific measures to prepare for the experience, but it was limited to reading about the host nation online.

Finally, Robert is the only participant who is characterized as having a first touch experience. As noted above, Robert is the only one to begin his faculty career at the IBC. With regard to preparation he shared:

> I mean to be totally honest, I didn’t give it a lot of thought. I felt as prepared for this job as I felt for any job that I had applied for. I didn’t consider it especially different. I mean I was obviously aware that it was in a different country, and the student body would be different.

He did, however, note:

> I very much was aware of needing to provide a lot of background information to my students, just contextual information that might not be necessary if I were teaching in the U.S. or in Europe. But again, that was done as I was preparing for my classes, but not in way that I thought oh gosh, I totally have to rethink the way I'm teaching because I'm gonna be teaching in [host nation].

The data presented with regard to faculty preparation to teach in the IBC setting echoes other areas of the data where faculty view it as their purpose to duplicate the efforts provided at the home campus. This creates an interesting approach to faculty work at IBCs because while it reinforces both faculty and institutional commitment to the duplication of efforts, it does not necessarily address some of the Cultural-Contextual differences that are central to the IBC experience. More of the implications for faculty with regard to Culture-Context will be shared later in Section 4. However, while faculty may not be undergoing specific efforts to prepare for their IBC assignment, this lack of preparation does have appear to play a role in course design/delivery, even if somewhat of an afterthought.

Fluid Teaching Arrangements. This thematic area is placed in the Professional category because it focuses on the professional credentialing and professional expertise of the participants. I did consider placing this thematic area in the structural area because it does have some relationship to the overall structure of the IBC with regard to contractual agreements. However, as I analyzed the data, I believed that the data pointed to a more notable influence from the Culture/Context thematic area. While there are influences from Culture/Context, my interpretation of the data is this thematic area

represents an almost totally Professional categorization based on participant comments. Study participants had a variety of relationships or experiences with regard to the IBCs they in which they worked. Of the seven participants, three denoted themselves as having tenure at the home campus. Those participants were David, Phil, and Steven. Additionally, based on context, I believe that John and Rick either are or were tenured during their time on the home campus. However, tenure was not a focal point of their discussions, nor is it a focal point of this theme. While several did mention tenure or the implications of the tenure process while at the IBC, this section focuses more on the fluidity of arrangements that exist on the IBC campus. Of the seven participants, all had some variation of relationship with their IBC and one, David, discussed fluidity in terms of implications for other faculty at the IBC. As noted above, John is a Dean of an IBC who had no teaching load at the time of his interview. David is the only home campus tenured professor at his IBC who was spending most of his time teaching at the IBC but did teach courses at the home campus. Phil was a tenured professor at the home campus at the time of his interview but was teaching on the home campus in the fall and the IBC in the spring. Rick had served two previous stents as the Dean at his IBC, but at the time of his interview, he had been teaching solely at the IBC for several years. At the time of his interview, Steven held tenure on his home campus and had been on long term contract with the IBC after coming over to help with setup of the campus over a decade ago. Robert was a full time faculty member of the IBC who was serving in his first term as a faculty member at the home campus at the time of his interview. Finally, James was

a full time administrator at the IBC at the time of his interview with responsibility to teach one course per semester.

Of all participants, David was the only one to explore the implications of fluid work arrangements at the IBC as they pertained to others work at the IBC. While not prompted with a specific question, David spoke on this topic in relation to his comments noted above regarding faculty governance. When discussing terms of faculty employment at the IBC, he lamented:

> I'm the only person there who has tenure at the home campus, and therefore when I'm done, I just go home. Everybody else is on a one-year contract, or sometimes a two-year contact, and they're basically at-will employees. And a lot of them do not get renewed, so it's much more of a contractual relationship than our traditional scholarly relationship at a US campus, even if the whole tenure system is changing there too.

This was not something that was discussed with any specificity by other participants and will be revisited during Section 5. It also represents a potential future research area as using contract type as a potential for future studies on IBC faculty work.

Mentoring and Development. The Mentoring and Development theme is characterized within the Professional domain because it focuses on implications for faculty work. This theme skews more toward a Culture/Context issue than a Structure issue, but is characterized as a Professional theme in that the participants noted the lack of mentoring and development as a result of the faculty than on a lack of structure to support it. Several of the participants noted implications of IBC work for new or junior

faculty with regard to mentorship, development, and opportunity. While not a topic that was specifically asked about, four of the seven participants shared information relating to mentoring and development in the form of discussing mentorship, funding opportunities, lack of graduate teaching experience, and career development.

Phil discussed the topic with relationship to noticing the lack of support structure for junior faculty. He noted:

> Another thing that was really weird when I came over here, they had just no mentoring at all. So many of the junior people were just floundering not knowing how to get things published, how to get themselves on a timeline, what the standards were.

With regard to funding he also noted, "we've been working with the junior faculty, how to take advantage of this travel money. Everyone gets a $10,000 research grant just off the top, and then there's other monies available."

When considering faculty development, Steven discussed the implications of being faculty where there are no graduate students, stating:

> So, I think that when you're teaching in a PhD program, you tend to read the literature more ambitiously than you do if you're only teaching in a pure undergraduate program. Also, if you had PhD students around, you have pretty talented research assistants and people in your graduate level classes that really sort of keep you on your toes.

But with regard to opportunities for development at IBCs, he noted:

> I think one of the big advantages of being here is being able to really provide detailed supervision and mentoring of senior theses. All of our economics majors spend a yearlong in a senior seminar writing their senior thesis. And we have the luxury of working pretty closely with each one of them. Every year, I have one or two honor students, and I can pretty easily meet with them 1-3 times a week, if that's what they need. And it would be hard to manage that with the class sizes in [city of home campus institution].

When considering opportunities associated with work at the IBC, Robert viewed the job opportunities as something faculty should consider. He noted, "the fact that this a useful funding stream at these institutions providing jobs for PhDs, when the job market is abysmal for graduating PhDs in all sorts of disciplines. All this is good for the profession at large."

Finally, James alluded to this as being a developmental opportunity for all faculty, stating:

> I guess there is a part of me who thinks, you know, everybody on main campus should come out here and try this once or twice or just spend a semester out here and really understand what it is to encounter global students, you know, students from all over.

While not a focal point of the interview protocol, this section appears to illustrate that some faculty members see this as a developmental opportunity and while there may be some gaps relating to faculty mentorship, those may be offset by other opportunities presented abroad. Additionally, it is worth noting that the issues noted above by Phil

regarding junior faculty mentorship were well before his interview and had been resolved shortly after he arrived at the IBC. Thus, this may be a historical issue and not something currently impacting faculty currently form his perspective.

Faculty Life at IBCs. Faculty Life at IBCs is characterized within the Professional category because participants discussed it as a result of taking a professional appointment at the IBC. Some Culture/Context factors were mentioned in the data, which is why it is located near the border of the Professional and Culture/Context categories. However, the data suggests that participants viewed this from a location of their professional appointment rather than it being solely culture based. Similar to the topic of mentoring and development above, faculty work life at IBCs is a theme that showed varied faculty responses in the absence of a specific question on the topic. However, this thematic areas focuses more on the outside of work implications of taking a faculty appointment at an IBC for faculty members in their personal life. David, Phil, and Robert all shared information relating to their lives outside of work, but did so in varied ways. Among the three, they discussed experiences with being aware they were immersed in another culture, a lack of social life, isolation, and sexuality.

David discussed this from a perspective of cultural immersion and social life. He shared, "In some respects, you don't fit in, the [native population] make sure of that. I mean you got to remember this is a country with [population] people of whom only about [number of people] are [native population]." He continued to say:

> And so the [native population], like the [other national population], are very outnumbered in their country, and so they go out of the way to signal their distinction from us, which is one reason, by no means not the only one, women cover their heads and wear hijabs, and the men wear thobes. It's a symbol of their citizenry. It would be rude for me, a Western male, to where a thobe out in public.

Despite this distinction, David noted he felt his interactions with the native population was very positive and not only was he accepting of their culture, but they also were of his. Regarding his social life, David said:

> I'm sure if our branch campus were in Paris or Beijing, much more happening places, and much more urban. There ain't much going on there, if you went to [city in host nation], in three days you've seen it, in four days I can show you the whole country. So it's a lonely place, it's not culturally very exciting.

With regard to his free time, David shared, "so you have to find ways to entertain yourself, so I read a lot, I run a lot, that kinda thing. But that's the only part of it that's actually hard." While David focused mostly on the social aspects of faculty life at IBCs, Phil's concerns were more generalized.

Phil noted that while he did not feel isolated while working at the IBC, others have and it leads to people leaving their IBC appointments to return home. With regard to faculty life outside of work, Phil shared, "But it's an isolating experience that some people find, and many of them wanted to back and teach on main campus, and so some of them have done that." Finally, Robert shared a unique perspective related to this

matter. When asked about differences in interactions with students, Robert shared information related to his sexuality. No other participant noted the intersection of their work and sexuality when working at an IBC.

Robert, who shared that he is a gay man during his interview, discussed how his appointment at an IBC interacts with his sexuality. He said:

> I mean one piece of personal information that may or may not be interesting or relevant to you is, I'm gay, right? Now being gay in [host nation] is not legal. I've never been concerned about living there, FYI. But with respect to my students, why I bring this up is, I wouldn't just flippantly mention in class in the United States that I'm gay, nor would I do that in [host nation]. And that's not because it's [host nation], it's because that's not appropriate for the class material, right?

This information was part of a longer response regarding boundaries with students and similarities to how he relates to students at the home and branch campuses. However, given the acknowledgement of the intersection of his sexuality and the laws of the host nation, it can easily be assumed that there may be implications for his life outside of work with regard to his appointment as a faculty member at an IBC. While varied in their perspective on life outside of the workplace, these perceptions suggest that faculty members who work at an IBC may encounter a different experience in their lives outside of work at the IBC in terms of their social lives and may need to be prepared to find ways to create a balanced life outside of their work at the IBC campus.

Motivations. The thematic area of Motivation represents why faculty believe themselves or others took the professional appointment at the IBC. Based on the data, these motivators appear to be professional in nature, but some of those motivations do connect with the culture and context of the IBC. This is why the theme exists near the border of thematic areas in Figure 2. During the interviews, five participants spoke about the idea of motivation in response to the questions asked. Again, this is a theme that was not addressed specifically, but five of the seven participants referenced motivation in the form of either their perceptions of institutional motivations for having the IBC or their own/other faculty's to work at one. John, Phil, and Robert shared perceptions with regard to their intuition's motivation to have an IBC, while John, Robert, and James referenced some form of personal motivation.

With regard to institutional motivations, two sub themes emerged. They were the idea of a "public good" and financial considerations. John and Rick stated they believed part of the motivation of the home campus to partner for the IBC was that of public good. John stated, "the idea is to prepare a talent force, personnel and people to live in a culture that's changing from a carbon-based, ultimately I suppose, to a knowledge-based economy." Phil supported this sentiment by sharing, "to create a, educate a class of citizens in this country, and from surrounding countries in order to affect social change." Robert personally rejected the reputation of IBCs are strictly money making endeavors, but did acknowledge their financial value, stating, "these reputations that some of these branch campuses have about being these less-than institutions or just moneymakers or whatever, I think is totally unwarranted." And continued to say:

> I think this is also potentially a trend in American higher education in a lot of ways, you know, like . . . first of all, it's a very . . . I mean I'm not going to lie, it is a lucrative funding stream. They have money in the Middle East because of their petrochemical wealth. Higher education in the United States, in Europe, is underfunded woefully these days.

These perceptions are notable because they align with the perceived motivations of home campuses to move abroad stated in the literature. This suggests that either the faculty members are aware of those perceptions, or these motivations are actually observable to them as faculty working at the IBC.

While there were references to perceptions of why the university chose to partner abroad, some participants also gave insight into their own motivation or perceived motivations of others to teach at IBCs. James took a broad perspective on this when he stated, "You have to really understand, accept, and love the diversity that you find out here to do it." More specifically, Robert made comments on several factors that made this the ideal role for him and his love of his role. He said, "I love my job there. When I was offered and took the job, many people said like '[name], this is the perfect job for you.' I've always loved to travel." He later connected his motivation to his students saying, "The students are, as I said before, diverse and interesting, they're smart. So overall, I think it's great." Based on earlier commentary about development, it can also be assumed that part of Robert's motivation was the state of the job market at the time he was seeking his first faculty appointment.

Additionally, John shared an interesting perceptive, noting:

> I wasn't convinced I wanted to come at all, I was being courted to come. And then I went back, and one of the factors for me in deciding to come was, I thought I could have more impact and provide more benefit to students than I ever would in a school in the U.S., where frankly most of my students are going to succeed at the university anyway, there were people who were, you know, stepped foot in the university and needed a lot more support, not their teacher, but as a dean I made sure that other people did this. And so I think that's a big part of it.

This idea of greater good or more good for others actually aligns in some ways with his perceptions of institutional motivation as well.

Finally, David almost offered what can be described as a reverse motivation for teaching at the IBC. He spoke directly about the frustrations of teaching in the US and that is was far less enjoyable than it used to be, saying, with regard to his work on the home campus:

> My classes used to be capped at 25 because I taught ethics along with law, and now they're capped at 60. So I teach ethics the way the Pope does, I stand up there and lecture, and that's no way to teach, but it certainly is efficient from the point of view of wringing efficiency out of their tuition and my salary. But that's not how higher education should be.

He continued, "Teaching is in many ways not as enjoyable as it was when I started 17 years ago. But I still love it, I still love my students, and when I'm in my classroom I focus on my kids." These comments were shared when discussing the external factors

which impact faculty work, but given the reference to frustrations at the home campus with class size, it is easy to think that small course sizes are appealing at IBCs.

Academic Discipline. The final thematic area of the Professional only category is Academic Discipline. Academic Disciple is characterized within the Professional category because it represents the area of participant expertise within their work. It borders closely with the Culture/Context category because there is some relationship there, but academic discipline and expertise is a professional attribute by nature and thus it is characterized solely in that category. This thematic area is intriguing because it illustrates some variance in approaches to self-censorship. Self-Censorship is its own thematic area within the Core category and will be discussed later.

I chose not to connect this theme directly to course delivery and design because depending on the academic discipline, faculty may or may not alter their course through self-censorship. If faculty do not believe the most effective way to teach their course is to self-censor, then the academic discipline has little to no implications for potential changes to course design and delivery at the IBC based on participant responses. Of the seven participants, four referenced their academic discipline as having some implications on either censorship or course delivery/design. The remaining three participants noted their academic discipline but did not note either needed or chosen alterations to their work based on their discipline. The participants who did not note any choice to alter their courses based on academic discipline were John, Rick, and Steven. They identified their academic disciplines as communications, history, and economics respectively.

For the participants who noted their academic discipline was impacted when teaching in the host nation; three ideologies emerged as to why they felt their academic discipline was impacted by working at the IBC and its impact of self-censorship decisions. Those ideological approaches can be described as:

1. Their discipline is impacted by the host nation and chose to censor in some way.
2. Their discipline is impacted by the host nation and chose not to censor.
3. Their discipline is not impacted by the host nation and they still chose to self-censor.

David is the only participant who felt as though his academic discipline was directly impacted by the host nation. David's background is in a communications related field. When considering the interaction between his discipline and the host nation he said, "At the [host nation] campus, it's a particularly interesting course (communications) to teach because there is no communications law in [host nation]. The existing law is gosh, at least 30+ years old." He continued to say, "So [professionals] would do their craft there, you go out and report, and when you get arrested, you find out that you did something wrong. So it's an interesting course to teach there, and I enjoy it."

Phil notes a similar sentiment in his discipline, but did not reference any decisions to self-censor based on his discipline of political science. When discussing impacts of the host nation on his discipline he had a lot to say. He stated:

> Here's the real challenge for me – I teach political science, right? And so this is a country with no politics, right, and so they have no elections, they have no

> parties, and so they don't know anything about America. That's fine, that's what I encounter often when I teach abroad. But they also don't understand politics, so there's no intuitive grasp of say how opposing interests might negotiate and how parties might choose sides in conflicts. And so they live in a country where there is politics, but they don't know about it, and much of that is done at a very invisible level and done with tribal groups sometimes in madrasas that are not open to journalists or whatever. So the biggest challenge was that they don't have an instinct for politics.

Additionally, Robert, whose academic discipline is History stated, "I didn't significantly, or at all change how I was teaching the [history course name] between [host nation] and here. So in that sense, I'm very much delivering the same material in basically the same ways." Later he retouched on the subject when he shared:

> Maybe it's a function of the fact that I teach history, that you know, if someone were teaching modern sectarian religious issues or political partisanship in America today, or the Israel Palestine question today. In either place, [host nation] or the United States, you might feel the need to self-censor in ways that are appropriate to either audience. I myself have never felt that. Again, possibly a function of what I teach. Like the French revolution is no longer controversial, so there's nothing external in America today that would cause me to teach it differently than I would in my mind theoretically think I would be teaching it.

Finally, James, whose academic discipline is also History, felt impacts due to student preparative experiences (which will be discussed later in the section), but did

mention choosing to self-censor in some instances to more effectively deliver course content. When discussing his academic discipline, he shared:

> Because I'm a historian, almost all of the time I do European history. We do anticipate when we teach in the states that the students will have some familiarity with the basics of European history. Sometimes even on our main campus, even at a school like [home institution], which is a stellar school, we're surprised at how little they actually know about European history. They tend to know way more just about American history. But here in [host nation], you really basically had to learn to start from scratch on your European history, so a lot of it was eye-opening to them.

What makes his perspective different from Robert, who is also a historian, is that James later openly acknowledged his choice to self-censor to be more effective in teaching at the IBC. James elaborated:

> Are there sometimes times where I sit there and think to myself, is this the best way for me to state this, is this the best way for me to teach this? I told you about the thing with sexuality, I can still get to the same thing on sexuality by using a different book. Nobody asked me to do that. But I felt that that might be the best way to meet the needs, to make sure that I got this across to the students in a way that didn't cause too much discomfort.

As noted at the beginning of this section, for several participants, academic discipline was a defining factor in how they felt about their work as faculty members. While for others, it was not mentioned as being significant in any way. Further, some

connected their disciple with a choice to self-censor while at the IBC. This is a notable distinction and will be discussed as part of the core thematic areas.

Culture-Context Only

The seven themes that fit within this area are Parental Involvement, Student Behavior & Interactions, Student Care and Respect, Gender Dynamics, Knowledge of Current Events, Branch Campus Perceptions, Student Experience Expectations, and Institutional Diversity. These themes connect with the cultural and societal norms of the IBC context, as well as the behaviors and dynamics that faculty either experienced, perceived, or observed during their work at the IBC. Several of these topics interact with the Culture-Context themes within the core area, however, they are differentiated enough that while they do interact or in some cases overlap, they are not as notable with regard to impacting course delivery or design.

Parental Involvement. The thematic area of Parental Involvement is characterized as a Culture/Context issue based on the data collected in this study. Participant responses in this theme noted the increased visibility and involvement of parents at the IBC was connected to the IBC and thus it is categorized as a Culture/Context theme. Parental involvement is something that impacts higher education regardless of context. In fact, it is easily arguable that regardless of where the university is, parental involvement is both present and expanding. This also appears to be the case at one of the IBCs represented in this study. However, only one participant made mention of parental involvement over the course of their interview. John spoke candidly about parental involvement on his campus when discussing challenges he faced at the

IBC. As noted above, John is also a Dean, so his role could play a role in his perceptions versus those shared who are in predominately faculty roles. With regard to parental involvement, John said:

> That's one thing that may be different, probably more contact with parents. This kind of education is somewhat new in this region. Parents are greatly interested, they will show up for admissions events. They will come for activity, they come to see professors if there are issues involving academic integrity, student conduct, those kinds of things, you can bet the parents are going to be at the university. In a way they're really not so much in the U.S., it's kind of uncommon for parents to hang out very much. It's not that they do it every day here, but it would not be uncommon to have a parent come to visit and find out what's going on, or to sit in on a class or something like that.

John directly compares his experiences at the IBC to his home campus in this quote, which may suggest for those who plan to work in the IBC environment that they may encounter more parental involvement at the IBC than in their home campus setting.

Student Behavior and Interactions. The Student Behavior and Interactions theme focuses of how students interact with faculty members as they worked at their IBC. Frequently in this themed data, participants make note of the cultural or contextual actions or in some cases perceived reasons of those actions they observed in their students. This theme was discussed by all participants in some form or fashion and in some cases with regard to different questions during their interview. To keep this theme manageable and focused, the data discussed in this section will relate directly to in-

classroom behavior, student characteristics, and addressing concerns or issues. Additionally, any behavior or characteristic that is directly associated by participants to relate to gender, educational input, or specific cultural norms are addressed in other themes to clearly share data in a more focused manner.

Six of the seven participants noted the differences in the levels of student interaction at the IBC. Of those six, two noted students to be less interactive at the IBC and four which noted there to be more interaction with students. This idea of interaction was discussed both within the classroom context and outside of the class room. Specifically, David and Rick noted there to have been less interaction with students in the form of participation in class or in discussions. On the subject, David stated:

> And so I try extra hard over there to explain to them, before I get into the material, that I mean no offense to anyone, and that if they are in fact offended, they are free to leave, and some do. But it's unavoidable, I mean it's just in the class content. At the US campus, particularly in areas of free expression in a journalism school, kinda this unbridled conversation would be more the norm.

Finally, Rick said:

> Now there is a difference in the students. I'd say the [IBC] students are much more reluctant to criticize their own community than the American students. American students are much more outspoken and more critical of the world around them than the [IBC] students.

These quotes refer to differences in lessened participation, but both illustrate IBC faculty's awareness of a tendency to engage less in classroom discussion.

The other four participants noted more interaction with students at the IBC campus. Phil talked about student interaction and behaviors from a variety of lenses and his comments will be shared later as several had to do with specific behaviors and gender. However, he did say he felt students engaged more in asking questions. Steven noted the increased interaction as a function of class size saying, "I think that the classes are a lot smaller here than they were in main campus. So I had the opportunity to interact more closely with the students." James noted interaction and access with students to be the primary difference in his role when comparing his work at the home campus and affiliated IBC. He noted, "our interaction here on the branch campus is a touch more thorough, we interact with them a lot." He also continued by saying, "We'll sit together at lunch because there's only one cafeteria here, so we all sit together. It's much more kind of old-school." Additionally, he stated, "So yeah, the students have much more access to us here, we have much more access to the students, so I think that's the primary difference." Finally, John noted the level of interaction in a different way than the other participants, taking a holistic approach to how they interact with students at the IBC. He noted interaction to occur upon arrival, with student affairs staff, program managers, and other staff. He also referenced success programming. In part, John said:

> Well, the interaction, first they have quite a bit of . . . they have a whole week of orientation when they first come. And there they meet, it's run by the student affairs folks. They do all kinds of things, policies and procedures, campus life, etc. And the academic folks are part of that too, they get their first advising

> during that time and course selections and some advice on how to study, and how to be a successful student, how to be a deep learner, and that sort of thing.

Another distinct topic relating to behavior and student interaction was how students respond to perceived issues of course equity and grade fairness. Only David and Phil spoke on this topic, and each only discussed either equity or grade concerns respectively. David connected the student response to course equity as part of the reason he and colleagues streamline common course content. He noted:

> I make sure we have more or less similar subject matter each week and so forth. And you have to do that for the simple reason that in the little junior high school type atmosphere that is [IBC], the kids will whine and complain if one group thinks that the other provider is harder or easier, or that the workload is more or less.

It is not easy to discern whether this behavior is unique to students at the IBC or if this issue is present on American campuses as well based on David's response, but given the specificity of the observed behavior, I felt it worth noting. It also connects to the idea of common course consistency noted earlier in the section.

Phil on the other hand, directly compares and contrasts the ways students at American campuses and at the IBC address concerns with grades, noting:

> Students come a little more often, and they're a little more . . . in America, the students often come in, it's like 'I think this was graded unfairly.' And then here, it's more like 'I don't understand why my grade was so low.' So there's more of

> a confident, maybe even hinting that you made a mistake on the America students than you get here, but it's pretty minor.

Phil also noted specific unique behaviors he observes while working at the IBC. Some of these are related to specific factors such as culture or gender, but there was one he specifically noted that may be unique to the IBC setting. Phil notes it may be cultural but doesn't specify why he thought so, stating:

> Well there's something in the culture here which I really don't like, which is the students just kind of wander out in the middle of the lecture to go to the bathroom, and sometimes they're gone 20 minutes at a time. And so I've struggled on that issue, and how to make sure they don't do that sort of thing.

He does seem to differentiate it as a behavior he does not associate with the main campus and to it being a unique behavior he observes at the IBC.

Finally, four of the participants noted differences in student interaction or behaviors as the result of different perceived characteristics of students at the IBC. Again, these comments focus on things that do not seem to directly connect to a specific culture or norm, rather the student body as a whole when teaching at the IBC. All of the participants seem to identify these factors in a "more than/less than" manner when comparing students from the home campus or IBC. David and Rick noted "less than" attributes from IBC students while Rick, Robert, and James noted "more than" attributes in IBC students.

With regard to “less than” attributes, David and Rick noted maturity and motivation respectively. When discussing IBC student maturity at IBCs, David connected his comments to his course equity comments above stating:

> So part of this is just a concession to the fact that many of these kids over there are indeed small children in terms of their maturity, and you have to make sure that everything is kind of like rote for them.

Rick’s commentary on student attributes included both “more than” and “less than” comparisons of students between the home and branch campus. He stated:

> I’d say the students here are less well-prepared and less highly motivated. I’m sure it’s the same at Texas A&M (researcher’s home campus), at [home campus] you get really top students who spent their whole career operating in a very competitive environment, and surviving in that. And so the students on the main campus tend to be very competitive, very well-prepared, and very high-geared.
>
> I’d say the students here are a little bit more laid back, and less well-prepared.

Later in his interview, Rick continued by noting, “I’d say the students here are both more personable, show greater concern for me as a human being, but are less competitive, less academically ambitious.” This comment also alludes to the Student Care and Concern theme noted on Figure 2. However, given other specific data shared by participants, the care and concern theme wants its own articulation of data.

Both Robert and James shared similar commentary on the “more than” attribute comparison which favored IBC students over their home campus peers. Much of the data shared by Robert and James points to the IBC student body as being more interested in

learning for the sake of learning and a general desire to acquire knowledge for its own sake. Robert touched on this by saying, “Our students in [host nation] aren’t really like that. They tend, again as a group, to really be in it for the education itself.” And continuing:

> But even the really rich ones, sometimes they’re like, you know, the first generation in their family to go to college, because this is new in that part of the world, to a certain degree. And so they kind of are . . . they have sort of like a raw curiosity that is sort of infectious.

James shared a similar perception, he stated, “So that’s one thing about teaching out here that I really enjoy, the fact that you can hear different . . . you can hear the excitement in their voice, and they can bring different things to the table.”

These perspectives on student interaction and behavior view perceptions on students as a whole and do not specify with regard to any dynamic, factor, or norm that faculty believe explain the why of the behavior or interaction. The next two thematic areas of Student Care and Support and Gender Dynamics discuss student behavior and interaction through a specific lens.

Student Care and Respect. The thematic area of Student Care and Respect shares faculty perceptions regarding the way they are treated by students within the IBC context and how culture may impact how students perceive or interact with faculty. During the interviews, four participants shared information relating to the thematic areas of care and respect. This theme is comprised of data about student care and respect in three primary areas: the educational opportunity, care for faculty as people, and respect

for faculty expertise and position. When discussing education, Steven noted that students saw attendance at the IBC as a privilege. He said:

> We have students from many more nationalities here than we do on our main campus. And I think that there is a sense among our students that the opportunity to come here for their higher education is really quite special. And on main campus, I think a lot of our students, it may not feel that special to them.

He was the only participant to share this perception of students at the IBC as being more grateful for the opportunity of education afforded by the IBC.

Phil and Rick each discussed the sentiment that students at the IBC treated faculty more like people than just faculty members. Phil articulated this by saying:

> The other thing that the students do here is, I had my birthday a few weeks ago, and I came to class, and there was a big cake and all kinds of cookies and so forth. So I don't think there's really abroad, you know, but I mean the students are more attentive to their professors I think over here.

Rick shared a similar sentiment in his quote above referencing student interaction and behavior, particularly when he said, "Yeah, I'd say the students here are both more personable, show greater concern for me as a human being."

Finally, Steven and James noted differences in student and faculty interactions at the IBC in the form of respect and reverence for expertise. Steven noted this by saying, "Well, I think on main campus, the interactions tend to be a little bit more informal. Here, we're in a more conservative culture." Later concluding, "Yeah, I think that pretty much, that's the primary difference, is a bit more formality here." James explained this

differently by focusing on students' willingness to defer to faculty. He noted, "the students are much more deferential in the beginning" when referring to some students in the IBC setting. He noted that they tended to come around quickly to engaging faculty in the classroom. With regard to readings and expertise, James also noted, "The students will tell you, 'I'm not used to being asked to challenge what an author is saying.'" Both of these references to James do have some overlap with student pre-college experiences and will be discussed later in the core topic of Student Preparation and Experience.

Gender Dynamics. The theme of Gender Dynamics fits well within the Culture/Context categorical area in that focuses on participant responses noting the role of gender within the IBC and host nation culture and context. This theme does have some implications on the professional work of faculty, but the issue itself is solely cultural and thus it is placed within the Culture/Context category. Gender roles and the impacts of gender in the classroom were richly discussed topics throughout the interviews. Six of the seven participants discussed gender in direct terms and how it impacts interactions or classroom dynamics while teaching at the IBC. Given the focus of the research being at IBCs within a Middle Eastern nation, it comes as little surprise that gender would be a noticeable difference or factor for faculty who have worked about both the IBC and home campus of their respective institution. However, commentary on gender in terms of its impact on interactions and education at the IBCs seems to vary in terms of what is notable about gender from the perspective of faculty. For instance, John noted the impacts of gender generally in the form of coeducation. He said:

> There are such cultural differences as gender roles, and in a culture where people had historically not gone to school together, that's an adjustment in the classroom sometimes. And new students had never been in the classroom, a male and a female, vice versa, before, so that's an issue.

The other participants who noted gender as notable in their work did so on a much more specific level than general coeducation. Other faculty comments can be generalized as being cultural practice or language based, academically relevant, or even noted in the form of challenges based on gender. David, Phil, and Rick all noted cultural practices or language implications of working at the IBC relating to gender. David spoke thoroughly about the impacts of gender when working in the IBC setting. He said:

> I would never say men and women in my class, I would say boys and girls, because to say men and women is to make the implication about their sexual maturity that would be considered vulgar. So they might be twenty two years old, but she's a girl.

He also noted:

> [The university] is probably one of the very few places in [nation] society where [nation] boys and girls mix. It's a culture where girls particularly do not associate with boys who are not their blood relatives publicly. There, they do, which is truly unique.

Phil noted the impacts of working with women at the IBC in the form of accompaniment, recalling, "I've a couple times had female students who come in [to

class] with their friends." Rick noted the interaction of gender and education in the form of reluctant to speak up. He said:

> Kids here are much more reluctant to speak, particularly the [nationality] girls. They would go a whole semester without saying anything. Even though they might be very bright students and write very good papers, they're just not in the habit of speaking up.

There was some discussion of men in the culture, but most of the commentary based on gender focused on women specifically in education.

David however seems to have had a different experience with the women studying at the branch campus. When discussing interacting with the female students he teaches, he said:

> I have lots of native girls who are my students who were just totally cool, they're like 20-year-olds anywhere. They'll come to my office and shoot the breeze, we'll talk about football, all kinds of stuff. The one thing they don't talk about is boys because that's a really strict thing there in their culture.

David also expanded on the impacts of gender within the IBC host nation as they expand outside the bounds of the university and gender may interact with social or educational opportunities or even marriage in the host nation. He noted, "I would never extend my hand to shake the hand of a [host nation nationality] woman, you just don't do that, that's vulgar." When discussing educational opportunities presented by the IBC he said:

> It's particularly good for the girls who are almost never allowed to go overseas to university. If I'm an 18-year-old [nationality], my parents are not sending me to

> London School of Economics, if they do mom is coming with me. So for them to be able to stay at home and get an elite education is a big deal.

And finally with regard to the intersection of marriage and education in the host nation, David commented:

> For them the value of education may be to avoid an arranged marriage they'd rather not have. So they work really hard, and they're not always great students, but I like hard workers. So my [nationality] girls just tickle me to pieces, they're fantastic.

While the social and interactive impacts of gender were discussed widely, three of the participants also noted academic differences in students based on gender. Broadly, Steven noted the impacts on gender in terms of in class composition. Noting gender as a factor of enrollment, he was quick to point out that, "about two-thirds of our students are female, so the gender balance is quite different." While the gender composition of the classes may have academic implications, both David and Robert noticed the differences in gender in the terms of quality or engagement. David felt the female students were just better academically, stating, "one of the things that I would get a kick out of [IBC name] is that the [nationality] female students are far better than most [nationality] male students." Robert saw the gender differences in terms of interest or investment, he said:

> Many of them (women at IBC) go on to have careers and whatnot, but some of them don't. So school is the last thing they really get to do, university is the last thing they get to do before they get married and start a family, which many of

them want to do. But because it's the last thing they kind of get to do before that, they take everything they can out of the experience.

It is notable that even though the context is different, that faculty are aware of the host nation culture relating to gender and marriage and can tie that back to educational impact and motivation. Finally, David also noted challenges for women in the host nation. He said, "the girls are second-class citizens." This statement was made in general, then connected directly to his commentary on the avoidance of arranged marriages.

It is no surprise that gender plays a notable role in the educational environment of a Middle Eastern nation. While not surprising, the impacts of culture seem to be noticeable and varied for faculty who work in these environments. Further, despite the differences form the home campus and the challenges that gender inequality may be play in these IBC environments; faculty seem to both recognize and value the abilities and experiences of the women they teach in IBC settings. Though the topic of gender equality at IBCs is not explored directly in this study, it may be an additional opportunity for future research.

Knowledge of Current Events. The thematic area of Knowledge of Current Events also fits within the Culture/Context category. Participants noted the impacts of culture and student context on their level of knowledge of current events and information about other parts of the world. Three of the participants discussed the role of current events as part of their interview. While the usage of current events in teaching is not something out of the ordinary for a faculty member to use regardless of the setting, the participants did discuss it in different terms. Steven, Robert, and James all discussed the

usage or impact of current events on their classes, but they all did so in different ways. From Steven's perspective, students at IBCs are simply less aware of current events. He compared the students at IBCs to his home campus students saying:

> So in economics, if you're teaching in the U.S., if you pick up an example or an illustration about current economic events that are sort of focused on the United States or on American policy, the students will typically know what you're talking about. If it's in the news, they'll be aware. That's not necessarily the case here, the students are kind of very savvy and knowledgeable about pop culture, but they might not be so tuned in to US-based policy issues.

While Steven discussed current issues in the context of student knowledge, Robert did so as a reference to how he tried to teach students using current events as examples. However, he did note the students did not participate in bringing current issue topics to class. Regarding current issues in the classroom, he said:

> And so because it's about international law and state sovereignty in issues, I printed it (article) off, and I brought it to class. And that kind of began a thing that I did, and I asked the students to do it too. If they were reading in the news anything of interest about international law, they should print out the article and bring it into class. Inevitably, I was the only one who ever printed articles, but I brought in all sorts of articles on all sorts of different things to class.

Finally, James referenced attempting to utilize current issues in the host nation as a means of engaging his students in discussion. James focused the idea of using current events comparatively between the host nation and the home campus when teaching in

either location. When asked about external factors, James noted that things going on in society influenced his teaching. He said, “When I’m in the United States teaching, obviously, yes, I think external factors always do (get used in class)” and specifically noted this in being relevant to the world of politics here in the United States. When asked about external factors abroad impacting his teaching, James viewed what is happening around the classroom as being a positive influencer of his teaching, but was quick to note that this was his choice and not something imposed on him by the environment he worked in. He noted:

> I feel the same thing in that I do use what’s going on in society. The positive side is that I use external influences to help me pedagogically. But in terms of being forced to do something in class, absolutely not, I don’t feel any more forced here than I do in the United States.

For the purposes of this research, the thematic area of knowledge of current issues is listed with slight overlap to the Core area. However, due to this being a regular practice on both the home campus and in the host nation, it is not a factor that directly influences the design and delivery of courses at the IBC exclusively. As a result, while there is a relationship between the usage of current events and teaching at IBCs, it is not as impactful or salient as those which will be discussed specifically as part of the Core Area.

Perceptions of the Branch Campus. This section of data is particularly interesting because it is one of the areas where participants directly discuss data that is presented within the literature review for this study. Literature relating to the provision

of education at International Branch Campuses often refers to topics relating to academic quality, the quality of students, and the monetary motivations of home campuses to pursue these partnerships. Throughout the study, participants eluded to the idea that they were well aware of the perceptions about branch campuses and discussed them either directly or indirectly. For some, the issue with perception started with how we refer to them as IBCs at all with regard to the nomenclature we give the schools. During my interviews, both John and David both referenced the usage of International Branch Campus or branch campus as a way to refer to their campus abroad. They both also suggested it be called something else, but their suggestions were not the same. John referenced the impacts of nomenclature on perception and connected that perception to those relating to academic quality. He said:

> The main thing is, always in a branch campus – we probably don't really call ourselves a branch campus, we don't like that term, but an international school, or a school of the university – is to be worthy of the home base of the mother campus, and not to be doing some kind of blurred 2nd grade version of what goes on back home. So that's something I think we're really very conscious of.

Similarly, David also had a specific term he used to refer to his home campus' IBC, he specified, "When I teach at [home campus name] in [host nation], you know, we're really a satellite campus…" Due to his experience, David also differentiated teaching at a truly international university from teaching at a satellite or branch campus in terms of the impacts of being affiliated with the home campus. When clarifying a previous statement, he said:

> I should qualify the answer I just gave you in that of course right now I'm teaching for my own campus in an international site. It's quite different from teaching at, say, [International] University where you're at a completely different institution that has different norms and all the rest. And so when I've gone overseas in the past, I'm going to a completely different institution where I know nothing of the norms, or even the teaching practices.

It is noteworthy that in both cases, the participant's desire to adjust the nomenclature of how their campus is referred to. This may suggest that they understand the value of associating with the home campus in a more direct way to ensure the perception of the university is transmitted across borders. While not a focus of this study, this may be an additional opportunity for further research into branding, messaging, and how IBCs create an identity that closely binds it to the home campus.

Aside from the value of nomenclature referenced by only John and David, three participants noted either the perceptions of monetary gain, student quality, and academic quality associated with IBCs. Robert spoke to both of these directly and offered his appraisal of the perceptions saying:

> There's often this rhetoric among some of the people who think these university's branch campuses are just a moneymaking venture, that the students are not as good, and it's a second-class degree, and we have to dumb it down for our students. That is bullshit, like you know, the students . . . I teach the same level, whether I'm in [home campus city] or [host nation], and the students get it at the same level.

While he rejects some of the negative perceptions of the quality of people and work done at IBCs and their only motivator is financial, he did concede that he believes they are monetarily rewarding to home campuses. He also connected this to a result not of greed or the pursuit of wealth, but the need for additional funding streams within all of higher education. Robert shared:

> I think that, therefore, these reputations that some of these branch campuses have about being these less-than institutions or just moneymakers or whatever, I think is totally unwarranted. I think this is also potentially a trend in American higher education in a lot of ways, you know, like . . . first of all, it's a very . . . I mean I'm not going to lie, it is a lucrative funding stream. They have money in the Middle East because of their petrochemical wealth. Higher Education in the United States, in Europe, is underfunded woefully these days.

David and Phil also had some commentary about the perceptions of IBCs relating to financial gain and quality respectively. Regarding IBCs as solely moneymaking ventures, David noted:

> They (academic college at home campus) buy into the idea that it's just a money grabbing opportunity for the home campus to get a couple million dollars out of the [host nation nationality], that, you know, because it doesn't have a free press, the whole thing is a joke. I don't buy that at all, I never have.

Phil and David were the only two participants to note perceptions about faculty who work at IBCs. Phil's thoughts addressed his perspectives on the assumptions of faculty who call his IBC home. He shared:

> Yeah, many of my colleagues feel that way, they feel like this is a campus that's not taken very seriously, even though we've got way more resources over here than they do on the main campus. And they think that there's a stereotype that we've got low standards for promotion, that we are not as rigorous in our teaching and so forth.

David echoed the sentiment, but also noted the quality of leadership they have at his IBC. He said:

> [IBC] is a remarkable institution in many ways. And my colleagues, my faculty colleagues are superb. [IBC Lead Administrator] is a remarkable administrator. [Institution name] home campus really has no fucking clue how lucky they are to have had him in that role for the past now [number of years].

This data will be discussed further in Section 5 due to the fact these shared first hand experiences of faculty in some ways directly conflict with the literature reviewed to conceptualize this study.

IBC Institutional Diversity. The topic of IBC Institutional Diversity is difficult to encapsulate for this study because it is so pronounced and pervasive throughout the experiences of those working at IBCs. For the purposes of this study, this section will cover institutional diversity in three main areas: Institutional Make-Up, In-Class Impacts, and Faculty Impacts. However, due to the expansiveness of diversity and culture as it relates to education in this study, some topics which are directly related to the diversity present at IBCs are their own thematic areas illustrated in Figure 2. To best illustrate the relationship between culture and these thematic areas, dotted lines are used

to show connections between institutional diversity and these themes. Themes that are in and of themselves factors relating directly to the institutional diversity present at IBCs are: Student Preparation and Experience, Host Nation Influences, Language, Self-Censorship, and Office Hours. Given the wealth and importance of participant experiences relating to these five areas, they all have their own thematic areas for data presentation and are all part of the Core themes of this study.

During this study, every single participant referenced the presence and impact of the diverse environment presented at IBCs. More specifically, John, Steven, Robert, and David all discussed the presence of diversity in either general or board terms. Both John and Steven did so in how they characterized the students who attend their respective IBC. John did this by comparing operations at his US campus versus his IBC. He said:

> So it often takes both a new strategy for teaching and a lot of listening and a lot of thought about how you put down roots in an international setting, which you might not have to do in a community you knew very well in the United States generally where things are more homogenous on college campuses.

This lack of homogeny was more directly referenced by Steven, who chose the word "cosmopolitan" to describe the students who were on campus at the IBC. He shared, "But in terms of interacting with the students, and going into the classroom, the kids are really very cosmopolitan. Lots of them have grown up in other places." This reference to growing up in other places is one of the ways that both David and Robert noted general institutional diversity. David directly noted this as a factor of national origin. He commented, "Most of the [host nation] kids who comprise 2/3 of the student body, the

rest are freshman class last year, kids from 30 different countries, including sub-Sahara and Africa, Latin America, Southeast Asia, South Asia…" when discussing English as the language of instruction at the IBC. Robert noted diversity on campus as it related to both national and socioeconomic status, stating, "I mean many of our students at [host nation] come from very wealthy backgrounds. Some of them don't. There's a fair bit of both national, but also socioeconomic diversity among our student body in [host nation]." While all of these participants were much more specific when diversity at their IBC, they did so mostly the other five specific thematic areas mentioned above.

The impacts of general institutional diversity were also noted as to their impacts on teaching and the classroom. Phil, James, and Robert all connected their experiences of diversity at the IBC to general classroom impacts, but did so differently. Phil noted the impact of institutional diversity on the most basic of faculty operations; knowing his students and identifying them by both name and face. He reflected:

> So the teaching over here, you know, one thing I really need to rely on a lot is the pictures. We're using Canvas now, we used to use Blackboard, but the photo roster. And even that's complicated because most of the women here wear the abaya and also the hijab. They don't wear the niqab, so they're not wearing a veil. But you don't see their hair, and they're all wearing pretty much exactly the same abaya. And then there's so many repeat names over here. I'll have a class sometimes, I've actually had two classes with the same first, middle, and last name for two students.

Given the general culture of American institutions, this is not something they would regularly encounter on their home campus.

James also mentioned the impacts of institutional diversity at the IBC on the work of faculty, but focused on its impact on classroom discussion. He noted, “So that same diversity that makes it challenging to make sure that everybody has the same set of expectations really enlightens the classroom discussion.” Robert’s reflections of in class implications of culture at the IBC were more tied to education. He put a pedagogical spin on diversity saying, “You know, these kids don’t come from a Western Christian background, so you know, when you start teaching medieval history, there’s a lot about the church there, right?” The awareness of the prevalence of non-western culture and thought at his IBC resulted in him expanding his own horizons, saying, “And when I taught the class for the first time in [host nation], I tried to include a little bit more of a nonwestern perspective.” He did however later share, “that’s something I probably would’ve done if I were teaching this class in the states, and indeed I taught the class here in [home campus city] this semester again with that wider sort of international perspective.”

Robert’ reflections of how the culture has tied into his practice as a faculty member connect to the final generalized area of institutional diversity at IBCs. The final notable area of generalized diversity at IBCs is how it impacts faculty who work. James was the only participant to speak of this directly and did so with regard to how may be a motivator for faculty to teach at an IBC. When speaking of diversity, James said:

> You have to really understand, accept, and love the diversity that you find out here to do it. And they may not understand . . . I guess there is a part of me who thinks, you know, everybody on main campus should come out here and try this once or twice or just spend a semester out here and really understand what it is to encounter global students, you know, students from all over.

While there is still a great deal to discuss regarding participant experiences at IBCs relating to culture and diversity, the above perspectives share that faculty members are not only aware of the demographic diversity on their campuses, but also know how working in such a diverse multicultural environment can impact them in the classroom and as faculty members on their home campuses. As noted above, there will be much more discussion of factors of diversity and the IBC context within the Core thematic areas of this study. Due to the expansiveness of the diversity at an IBC, many specific factors included within the broad area of “diversity” are addressed more specifically and with greater detail later in the section in the Core categorical area.

Student Experience Expectations. The thematic area of Student Experience Expectations is characterized within the Culture/Context category because it represents the expectations of what students should experience at the IBC and how it should be similar to the home campus. This speaks to the culture or context they are expecting to encounter at the IBC, thus its inclusion in this category. This thematic area has some connection to the Home Campus Culture thematic area in that it appears that part of what students expect at the IBC is to feel like they are getting the home campus experience.

The data has already shown that faculty participants believe part of what they are supposed to deliver is a near match of the experience their home campus peer students receive. This is summarized well by Steven, who said:

> Yeah, it has been a pretty seamless translation of our U.S.-based experience to this campus. And I think the way the campus is marketed, I think that that's also what the students expect. They expect to come here and have pretty much the same experience as their peers in the U.S.

Based on faculty experiences, these expectations took on two forms including course content and faculty availability/expectations. In light of this, the IBCs seem to also build in home campus experiences to the IBC experience as a way to heighten the perceptions of a peer experience.

With regard to course content, Phil noted the assumption that students may be disinterested or want to avoid certain topics in the classroom based on the region the IBC exists within. He said, "I teach about gender politics, feminism, abortion, and gay rights. And in fact, the students are really interested in that." Regarding student expectations, Robert and James both referred to faculty expectations as being a specific area of notable student expectations. James did this broadly from an in class and general lens, stating, "They all have different expectations of how a student might participate in class, what's expected, how much the student should challenge the authors that they're reading." Regarding expectations of faculty, he noted, "I would say overall, the expectation from the students is higher, that we'll have more office hours, more availability." Robert offered a similar but slightly different sentiment, saying, "I would say our students'

expectation of office hours is kind of that office hours should be all the time. And that's something that I've had to kind of stress on the students." However, for Robert, this is not just an IBC expectation but an expectation of all students in today's world of higher education. He elaborated, "And this isn't just specific to [host nation], I think it's reflecting the consumerization of higher education, they sort of see professors as this resource that they're paying for, who therefore should be available at their beck and call."

Finally, in order to meet the expectations of students at the IBC, institutions are implementing what we would refer to as very American orientation and socialization processes at IBCs. John was particularly focused in this area, which may be related to his primary role as an administrator. During his interview, John mentioned activities such as welcome week, orientation, student success, deep learning, academic advisors and even team building as part of what his campus does for its students. These efforts are very similar offered by home campuses here in the United States.

Core Themes

The Core themes of this study are those that are most impactful and important to the teaching experiences of faculty members at the IBCs. These areas represent the most salient data in this study and in almost all cases tie directly to how courses content is developed and delivered. Most of the themes in this area are referenced in direct relation to how faculty are teaching their courses. For the two that are not, Size and Office Hours; these are referenced as having significant impact on faculty work which is in general different than the experiences participants have had on their home campus.

Additionally, while the Core themes are in their own designated area of Figure 2, they are still characterized within the categorical areas of Structure, Professional, and Culture/Context. Finally, the center portion of Figure 2 is Course Design and Delivery. This is not a thematic area of the study, but references the convergence and synthesis of faculty work at IBCs that result in the actual operations of educating students. As a result, discussion on Course Design and Delivery will be a synthesis of the data in this section and serve as a transition into Section 5 and discussion of the data learned from this study. It will also discuss the relationship between faculty teaching experiences at IBCs in this study and the literature that exists and guides what we know about IBCs.

Student Preparation and Experience. Student Preparation and Experience exists on the boundary of the Structural and Culture/Context domains because it represents the fusion between the academic preparatory experiences of students and how they are applied to application and admission standards. Participant commentary suggests notable perceived differences in the quality of education that some students receive prior to arriving at the IBC, yet they are all being admitted according to the same admissions criteria. Data in this thematic area focuses on the "inputs" of students who attend IBCs as they are perceived by the participants. This section includes country of origin and its educational system, familiarity with academic disciplines, primary and secondary education, and other facets of student educational experiences prior to their arrival at the IBC. This area is referenced as a consideration of how some faculty members either design or deliver their course and thus has a direct impact on those operations of faculty work.

Every participant noted the differences in student preparation and prior educational experiences. One of the direct relationships that several faculty members drew was the relationship between previous educational experiences and language. However, the role of language and particularly that of English as a second language will be discussed in the Language thematic area later in the section. During the interviews, participants discussed the impacts of preparation and prior educational experiences in a multitude of ways including: variance in preparatory experiences, comparisons of country of origin, behaviors around reading, lack of prior educational experiences relating to specific academic disciplines, barriers to success that are different than those of American students, and even having to teach students the expectations that come within the American higher education system.

John, Rick, Robert, and James all discussed their perceptions in differences in student preparation for higher education during their interview, but Robert and James also offered some direct comparisons between IBC students and American students as well as part of their interview. John discussed encountering differences in student preparation as part of the larger topic of his perceptions of his own preparation to teach in the IBC setting, he said:

> I think there's always a period of significant adjustment, I mean people may think they have it all down and ready to go, but it's really a very different experience when they have students with very different backgrounds, expectations, knowledge levels, English preparation and that sort of thing.

Rick was more pointed in his comments, specifically noting the differences in student preparation with regard to reading and writing, he said, "So they tend to be quite articulate in spoken language, but I would say less well-prepared in writing and reading." Rick had more to say on the role of language in the IBC setting, but language will specifically be discussed later in the section. James chose to focus his comments more on specific knowledge areas and shared the perspective of other faculty members, saying, "There are faculty members who have found it challenging in certain subject areas, that there's a challenging lack of preparation in certain subject areas."

While the perceptions of differences in academic preparedness are prevalent among the participants of this study, both Robert and James noted that some of the challenges around student learning experiences are common. Robert related preparation to intersection of writing and language by saying, "Their (students at IBCs) writing can sometimes need a little bit more work, at least initially," but later acknowledged, "being here in [home campus city] this semester, some of my students who are native English speakers have pretty rough writing, you know, like in can happen in both places." This suggests that the perception may be related to college student writing abilities, not just those where English is not their first language. For James, the similarities of working with students went past writing ability, he noted:

> But in terms of the rest of the teaching, it's the same thing, motivating students to participate, insuring that the students have actually read the huge amount of reading that we've given them, instead of just you know looked it up on Google and Wikipedia.

With regard to reading, Phil also noted challenges with students and reading. He said:

> But many of them are not really in a reading culture, so getting people to do the reading was a little bit more of a challenge. And I had to be realistic about the amount of material they can read, although I assign a lot more reading than almost anyone else here.

Phil and James discussed student experiences and preparation as it related to content knowledge relating to their academic discipline. For Phil, this was also a cultural issue, he noted, “But they also don’t understand politics, so there’s no intuitive grasp of say how opposing interests might negotiate and how parties might choose sides in conflicts”. He continued, “And so they live in a country where there is politics, but they don’t know about it, and much of that is done at a very invisible level and done with tribal groups sometimes in madrasas that are not open to journalists or whatever.” Phil gave an example of this by noting how a lack of foundation knowledge in politics is a hurdle to be overcame. “So the biggest challenge was that they don’t have an instinct for politics. So if you lecture in Germany, you might get students who don’t know what the Republican Party has done recently, but they know what parties are.” James applied a similar perspective to multiple academic disciplines, saying:

> I would say the biggest challenge, as I mentioned before already, the biggest challenge was the fact that so many of our students come from such highly different schooling systems, so we don’t know what they know. And when you’re teaching introductory history courses, introductory government courses, introductory economics courses, there’s always this, am I going over too many of

> the fundamentals here? Am I not going over the fundamentals enough? How much pre-knowledge can I assume? So I think that's probably the biggest challenge, is trying to find a way to overcome the difference in curriculum and the difference in classroom expectations.

These comments suggest that faculty are mindful that because of the various educational systems IBC students come from, they are forced to account for what students may not know. While the American higher educational system does have varied inputs are well, the American academy is generally much more homogenous than that of IBCs and has a more consistent input of prior educational experiences of students. Based on these comments and others in this section, faculty seem to consider this information as they delivery their course and may adjust their classes to meet the needs of students based on knowledge level on a topic prior to entering the course.

Phil also felt that it was his role to understand why students have more or less trouble understanding content in the IBC context and acknowledged those reasons may be different than those of their American student counterparts. He shared:

> But as a professor, I think one of my tasks is to understand roadblocks that people have in understanding things, right? So the roadblocks over here are different – students don't understand for different reasons than they don't understand in America. And some of those are cultural, they're not external political forces, but they are in the culture.

This reflection notes the interaction between culture and education and how culture can contribute to challenges students face in the classroom at IBCs. It can be argued that this

is a potential barrier in any educational system, but again, the diversity and multicultural nature of IBCs surpasses that existing on American campuses and may warrant additional faculty consideration when teaching abroad.

Finally, James noted the need to help students understand the differences in American higher education from their previous educational experiences. James specifically uses an example challenges for students who received their education in the United Kingdom, saying:

> Anybody who has experience teaching in the United States, where almost everybody is coming through an American system with AP or maybe IB if they have it, coming here and having to deal with all these different school systems, you learn it pretty quickly. The students will tell you, 'I'm not used to being asked to challenge what an author is saying.' The biggest problem comes from the British system, actually. The British system is much more sort of 'accept the authority of the author without question,' you know, instead of challenging the author."

These comments suggest the potential need for faculty to help students coming from non-American school systems understand what is both expected and acceptable in an American curriculum and that some things that are discouraged in other systems may be a focal point of American curriculum.

Faculty commentary relating to the inputs of student educational experiences and preparation is prevalent in the interviews and takes place in a variety of contexts relating to countries, language, culture, etc. One of the differences between those themes located

in the Core category is that they all are generally reflected in course delivery and design. As such, the topic of the relationship between educational preparation and experiences will again be referenced that the end of the section when discussing course delivery and design.

Size. The thematic area of size may refer to the campus size, classroom sizes, or the student enrollment at IBCs. While participants did comment on the relative size of campus, most of the commentary was related to having offices located physically around other faculty members and everyone being in the same place. More relevant to the study is the size of the student body and classes at IBCs. It comes as no surprise that the small enrollment and class sizes at IBCs do not necessarily mirror the home campus experiences of attending the home campus of an institution that has a branch campus abroad. All of the universities represented by this study are high research institutions with a minimum enrollment of at least 12,000 students at the time of this study. Given the home campuses, these faculty members have worked or are currently working at are larger enrolling universities, their commentary on the size of the IBC operation is telling with regard to how their work is performed at the IBC.

Robert framed this nicely, saying, “Because they’re (home campus faculty) just not used to what I’m used to, which is that like everyone is in the same building, if the door is open, if the light is on, even if not, come by, say hi, and that’s very much the culture we have in [host nation].” He continued to say, “it’s a culture we promote, I think, because it’s very good pedagogical culture. It’s a lot like the small liberal arts college model, but we’re able to do it precisely because of the size.” And concluding to

say, “so that means that I do probably know more about my students, and talk with them on a slightly more familiar level than I would with my students at the main campus.” The size benefit Robert refers to is mentioned Steven and David with regard to their work on the home campus. Steven said:

> One of them (advantages of IBC) is, as I mentioned before, the small class sizes. We have about 380 students in the 4 undergraduate years, and so most of our classes are what we would consider small by main campus standards. I think probably the largest class you would have here is maybe 25 or 30 in economics. There are a couple of government or philosophy classes that have larger enrollments. But a lot of our econ classes are 10-12-15 students, which is really quite a luxury.

He compared this to his work on the main campus, saying:

> It would be challenging to go back to the main campus. I think that the job is slightly different in terms of the courses on main campus, I think, are more top-down lectures, right, instead of 15 kids in the room, you have 80 or 120. And so it really is more of a one-way transmission of information from professor to students.

While Steven focused a lot of his thoughts on the luxury of small classes at the IBC, David focused on the burdens of large classes when teaching on the home campus, saying:

> My classes (on the home campus) used to be capped at 25 because I taught ethics along with law, and now they’re capped at 60. So I teach ethics the way the Pope

> does, I stand up there and lecture, and that's no way to teach, but it certainly is efficient from the point of view of wringing efficiency out of their tuition and my salary. But that's not how higher education should be.

The context of these comments are different, but they do shine light on how faculty perceive and are impacted by the different environments of small and large classrooms.

Lastly, two faculty members discussed the implications of small campus size and faculty interaction. Both Steven and James noted the impact of a small campus on student's ability to interact and take courses with faculty members. However, James perceived this as a potentially negative outcome for students on a small campus, while Steven saw it as a largely positive thing. Steven shared, "maybe you learn 25 or 30 names in the first year courses, and then you see the same students coming back and taking a sequence of courses from you, and you get to know some of them quite well." Later adding, "I think one of the big advantages of being here is being able to really provide detailed supervision and mentoring of senior theses." This coupled with the small class sizes led him to believe he could work much more closely with students. He continued to say, "Every year, I have one or two honor students, and I can pretty easily meet with them 1-3 times a week, if that's what they need. And it would be hard to manage that with the class sizes in [home campus city]." However, James saw the smaller faculty to student ratio as being a potential disservice to students. He noted, "I don't know if the students get the amount of diversity perspective and opinion from the faculty that they need." Later adding:

> Somebody who is majoring in international history might end up taking six courses from the same professor, and maybe even reluctant to try [to take a course with a different professor]. It's not like we don't have, we have several history professors here, but it's very easy for them to become, to fangirl or fanboy over a specific professor.

These comments suggest that faculty are aware of the implications and differences of their work at a much smaller institution. While not all participants spoke to the topic of size directly, those who did noted it as being very different than their home campus and as giving the opportunity to work much more closely with students. While the commentary about small campus size is largely positive, at least one participant noted the potential pitfalls of a lack of faculty options or a choice to take the same faculty member for multiple courses.

Host Nation and Home Campus IBC Agreement. The thematic area of the host nation and home campus IBC agreement speaks directly to the faculty perceptions of what the IBC has been established to do and their perceived guidelines and expectations for their work on IBC campuses. This theme exists largely within the structural categorical area in that the topic is depicted as an outline of the terms of agreement and expectations of work for faculty. There is a slight overlap with the professional categorical area, but it represents only that this area defines the terms of professional work at the IBC. This thematic area not only has a direct impact on how courses are delivered and designed at the IBCs studied but also directly addresses the

research questions of this study relating to pedagogical and curricular autonomy when working in an IBC setting.

The data collected during this study points to clear and direct perceptions of the agreement that faculty believe exists between their home campus and the host nation to establish IBCs. These perceptions overwhelmingly suggest that faculty believe it is their responsibility and charge to provide the same level of rigor and the same content for degrees being offered in IBCs which bear the name of their home institution. Participants in this study actually noted their perceptions of the legality of work at IBCs, and they believe they are aware of the exact terms of the agreement between their universities and the host nation. Robert was perhaps the most direct with his interpretations of the legal implications of his work. He referenced this in his interview saying:

> Going back to what I was saying about sort of a second-class degree, or a less-than degree from the main campus, I mean [home campus] is legally obliged by the [host nation] to offer the exact same degree program in [host nation] as is offered in [home campus city]…

While Robert perceived what was required of him in somewhat legalistic terms, other participants also referenced the formal agreement between the home campus and host nation. Robert spoke to his perceptions of the formal agreement between his home institution and the host nation, noting, "[home campus] was pretty insistent when setting up the campus that there wouldn't be any interference, any censorship, you know, that there would be full faculty autonomy. That was sort of the price for admission." Finally

adding, “And to a certain degree, that’s kind of what the [host nation] wanted.” Rick also referenced how he perceived the agreement between his institution and the host nation, saying, “Well, our deal here is that we should deliver the curriculum and the degree program identical to what we do on the main campus.” Later specifying, “so all our courses are the same, our standards are the same, what we deliver here, our mentality going into it, it should be identical, and we should hold the students to the same requirements.”

This perceived agreement between the host nation and home institution appears to largely be enacted in practice as well. Six of the seven participants in this study directly stated they felt a sense of consistency between their role on the home campus and their role on the IBC campus. This idea of sameness or consistency between campuses encompassed a lot of things relating to faculty work including course names, degree plans, syllabi, curricular content, and even academic freedom. John was able to speak to much of this due to his role as an administrator. Regarding making the IBC experience the same as the home campus experience, he said, “the courses are often called by the same name or some variant thereof. And so you sit in an office in an international campus, and you feel pretty much like you would anywhere else as you prepare your work.” He also referenced syllabi, sating:

> When I first came, we did a syllabus, what we call rationalization, and that is every syllabus that we had in our program, we ran by the home campus, the school had been established years before, and I wanted to make sure that the content and the quality and the expectations were pretty much the same.

To ensure consistency, the materials on John's IBC campus were exposed to home campus faculty consultation. He shared:

> And so we had consultants from the home campus look at our three program areas and evaluate them, and so we had a sense that we were on the same track, some of the things we did differently, but we were covering the same thing. This idea of "doing things differently" will be discussed in later thematic areas.

Rick and Steven discussed this commitment to sameness by referencing how they literally did the same work in a different location. Rick shared this by saying, "I had taught for more than 30 years at [home campus], so I was essentially taking my courses from there and teaching here." Steven shared a similar sentiment, but referred to the work being the same for others, not necessarily focusing on it from his own perspective. He shared, "Well, so they're similar in terms of the course content and the curriculum." He noted this as a positive thing for him, saying, "those are some of the advantages of having main campus colleagues come here to teach, is that they bring exactly the same content and standards as we use on the main campus." Steven also offered strong statements on his perceptions of autonomy when working at the IBCs. He shared:

> I think you mentioned academic freedom and that sort of thing – it's exactly the same. I'm not aware of anybody in this campus who has experienced any interference with their academic freedom. I think the university made absolutely sure that we would be totally unfettered in that regard before we set up this campus.

With regard to autonomy in general, every participant but David noted that in generally the same terms that they felt like they have total curricular and pedagogical autonomy when working at their IBC. While censorship is its own thematic area of analysis for this study, one participant did note how while censorship may be something faculty potentially face abroad, it does not originate from the host nation government or the home campus. James described this by saying, “there are elements within society who would love to censor us, but nobody at the [government educational agency], nobody at [home campus].”

David was the one participant to note that he did not feel he had complete autonomy, but Rick also acknowledged that despite the focus on identical content being delivered abroad, there were some differences. David focused his different feelings on autonomy in two areas but connected them to the dean as opposed to the host nation impacting his autonomy. Generally speaking, curricular development originates with faculty on American campuses and this is an issue that relates closely with faculty governance as stated by David earlier in the section. With regard to course development, he noted the dean as being the source of new courses. He shared:

> And similarly, whereas at the [home campus] campus at home, if we’re going to have a new course, the faculty discusses it, it goes through curriculum committee, it gets approval, it goes to the full faculty. That’s really not the way it works there (IBC). Most the ideas for a course come from the dean. Any idea for a course that comes from the faculty has to be approved by the dean, and he may

> or may not approve it. So the usual thing is that faculty do at the home campus in terms of governance, they simply don't do at the international campus.

He also noted some differences in core and elective courses with regard to autonomy. He shared:

> Again, there's a preference that if there's two sections of the same course, so for example, I have colleagues who teach a course called [course name], and it's an intro course for freshmen. And they literally use the same exact textbook, they use the same exact readings, they have the same exact class exercises, same quizzes, same exams, everything. And there is an expectation that in those few large classes, communications law would be another one where you mirror each other as much as possible. And so to the extent that there's less pedagogical freedom, there's at least a reason for it that I sort of understand, even if I chafe at it.

He did, however, note that the reduction in autonomy only related to core courses, saying of his elective courses, "Every place else, if I'm teaching a [course name] course or an acting course or an [course name] course, or my [course] course, I have the freedom to choose the readings, choose the material, teach as I wish." This reference to total elective autonomy was supported by Steven, who shared:

> Now as far as elective courses, you know, I think the individual instructor really has full autonomy in terms of the teaching methodology, the reading list, the structure of the syllabus, the grading standards. I think all of that stuff is at the individual faculty member's discretion.

While the participants noted that much of their work relating to pedagogical autonomy and curricular content is the same, Rick noted that despite the home campus and host nation agreement's purpose to make things exactly the same, there are differences in the education provided at IBCs. He noted the difference as primarily being related to language. He shared, "Now the reality is on the ground, there's a difference. And I would say the biggest difference is, we're teaching mostly students whose native language is not English." The role of language and some of the other reasons that the education offered at IBCs is not identical to that of the home campus will be discussed later in the coming themes. However, it should be emphasized that based on participant narratives and experiences, home campuses and host nations communicate they strive to offer an identical education abroad and in many ways, faculty members believe that educational environment and content is being duplicated abroad.

Self-Censorship. The theme of Self-Censorship emerged during the study as being connected to cultural awareness, academic discipline, and what faculty believed to be effective practices in helping them educate their students in the IBC settings. This theme exists totally in the professional categorical area because it seems to be a professional choice with no formally imposed structure but does have some noted relationship with cultural awareness. This thematic area also has a direct relationship with course design and delivery because it may have implications for how courses at IBCs are slightly differentiated from those at the home campus.

Based on participant narratives, academic freedom and educational duplication of American curriculum are largely believed to exist at the IBC locations studied in this

research. However, despite their belief that their academic freedom is well protected, some faculty openly acknowledge choices to self-censor when teaching abroad. Participants note that this choice is wholly optional, but they believe it makes them more effective teachers given the context of their work. This self-censorship seems to occur in a variety of ways, but all participants note that it has to do with being more effective in the IBC environment.

Some faculty members actually chose to use the phrase "self-censor" or another variant, while others only hinted at it as a result of alterations in how or what they discuss as part of their course. However, as mentioned above, all of these examples were clearly identified as being a personal choice and not the result of any other influence. During interviews, participants noted three main areas where self-censorship may occur when teaching abroad. Those areas can most easily be characterized as language, content, and materials. David, Robert, and James all discussed ways self-censorship may manifest itself when working abroad, but did so in very different ways. They also did not all necessarily say they did so personally, but understood why it may be necessary in the IBC context.

David did not reference the idea of self-censorship using that specific term, but he did reference changes in the way he verbally communicates with students when working at the IBC. He shared:

> In fact, one of the other things I don't do in class there, you notice that I can occasionally swear, it's part of my [profession] heritage, and over there I don't. There are occasions in my [course name] class where in fact you're talking about

> material that is offensive, that's why you're studying it, that's why it's a law matter. And so you're often talking about content that is sexually offensive, politically offensive, and religiously offensive. And so I try extra hard over there to explain to them, before I get into the material, that I mean no offense to anyone, and that if they are in fact offended, they are free to leave, and some do. But it's unavoidable, I mean it's just in the class content. At the US campus, particularly in areas of free expression in a [college/school name], kinda this unbridled conversation would be more the norm.

This notation of changes to his verbal communication are not specifically referenced as a choice to self-censor. However, his reflections on the matter suggest that David is keenly aware of differences in the environment and chooses to address those through alterations of his normal communication style or giving caveats to material when working at the IBC.

James also discussed self-censorship when working abroad. James mentioned self-censorship in various ways relating to his work abroad. He said:

> I can teach whatever I want out here. That doesn't mean that there isn't self-censorship sometimes. There is the impulse to kind of censor a little bit, mostly because there's a great unknown about what we do. For instance, in my [course name] class, on our main campus I always assigned a book on sexuality, on the development of different sexuality, of homosexuality in modern Europe, homosexual identity.

When discussing the same course abroad, he later noted:

> Here, I still talked about it, I still covered the same content, but I don't use the same book. I use a book that gets to it more obliquely. But that was my decision that was not the decision of the . . . no one told me I had to do that. So I don't feel like anybody has said to me . . . I think that I share other faculty's experience of, out of an abundance of caution and not wanting to offend the dominant culture out here, maybe some self-censorship. And I think actually that's the thing that we have to work the hardest on here, is to make sure that we're not self-censoring, because there's certainly nobody else trying to censor us.

This quote is notable because it reflects James decision to self-censor as a choice he believes makes him a more effective educator rather than as a response to an imposed requirement of someone else. In a quote referenced above relating to academic discipline, Robert notes that while his academic discipline does not require him to do so, he can see why others might self-censor. He shared, "In either place, [host nation] or the United States, you might feel the need to self-censor in ways that are appropriate to either audience. I myself have never felt that. Again, possibly a function of what I teach."

As noted previously, most of the participants do not feel a need or have a desire to self-censor based on the combination of perceived academic freedom/autonomy or the very nature of their academic discipline. While interesting and noteworthy, the topic of self-censorship does not seem to be so pervasive that it fundamentally alters the curriculum at IBCs based on participant responses. It may have some implications minor changes in content or delivery, but in general, it does not appear to completely alter the

nature of education provided abroad. While faculty believe the impacts of self-censorship on content and delivery are minimal, if these are in anyway felt from external factors they may represent a fundamental infringement on academic freedom, even if it is perceived to be "voluntary."

Based on the data collected in this study, there does not appear to be any formal or overt forces being applied to faculty to alter their curricula, pedagogy, or sacrifice their academic teaching freedom for their courses at IBCs. However, throughout the study, faculty note a variety of cultural, structural, and personal factors which may create concern, whether realized or not, about consequences if they do not willfully comply to some "suggestions." This potential tension that exists between the choices to opt into optional or suggested changes as a result of context will be further discussed in the next section.

Office Hours. While the thematic area of Office Hours is within the Core Category, it is also shared between the borders of the Professional and Culture/Context categories. Office Hours are characterized as a Core categorical area because they represent the most fundamental relationship of faculty work, that of interacting directly with students. While office hours are not directly connected to the idea of course design and delivery, the responses shared as part of this study suggest that there are some notable variations within expectations and experiences related to office hours and faculty work at IBCs. Additionally, based on participant responses, it appears office hours may be more important at IBCs than at home campuses here in the US due to their role in socialization and community development at the IBC. This thematic area straddles the

line between the professional and culture/context categorical areas of this study. This is because there appears to be some interaction between the professional and culture/context categories of this study relating to student behaviors, faculty expectations, and IBC work experience within this theme. Five of the participants in this study identify office hour expectations as being the same or similar when working at the IBC. However, as they continued to discuss the subject of office hours at IBCs, three of these participants noted differences in the work based on volume, student interaction, or general ways they chose to vary the hours.

John, David, Steven, Robert, and James all felt that in general, office hours were the same when working at IBCs. John noted this throughout his interview, even before being asked the interview question regarding office hours, saying, "and individual faculty members obviously have relationships with students. People have obviously there's a place/time in class, there's the traditional office hours," also noting, "everybody has posted office hours and keeps them. And we check to make sure they are keeping them – if they don't, students usually report it." David articulated this slightly differently saying he used a bit of a hybrid method, stating, "I have official office hours that I put on the syllabus, so I'm there, and you can come by." He also noted, "I also have a policy I put my mobile number on the thing, and I allow my students to call me or text me. A lot of stuff you don't need office hours for, you can send them a text." However, Phil and Rick do not believe these expectations are as formal or choose not to adhere to them. Phil shared, "I don't even know what the policy is on how many office hours, I just hold several, and no one has ever said anything to me about it." While Phil shared his unclear

on expectations relating to office hours, Rick chooses to implement a more informal system that works best for him. He stated, "in both places, I just tell students to email me when they want to meet, and I take them as they come. I found that keeping office hours is often sitting in an empty room waiting for people that don't arrive." Rick also noted that despite the fluidity of hours, there is no difference in how often he sees students, "I'd see students I'd say roughly the same amount with the same frequency or infrequency, and not on a regular schedule." While Phil's and Rick's interpretations of experiences vary from that of the majority, several participants also noted variance in the volume and frequency of use in office hours when working abroad. This variation can generally be summarized as more at the IBC.

John and David both note that office hours tend to last longer in some ways when working at their IBC, while John, Phil, and Steven all note an increase in student contact when working at the IBC. John uniquely mentioned the perceived relationship between language and office hours being more necessary, while David connected volume to faculty commutes abroad. John said, "So I would say the office hours tend to be pretty rigorously kept and longer, because the faculty tell me that the students, because of somewhat less English proficiency, well that's not true for everybody…" David offered a different perspective, noting, "The one difference is that I'm on-campus more in [host nation], it's more like going to work every day. I mean right now, I don't have a car, so the only way to get to work for me is an Uber or a shuttlebus. While John and David see volume differences as a function of time, John also notes a difference in volume with regard to student interaction, as do Phil and Steven.

Another way the participants noted that the nature of office hours at their IBC is different than their home campus is the use of a true open door policy. Phil and Steven referred to this as a specific difference from the home campus in different ways. Steven noted this as having direct benefits for students in the form of convenience. He shared, "One of the nice things about having small classes is that it's easy to kind of have an open-door policy for office hours." Phil noted this in a slightly different way, focusing more on availability. He shared, "it's kind of an understanding that you're available, you know, and so many of my colleagues just work with their door open all the time." Participant commentary around the volume of time, frequency of use, and the more open nature of office hours at IBCs highlight both similarities and differences, but also perceived benefits of the differences when working abroad.

Finally, Robert noted various differences of office hours when working abroad as they relate to host nation culture and was the only one to focus on this. Like other participants he did note convenience and frequently of use office hours, but also the implications of the small campus size noted earlier in the section. Broadly, he shared, "Because the [host nation] campus is smaller, and our class sizes are smaller, we get to know our students better, because we're all in one building, rather than 10,000 students dispersed over a campus." He later compared office hours at the home and branch campus, saying, "when I was in [home campus city] this semester, that like you know, office hours were office hours, and no one would come to see me in my office outside of office hours, when I'm like there and the door is open." He later shifted toward the cultural implications of office hours at his IBC. He stated, "But sometimes I don't think

the students even pay attention to what our office hours are because they just come by whenever they want." He shared continued with an example, "I've had students – and this is where you need to learn sort of basic decorum – I've had students like walk into my office when the door is closed."

As noted above, office hours do not directly tie directly to the research questions posed in this study and as a result, do not have direct impacts to course delivery or design. However, office hours and one on one student interactions are a foundational component of faculty work in the American academy and thus deserve consideration when exploring the experiences of faculty working abroad at IBCs. While faculty are able to identify some common characteristics between office hours at home and abroad, they also identify differences in those experiences. Further, they identify different benefits and challenges associated with office hours. They also illustrate differences or variations in faculty experiences and perceptions.

Language. Language is a fundamental component of communication and any cultural exchange. Thus, variation in language represents one of the primary and numerous cultural differences that faculty may encounter while working at an IBC. Due to the immense perceived impacts noted by participants due to language on reading, assignments, and other areas, this was characterized within the Core category. Language is inherent to education and at each of the campuses represented in this study, the official language of instruction is English. Throughout the student, language was mentioned as it related to a variety of factors including communication with students, assignments, and even the relationship between privilege and language. Language also has a relationship

with some of the other thematic areas that have been previously discussed in this section. Of the seven participants in this study, six mentioned English as a Second Language (ESL) as being something they were aware of in their teaching role. Of those six, four mentioned ESL form a deficit perceptive, one noted no differences based on language, and one connected early adoption of English as a function of wealth.

Steven noted that he felt that even with language being the second language for many students attending his IBC, it did not manifest itself as a notable difference when considering both campuses. He shared, “Lots of them have grown up in other places, and they speak English like perfectly well, just like students in the U.S.” But did concede, “so I didn’t really run into any challenges, the job was to come and do the same thing I had been doing.” He was the only participant who shared this perspective as the others did note that language played a role in differences they noticed between the home and branch campus.

John, Phil, and Robert all shared they felt that English not being the first language was a notable difference when working at their respective IBC. John chose to address this broadly by lumping language in with other differences he observed in the students who attended IBCs when compared to those who attended the home campus. He noted, “it’s really a very different experience when they have students with very different backgrounds, expectations, knowledge levels, English preparation and that sort of thing.” Phil and Robert were more specific in their perceptions, focusing on implications of differences in language preparation in the classroom. Phil noted this with regard to planned course readings. He shared:

> Well English is a second language for many of the students, so reading, and it's also especially for those in the Middle East, Arabs, not all of our students are Arabs. But many of them are not really in a reading culture, so getting people to do the reading was a little bit more of a challenge.

This quote is interesting because he originally attributes the difference to English as a second language, but later shifts it toward a cultural issue, not language. Robert however, was clearer in that he felt that language had implications in the classroom. He reflected:

> I mean I guess I tailor some of my assignments to students in [host nation] – again I'm talking about differences – I tailor some of assignments to students in [host nation] a few more like writing intensives, so they do get that work that they need for their English writing.

While Robert noted the potential need for writing in English, he also noted he felt like students on the home campus needed this opportunity as well. Later he shared, "One of the, I guess, challenges or differences with respect to teaching in [host nation] is because most of our students are English as a second language students." Further specifying, "Their writing can sometimes need a little bit more work, at least initially." But continued, "Although on the flipside, being here in [home campus city] this semester, some of my students who are native English speakers have pretty rough writing, you know, like in can happen in both places."

Finally, David was the only participant to discuss his view on the relationship he believes exists between privilege and language. He shared, "the [host nation] kids,

because of their wealth, have done almost all their secondary education either in English language schools overseas." David was the only participant to note perceived differences in the English language preparation received by some students and not others. While this study did not focus on the impacts of English preparation for IBC students, it may be an area worth exploring in future research. Given American IBCs almost always deliver their curriculum in English, language may have some significant impacts to learners which could help us learn more about the education received at IBC locations.

Influence of Regional/Local Culture. Throughout the study, participants noted perceived impacts of regional and local culture. Because this data focuses on how culture itself impacts students and some direct implications for how faculty design and deliver courses, it was characterized as a Core categorical theme. Several of the participants noted distinct factors regarding local or regional culture when working at IBCs. However, while participants were aware of their presence, participants made it clear that these influences did not result in any infringement, coercion, or directed alteration on how they do their jobs on their IBC campus. Four of the participants noted distinct cultural factors at play when working abroad, but they identified them in differing and various ways. For instance, participants noted how regional or local culture impacted ethics and plagiarism and curriculum delivery/content. Finally, there were also references to how various cultural assumptions and viewpoints impact teaching.

Two participants noted the local cultures impact on how ethics and plagiarism interact at their IBC. It is noteworthy, that the two participants who noted this work on separate campuses in the host nation. John specifically focused on this issue from an

ethics perspective. He noted, "one area that is somewhat different, you have to, it would be teaching ethics and academic integrity in a culture where personal favors are common." Phil indirectly alluded to issues with plagiarism, but also referenced how his institution's faculty are encouraged to combat academic integrity issues. He shared, "there is a real emphasis here on using Turn It In as a plagiarism tool. But most of my classes have assignments that are very difficult to plagiarize, but I've gone ahead and done it." He later clarified the expectations around Turn It In, saying, "We're not forced to do it, but I mean it's a lot of encouragement." Two faculty members from separate IBC locations noting this suggests that it is likely part of the environment for faculty members and may be something that is culturally innate in the region. As such, this may be a cultural factor that faculty will encounter during their time working at an IBC.

Phil and Robert noted how culture can impact the curriculum for faculty at IBCs. Phil noted regional values relating to facts and accuracy as being relevant to the curriculum. As a result, he believes that at times, this may devalue creativity or abstract thought for students based on cultural background. He shared, "one of the things I discovered here is that their education system here really drills down on facts." Further saying, "It's very region-centric, but it also is just very fact-based. And so our best students weren't able to think abstractly at a high level." This information was shared after a brief discussion on the use of a science fiction novel as a way to teach political science. Robert also noted potential curricular impacts of culture in his course when discussing foundational knowledge. He said:

> You know, these kids don't come from a Western Christian background, so you know, when you start teaching medieval history, there's a lot about the church there, right? And they just might not know basic Christian theology 101, even though we do have two theology requirements at [home institution] in the core curriculum. But you know you can't take that for granted, the way with you know a kid in the Western world. You know, you say who the Pope is, and they have an idea what that means. These kids might not. So I guess I very much was aware of needing to provide a lot of background information to my students, just contextual information that might not be necessary if I were teaching in the U.S. or in Europe.

Both of these participants were able to connect in class curricular impacts to regional or local culture. However, it should be noted that neither of these participants felt that culture fundamentally altered the quality or delivery of their courses.

The relationship between the culture and curriculum was also referenced by John. However, he focused on the need for infusion of the local and regional culture into the curriculum at their IBCs. When discussing differences between teaching at home and the branch campus, John noted:

> I think the main thing is making local connections so that you're not simply talking about references to American history or politics or the news of the day in the U.S., but rather what's relevant and pertinent on the local scene here, and how people see that.

He also added that this is really no different than what we do in the American education system.

Perhaps the most notable impacts of culture are those that impact how faculty approach teaching. Phil referenced the impact of cultural viewpoint and its impact on teaching. He also shared and excellent example of how as a faculty member he needed to respond to these assumptions and how he did so using a local example. Phil noted, “I think understanding the cultural assumptions of the students in order to be able to get through to them was a bit of a challenge.” He also noted that direct teaching in some areas may not be the best approach, saying:

> At first, I tried to just talk about that (migrant worker conditions) straight on, and I got an enormous amount of resistance from the students. Not from the culture, no one came and said, ‘don’t teach this.’ But it was just clear that I was just getting their backbone up. So then I tried to obliquely deal with it, like so when I taught about religion, I talk about religious coalition on behalf of immigrants, religious coalition on behalf of unionization or worker rights. When I talk about feminism, I talk about coalitions of the employer and their maids working together to better the situation of women. Interest groups, I talk about union formation. So not any of it directly saying this is what [host nation] should be dealing with, it’s more here’s a seed for you, why don’t you think about it, right?

He also shared an example relating to cultural assumptions and terrorism in the region. He recalled:

> And at some point, it became evident that several of the students believed that America had created and was funding ISIS. I thought well okay, you mean we destabilized the region, and it allowed Isis to come? And they said no, that you know, that people working for ISIS are on the CIA payroll. And by a show of hands, 14 out of 15 students thought this.

Instead of directly addressing the issue, he offered examples of how he encouraged students apply deductive reason to that view point. He shared:

> So obviously I couldn't say to them that America is morally incapable of doing this, but I could say 'do you think Americans have the theological knowledge to create this particular package of Wahhabism and other kinds of theology that ISIS proclaims?' and they said 'well no, they probably have to rely on the locals for that.' And then I said, 'do you think Muslims would kill other Muslims for CIA money?' and then they said, 'well no, maybe not that.'

This example and corresponding narrative about the potential need for what Phil noted as "indirect teaching" at IBCs is noteworthy. However, what he described may be better described as using critical thinking to address potential misconceptions through teaching. Based on this data, faculty members who teach at the IBC clearly encounter impacts from the regional and local culture which may include viewpoints that are decidedly different than what they encounter here in the United States. This information is helpful in understanding the teaching experiences of faculty at IBCs and how they approach them. Further, it suggests that faculty may use their knowledge and skills relating to teaching methods to ensure students from various cultural viewpoints receive a

comparable education to those on the home campus despite the context and cultural differences with which they enter the classroom.

Course Design and Delivery

The final area of discussion in this section is course design and delivery. Much of the literature regarding academic quality and the education offered at IBC locations may suggest differences in curriculum, differences in rigor, and the inability to duplicate the American educational experience at IBC locations as institutions claim they are. When analyzing the data collected during this study, six themes emerge as being the most directly related to course delivery and design for faculty members who teach at both their home campus and respective IBC. When interpreting these thematic areas, the data suggests very notable similarities for faculty with regard to the conditions created by the home campus and host nation agreement and in faculty training and preparation. However, of those six most impactful themes, faculty were able to identify notable differences in student preparation, regional/local culture, language, and the adoption of some self-censorship practices.

The primary objective of this study was to determine if teaching experiences differed between the home campus and the IBC. Specifically, this question was considered relating to pedagogy, curricular decision making, faculty training, and student interactions. The short answer to the overarching question of does difference exist seems to be yes based on this study. However, when considering the data, a difference in faculty experience does not necessarily imply a difference in educational product.

Throughout this study, faculty have shared that they believe the intentions and environment created by the host nation and home campus agreement for their home institution creates conditions very similar to their home campus. Participants in this study overwhelmingly believe their academic freedom is protected at their IBC and they are able to freely teach how and what they want in a very similar manner to what they do on the main campus. Further, participants reported minimal if any impacts on curriculum design or feeling pressured from external forces to limit their academic freedom. In the isolated incidents where censorship or differences in curricular planning at the IBC were noted, they were either quickly resolved by the respective governmental agency and IBC or were minor procedural differences that likely have minimal impact on how courses are designed or delivered by faculty members to students. It should be noted, when discussing academic freedom in this study, faculty largely spoke to the issue with regard to pedagogy, curricular content, and how they managed with own class. As a result, the focus on teaching within the study led to little or no discussion regarding academic freedom and research when at IBCs. This topic will be further discussed in the next section as a potential area of future research.

Additionally, all participants noted that they did not pursue additional training in any form to teach abroad. Most felt they were simply doing what they were doing on the home campus in another location, and as such, they did not seek any additional training relating to curricular design, diversity, culture, or pedagogical methods. None of the participants in this study noted any additional training for teaching in new culture, culturally sensitive pedagogies, or any other specialized preparation for teaching in a

different cultural context. Save for a few who did minimal research on the host nation, all participants relied on previous teaching experiences only, and several had previously taught in an international setting prior to their appointment at their respective IBC. For those who had not taught internationally before their appointment at the IBC, most had taught for decades and in some cases guest lectured at the IBC prior to their appointment. As noted above during the preparation and experience thematic area, one of the participants actually began their career at the IBC and later taught at the home campus. Based on this data, it appears faculty feel the environment is very similar save cultural difference, and are comfortable to bring their previous knowledge and experiences into their work without pursuing additional training or preparation for working in the IBC context.

While participants largely felt their work abroad was mostly the same as at home, they were able to share things they noticed as different about their work at IBCs. Participants in this study widely acknowledged that the educational inputs of incoming students at their IBCs were largely different and in some cases produced students who were noticeably less prepared for the rigors of their courses, particularly with regard to writing or foundational knowledge. This perception of writing deficiencies strongly connects with the implications of English not being the first language of most of the students who are studying on the IBC campus. In response to this, faculty members are keenly aware of the implications of reading and writing assignments for students at IBCs. Some participants noted slight alterations to their courses to either create more or less opportunities to read or write in English. Participants also noted that while language

impacts were notable for assignments, there was little to no difference in how verbally interacting with students while at the IBCs.

Participants also noted the presence of cultural influences on their work at IBCs. From gender, to coeducation, to academic integrity, and even how they referred to students, faculty are easily able to note the various different cultural elements present when they work at the IBCs. This even had some perceived implications for how at least one participant teaches from a less straightforward perceptive. Additionally, some participants noted their choice to self-censor at points in an effort to be more effective with educating their students. This was clearly defined as a choice and even some participants who did not self-censor noted its potential necessity. However, regardless of the noted difference or any small alteration faculty members made to their course, they seem to do so with a genuine commitment to creating the same level and quality of educational experiences at their IBCs. From their perspective, any changes that they make in their course are completely optional and at their discretion and are done so as a way to improve the educational experience at the IBC. Based on this study, faculty at IBCs seem to have not only a deep commitment to the quality of their work and courses, but an understood obligation to ensure consistency between courses in both locations arising from expectations of the agreement between the host nation and the home campus and their commitment to their craft. While participants seem to understand the agreement between the host nation and their institution and desire to ensure consistency, as noted above there are examples throughout the data that suggests their teaching may not be the same. I will discuss this dissonance in Section 5 as well.

Finally, the data presented in the study suggests that translating education across culture inherently highlights and identifies differences in the educational environment. However, this study also suggests that although there are differences in the context of work of faculty at IBCs, that faculty make minor alterations that do not water down or lower the quality of the work at IBCs. Instead, these alterations seem to synthesize culture, quality, expectations, and individual expertise to ensure a committed effort to translate the educational experience abroad in a manner that is very similar to the home campus.

Summary

This section discusses the results of this study as they pertain to both the research questions posed for the study and notable data relating to the experiences of faculty members who teach at IBCs. These results are separated into four categorical areas of: Culture/Context, Structural, Professional, and Core. There are over thirty thematic areas in this section, culminating with the synthesis on the work of course design and delivery at and IBC from participant perspectives. The data presented in Section 4 will be discussed in Section 5 as it pertains directly to the research questions of this study and literature surrounding IBCs.

5. DISCUSSION AND CONCLUSIONS

Over the past two decades, there has been an exponential increase in the provision of higher education across borders. This can be attributed to the growth of "knowledge based" economies across the globe. As a result, international education has taken many forms and has proven to be a lucrative enterprise for those nations that have the means and reputation to offer a desirable education abroad. Likewise, many nations have taken the road of importing higher education to ensure they get what is perceived as a quality product without having to create it within their own borders. Even when the cost is high, most of those nations importing higher education have the means to develop partnerships with very desirable brand name institutions from other nations. Much of the literature on this topic focuses on the motivations or "why" of nations and institutions involved in these partnerships. However, literature is also available regarding the quality of product being delivered as a result of these agreements. The response to questions raised by the literature has been that institutions are providing education abroad of equal quality to that offered on the home campus. However, questions persist as to whether this is not only occurring, but whether it is even obtainable.

Culture is inherently imbedded into education. From the basics of language and the exchange of information to social norms, culture is omnipresent in higher education. In almost all cases, these agreements thrust a higher education 'product' into a culture that is notably different than the culture where that education is created and maintains its branded reputation. This is even more evident when you look at the trends and data of international higher education. Data clearly shows that the United States, the United

Kingdom, and Australia are the top exporters of higher education, while the top importers are generally located in Asia or the Middle East. Without much research, one can easily see that the cultures of these exporting and importing parties are different on a surface level but are even more so at an in-depth level when looking at cultural values, norms, and practices.

To better understand the implications of attempting to duplicate educational offerings in nations with different cultures, this study was developed to provide new insight on faculty teaching experiences specifically in International Branch Campus (IBC) settings. To ensure a clear focus for the study, emphasis was placed on learning more about any potential pedagogical, curricular, and academic freedom experiences when working between the home campus and IBC. Additionally, previous teaching experience and faculty preparation for teaching at IBCs was also explored. Using a theoretical framework of Cultural Distance originally proposed by Phillips, Tracey, and Karra (2009), and later adapted for education by Wilkins and Huisman (2012), this research addressed the following research questions:

1. How do faculty perceive their level of pedagogical autonomy when teaching in the IBC setting?
    a. How does that compare to the pedagogical autonomy experienced at the home campus?
2. How prepared do faculty feel for their first experience teaching in the IBC setting?
    a. What measures (if any) were taken in preparation to teach at an IBC?

3. What perceived level of influence do faculty have on course content in the IBC setting?
    a. Does that differ from the home campus? If so, how?
4. How does teaching at an IBC impact faculty members in relation to pedagogical autonomy, preparation, and course content when teaching in the IBC setting?

These research questions were investigated using phenomenology as a method to provide specific insight into faculty experiences when teaching at both the home campus and its affiliated IBC. Individual interviews were conducted for this research, and this section will focus on discussion of the data relating to the research questions. Additionally, other data collected that appears to be very relevant to faculty teaching experiences and the existing body of literature around faculty work at IBCs will be discussed, as well as implications for faculty work at IBCs and potential areas of future research.

Discussion of Research Questions

During this study, all participants were asked questions that directly addressed the four research questions posed as a part of this study. While this study specifically was executed as a phenomenological study to capture the variances in participant experience, participant data in the areas of pedagogical/curricular autonomy and faculty preparation for IBC teaching assignments were largely homogenous in terms of how they align with current literature. In some areas of the study, the data collected during interviews directly supports the body of knowledge that exists relating to faculty work at IBCs, while in other instances, it directly contrasts the literature. With regard to the

research questions of this study, participant experiences directly contradict the body of literature relating to academic freedom and autonomy at IBCs, while it directly aligns with the literature regarding preparation of those who work in IBC settings.

While it is stated above that participant experiences contradict some of the information available in the literature, it should be noted that this may not be as clear as participants feel that it is. This is because while they generally believe they have full academic freedom in their work, they also frequently referenced things being encouraged, supported, or suggested to them as a way to do things while working abroad. While this does not mean their academic freedom is being constrained in their minds, it may create tension between doing things they want to and the way they are encouraged to. Whether this encouragement can create tension or feel more like a directive is unclear, but it should be noted and will be discussed later in the section. Additionally, this research brings to light a variety of findings in the data that may guide future research in this area.

Academic Freedom and Curricular/Pedagogical Autonomy

Three of the four research questions relate to areas of pedagogical and curricular autonomy. These areas also closely relate to the idea of "academic freedom" but also include elements of governance as well. Overall, with the exception of a few minor examples in this study, the areas that are generally protected as academic freedoms in America seemed to be well protected for those who have taught at IBCs in this study. This is interesting because when looking at the literature regarding academic freedom at

IBCs, it is largely characterized as a setting where academic freedoms may suffer, in some cases greatly.

Lane, Owens, and Kinser (2015) discussed academic freedom as being a strong academic value, specifically in western cultures. They later identified IBCs as locations that may either extend the same freedom or limit academic freedom based on the culture of the host nation and the policies which govern IBC agreements. This potential friction point over academic freedom would directly inhibit an institutions ability to duplicate or replicate its educational offerings abroad. An example of this can be found in the work of Wilkins (2016a) who noted that censorship (specifically of literature in this work) would not only negatively impact learning but also indicate a clear threat to academic freedom. In this study, two participants noted the censorship of literature during the early establishment of their respective IBC campuses. However, both participants noted that not only did the home campus advocate for the materials to be allowed, but the host nation's governmental educational agency did as well. All other participants noted complete autonomy to use the materials and teach in a manner that allowed them to offer the same courses abroad they do on their home campus. This data suggests that while there may be threats to academic freedom at IBCs, those represented in this study seem to not only value and ensure the provisions of academic freedom abroad but also directly intervene in situations where they believe it is not being wholly protected. However, for the purposed of this study, it is essential to address academic freedom as it relates to both teaching and research.

This study focuses on faculty teaching experiences at IBCs. As such, implications for academic freedom relating to research is not clear as a result of this study. Wilkins (2016a) noted that in some cases, IBCs may not have full control over their curriculum, staffing, or even academic freedom at all. The literature reviewed for this study focuses on research as a potential motivating factor for host nations to establish IBCs. Owens and Lane (2014) and Lane and Pohl (2017) both note the improvement of local research as a motivating factor for host nations to host IBCs. Lane, Owens, and Kinser (2015) noted that depending on context, faculty and students may not be able to participate in research with advanced technology in some cases. Literature used for this study and other research addresses the topic of academic research abroad, but this study yielded little information relating to the impacts of academic freedom at IBCs on faculty research. While it was noted by one participant that research funding may be more generous at their IBC campus and another noted feeling like they have less oversight of researcher their IBC, this study does not have the data to support any significant findings regarding faculty perceptions of academic freedom regarding research while teaching at an IBC.

Regarding curriculum and pedagogy, the literature brings to light notable implications of issues with faculty autonomy. Curricular content can impact academic quality at IBCs depending the level of adaptation that is allowed for the local environment (Lane, 2016). Additionally, cultural differences and governmental assertiveness specifically may pressure faculty into the perception they should adjust the curricula (Healy, 2015). Given the potential of significant changes in education quality

when faculty are not free to handle curricular content and pedagogy on their own, participants were directly asked about similarities and differences of work within these areas at the home campus and at the IBC.

The most notable perspective of an infringement on faculty curricular or pedagogical autonomy was perceived to come not from the host nation or governmental entity but from the home campus appointed staff at the IBC. Every participant but one felt they had total autonomy for curricular development and pedagogical approaches and any alterations made at the IBC was their free will choice. While there was some discussion on the standardization of core courses, participants did not feel this was too much of an imposition on their autonomy. The only participant who noted significant interference with pedagogy or curriculum, did so from a both a governance perspective and that of academic freedom. His issues specifically arose from the difference in process of new course creation beginning with the dean as opposed to faculty while at the IBC and the Dean's oversight of the process versus other faculty like at the home campus. His comments are noted in Section 4, but instead of curricular development being a faculty led and approved process, he believed that the Dean of his campus had to initiate creation of new courses and could simply veto creation of faculty suggested courses if he chose to.

When asked about similarities and differences around pedagogical, curricular, and academic freedom when working on the home or IBC campus, the general consensus from participants was that it was more alike than different. In some cases, faculty mentioned that minus their awareness of teaching in a different culture, they

largely taught exactly the same courses abroad they did on the home campus and felt no impediment whatsoever when looking at their curriculum or pedagogical approaches. This may well be due to the fact that some, if not all but one, of the participants in this study either indicated they have or could be inferred to have tenure on their home campus. This may represent an area of potential future research and will be discussed later when discussing faculty teaching arrangements at IBCs.

The Potential "Tension" of Academic Freedom at IBCs

One thing of note about the data of this study is the potential tension that may exist at IBCs for faculty members. Almost universally in this study, participants noted the feeling that they had complete autonomy for the pedagogical and curricular decisions of their courses. There was mention of expectations that core courses be similar across faculty members, but electives were fully subject to faculty autonomy. This narrative was minute in comparison to the overarching thematic area of faculty feeling they had full academic freedom when working at the IBC.

While the sentiment of academic freedom is present throughout the interviews, what also exists within the participant narratives is frequent mention of suggested or encouraged measures that exist at the IBCs. Examples of this include the widespread use of Turn It In to combat plagiarism, the frequent encouragement to be innovative in pedagogical delivery, the encouragement to participate in committees looking at course delivery, and other "not required" means of course delivery and development at IBCs.

This section is purposely titled as "potential" tensions of academic freedom at IBCs because all participants noted that almost all of these opportunities were optional

and did not require them to partake at all. Additionally, they frequently used words such as “optional,” “encouraged,” or “not required” to describe these initiatives. It is possible that they may very well be just that, opt-in only. However, it is worth noting that depending on who is encouraging or suggesting these measures, they may feel less like truly optional opportunities and more like “strongly encouraged” measures for faculty to engage in. As such, noting the potential tension that may emerge here is essential when discussing the data. Such feelings may also be related to the relationship that exists between the faculty member and the IBC in the form of their appointment or contract type.

Training and Preparation for Teaching Abroad

IBCs may be complex educational locations where culture, expertise, government, and diversity mix to create a unique location unlike anywhere faculty may have previously taught. As such, it is logical to consider how faculty are prepared to teach in both their home campus and IBC contexts. In the American academy, faculty do not have a formal or universal preparative experience to move into the professoriate. In general the mastery of one’s academic discipline and completion of appropriate certifications and/or degrees is thought to adequately prepare those who enter into the U.S. professoriate. Many faculty members will teach courses while working on research or their degree, but to say there is a formalized and required training for those entering the professoriate would be a stretch.

This study focused on faculty work that was affiliated with a research university during the time of their participation. This is a notable distinction because much of the

responsibility of being a faculty member at a research university focuses on conducting research itself. Faculty members are well trained to do their work in the areas of research in the American academy. This is often the primary requisite for teaching in the American professoriate at a research university. However, despite this consistency, additional preparation for pedagogy and teaching is inconsistent. Some faculty will be required to take additional classes or development in teaching and pedagogy during their doctoral programs while others will not. Additionally, once in the professoriate, some will take initiative or be required to participate in further development as a teacher, while others may not. This means that some faculty may be highly trained and prepared for the work of teaching while others may not. Ultimately, some faculty may only receive teaching and pedagogy training through on the job training, while others are required to formally learn it in classes or developmental sessions. All of this comes together to create a workforce that is highly and somewhat consistently trained in the art of research, but less formally and consistently trained as teachers. The saving grace of this lack of formality is that most faculty working in the U.S. professoriate are educated within it and understand the culture, expectations, and ways to reach students.

The literature makes clear note of how IBC environments may differ from those of home campuses. However, the lack of formalized preparative experiences may be the same. Contextual and cultural differences between IBCs and home institutions are abundant in the literature. There are several examples in the literature that directly note the differences in pedagogical work of faculty at IBCs. For instance, Lane, Ownes, and Kinser (2015) and Healy (2017) made note of this with regard to potential differences in

pedagogy and technology or the use of technology for research (Lane, Owens, & Kinser, 2015; Healy, 2017). Healy (2016) also referred to discrepancies in pedagogies due to cultural or social reasons, noting that it may be inappropriate to use the home campus' pedagogical methods abroad. These examples only scratch the surface of the differences that may await faculty if they move to offer their courses at an IBC. Given the differences faculty may experience, it would be logical to assume some training may be necessary to be successful in these different contexts. However, the literature makes clear the lack of preparation and training for working in IBC contexts starts at the top.

Wilkins (2018) highlights this by acknowledging leaders of IBCs are often ill prepared to take on the challenges of unique IBC contexts. He later notes that leaders are often dealing with the unique circumstances at IBCs without relevant experiences or training to respond to them. This information, coupled with my inability to find specific literature on faculty preparative experiences for teaching at IBCs, justified the need to ask participants about their perceived levels of preparation to take on their roles and whether they engaged in specialized training for the role.

As noted in the Section 4, none of the participants received, or really felt they needed, any additional or specialized training to be successful in their IBC role. In fact, the most preparation any of the participants did for the experience was to read about the host nation online. One participant did guest lecture at the IBC before accepting and appointment, but this is the only participant shared experience relating to any additional context being provided about working at the IBC prior to doing so. This data supports the body of literature regarding a lack of availability of formal preparative experiences

for faculty and signifies that training for faculty work at IBCs is either unavailable or not seen as needed for success. However, it should be noted that while they did not have any formal training in preparation for their IBC role, almost half of the participants in this study had previously taught either at an international university or had worked in education internationally prior to their IBC appointment.

Of those who had not worked abroad prior to their IBC appointment, they either had been faculty members for decades at their home campus, or in the case of one participant, was in their first full time faculty role. Regardless of previous international experience or the number of years in the professoriate, all participants felt prepared to succeed in teaching at the IBC. All noted differences in culture and context, but none of them felt unprepared to deal with the challenges arising from those differences in their work at the IBC. Whether faculty should receive additional training related to teaching at IBCs can be debated, but based on the data of this study, it is clear that faculty felt prepared for their roles based on each of their individual levels of and diversity of experiences prior to accepting their current roles. Although all of the participants reported feeling prepared to teach at the IBC, the nature of their appointment at the IBC differed across the group.

Faculty Teaching Arrangements at IBCs

While not addressed universally by all participants in this study, one interesting theme that emerged was that of faculty teaching arrangements at the IBCs represented in the study. These agreements, which govern a faculty member's work at an IBC, may have implications for their experience and whether or not duplication of education can

occur. Shams and Huisman (2014) identified the quality of faculty recruited to teach at IBCs as a determinant of the quality of education provided. However, how IBCs approach hiring their faculty members may be a very inconsistent process. Salt and Wood (2014) noted that employees at IBCs may be hired in a variety of ways, including but not limited to: home campus transfer, fixed or long term contracts, short term intensive assignment, or even local recruitment. Lane and Kinser (2014) also noted that faculty may work directly for host nation local governments, the home campus, and could be either full or part time at the IBC. More recently, Hill and Thabet (2018) noted that early career researchers looking for their first academic appointment may be particularly attracted to work at IBCs. In consideration of the research provided about the type of appointments faculty may be working under, this study offers a somewhat diverse sampling of arrangements.

Most of the participants who participated in this study held tenure either at the time of their interview or at some point prior to accepting their role at the IBC. This is somewhat vague because some participants noted specifically they had tenure, while others implied it or it can easily be inferred based on their curriculum vitae. Participants in this study represent a variety of circumstances including but not limited to: full time administrator only (only past teaching work at IBC and home campus), tenured on home campus on short-term contract at IBC, tenured at home campus on long-term contract at IBC, early career (first) appointment at IBC only and guest lecturing at main campus, split semester (fall/spring) work on home and IBC campus respectively, and full time administrator at IBC and adjunct faculty at IBC after teaching full time at home campus.

While this sample offers a variety of arrangements, what is lacking within them is locally hired or educated faculty or those with some form of government role and teaching appointment. It also lacks any form of truly adjunct faculty or any participant who is not a product of the American educational system.

None of the interview questions asked about participant perceptions about teaching arrangements while at the IBC, and only one participant noted the implications of teaching arrangements at the IBC. He shared that due to his tenure status, he could essentially leave at any point and simply return home to teach. However, he specified that he was the only one at the IBC who had this option, with most being on short-term contracts. He also noted that a lot of those faculty members do not have their contracts renewed. As such, he described the work at an IBC feeling more "contractual" in nature.

This information represents a significant point of potential future research. While in and of itself it is largely innocuous as a single comment from a single participant in the study, it does suggest the potential of significant differences in experiences and expectations based on employment arrangement at IBCs.

The makeup of participants in this study and this commentary support the body of literature that a variety of employment arrangements exist at IBCs and that the expectations of commitment to the faculty role at IBCs may be different than those in the US. However, they do not fully cover the spectrum of different arrangements which are present at IBCs. As a result, it is not outlandish to assume that there may also be differences in expectations and implications for quality based on different appointment types. Based on this, additional research focusing on the role and appointment type of

faculty at IBCs could yield further information about variations in faculty teaching experiences abroad.

Host Nation and Home Campus Motivations and Agreements

The literature regarding the internationalization of higher education and particularly the research focusing on IBCs make it clear that there are evident motivations of both the host nation and home campus to establish and IBC. Foundationally, the marketization of education as a good to be traded across markets is a noteworthy contributor to the evolution of the IBC partnership. The ability of education to improve a nation's quality of life and ability to contend in international markets (Lane, Owens, & Kinser, 2015) has supported a businesslike approach to education by universities now more than ever (Wilkins, 2016a).

When considering the home campus specifically, the market value of education is an essential consideration of pursuing IBC partnerships. Wilkins and Huisman (2012) identified the other primary motivations of home campuses for these partnerships to be influence and status. This connects easily to the concepts of branding and prestige. Specifically, these partnerships may be impacted greatly by the trend of university "rankings" (Marginson, 2007). Finally, providing education as a public good is also a noted motivator for these partnerships. In fact, this is actually noted as a primary motivator of some institutions (Wilkins and Huisman, 2012). The diversity of motivations considered for the home campus is notable because for this study because participants noted most of these as things they were aware of as either a publicized focus or an inherent benefit of the IBC partnership. As noted in Section 4, participants

mentioned both the education and monetary benefits of IBCs. One participant even noted the perceptions of IBCs as nothing more than cash grabs but refuted that based on his work and experience. This is notable because it seems that not only are faculty members at IBCs aware of the communicated motivations for their IBC to exist, but they are also aware of some of the stigmas associated with them.

Regarding the motivations of host nations, the literature identifies clear areas of potential benefits for creating IBC partnerships. Lane and Pohl (2017) noted one of these as a benefit from the name brand of pre-established educational entities which can lead to faster development of a research culture. Owens and Lane (2014) also noted workforce development, increased educational quality, and research enhancement as motivators. More broadly, Fegan and Field (2009) noted benefits of an IBC to the host nation as being political, economic, cultural, or educational in nature. Finally, an imported education likely, at the very, least offers different programs and pedagogies than those already available to citizens in the host nation (Lane, 2011). When considering this literature, participants appear to be well informed of the benefits of their work to the host nation. During interviews, participants noted the opportunity for a western education, specialized degree programs, and improved educational offerings as benefits they or their home campus provided to the host nation.

The data collected during this study illustrates a knowledge of the market, home campus, and host nation motivations on behalf of the IBC faculty participants. Data collected in this study supports not only the existing literature on why these campuses

are established, but it also suggests that faculty members are aware of the "why" behind the establishment of these campuses and some of the criticisms they may face.

However, this data does deviate some from the literature in that it often suggests the primary purpose of these establishments may be financial in nature. While one participant did note these endeavors as very lucrative for the home campus, participants do not seem to believe the focus of their institution or work is simply to generate a profit for the home campus as is suggested in some of the literature. Conversely, the participants of this study communicated a genuine and authentic commitment to educational quality and the provision of quality education in a unique environment as the motivator for their work.

Participant Data and the Theoretical Model

As discussed in Section 2, this study used a Cultural Distance Framework presented by Wilkins and Huisman (2012). This model represents the evolution of a previous model based on the work of Scott (1995) and later altered by Kostova and Zaheer (1999) and finally Phillips, Tracey, and Karra (1999). Scott (1995) explored the ability of an organization to establish stability and legitimacy in areas that were culturally different from that of the organization. This work focused on the three primary pillars: regulative, cognitive, and normative. Shortly after, Kostova and Zaheer (1999) applied Scott's work to multinational corporations. They focused primarily on cultural differences or the normative pillar of Scott's work. Later, Phillips, Tracey, and Karra (2009) applied a strict culture only lens to multinational business expanding into foreign nations. Finally, Wilkins and Huisman (2012) applied this model to understand how

universities may knowingly alter their operations in order to be successful in nations that were culturally different from the home nation of the institution itself.

The result of Wilkins and Huisman's (2012) was a four quadrant model addressing how host nation and home campus cultural difference and host nation stability work together to inform how IBC partnerships may be agreed upon. The context of this model proved to be invaluable to this study because participants shared perceptions and experiences suggesting that at any given moment, their IBC could arguably operate in three of the four quadrants of the model. To illustrate this, the quadrant model is shown below (figure 1) with an illustration (blocked black area) noting where participants' narratives suggest their IBC may operate within the model.

Figure 5

Institutional Uncertainty in the Host Country

Institutional Difference in Host Country	Low	High
High	**ADAPT** Moderate risk, complexity, effort Establish international branch campus but adapt structures and processes to suit institutional context in the host country	**AVOID** High risk, complexity, effort Do not establish international branch campus in this host county, the risks are too high
Low	**TRANSFER** Low risk, complexity, effort Establish international branch campus using the same structures and processes used at the home campus	**HEDGE** Moderate risk, complexity, effort Establish international branch campus but as a joint venture with a local partner or obtain funding and assurances from the host country government

Source: The international branch campus as transnational strategy in higher education, by S. Wilkins and J. Huisman, 2012, *Higher Education,* 64 (5), 627-45.

The curved black box illustrates the area where participants' narratives may fit within the model. Below is a brief description of why I believe IBCs represented in this study may flow between multiple quadrants to ensure their operation is successful in the host nation.

Quadrant 1: Transfer. Partnerships that allow for duplication (transfer) of operations between the host nation and the home campus are those that represent low uncertainty and low cultural distance. In these agreements, home campuses are able to literally transfer their operations abroad. They represent agreements that are low risk and require little effort. Throughout this study, participants noted a variety of ways their home campus and the host nation may fall in this quadrant. First, throughout the study, participants noted, sometimes in exact terms, that they felt the purpose of their role as faculty members was to duplicate or transfer classes from the home campus to the IBC. This response was almost universal in that they all felt it was their purpose to teach the same courses in the IBC as they did on the home campus. This is further supported by the various mentions by participants of not only their home campus' protection of their academic freedom/autonomy as being essential to the partnership but also the host nation support and at times, defense of academic freedom. Additionally, most faculty throughout the study noted the use of the same materials, assignments, and even readings for their classes in either location. All of this suggests what appears to be a genuine belief that they are truly there to deliver an equivalent education to that of the home campus by simply transferring their classes to the IBC.

Quadrant 2: Adapt. Partnerships that require adaptations for success are characterized by agreements where there is low uncertainty but high cultural difference. Partnerships operating this quadrant have some risk but are generally stable when both parties are willing to adapt. They may require additional effort and be more complex than operations where simple transfer of services is effective. This is another area where participant experiences clearly display either a necessity or willingness to adapt to make the partnership work.

Throughout this study, participants noted operations and decisions that may represent adaptations to facilitate the partnership. These adaptations may exist either in formalized efforts or processes or be the result of faculty choices they believed would improve effectiveness. Regarding participant responses that I characterized in this area, the two most notable themes I discerned were perceptions of the admission process and minor course alterations by faculty members (participants of the study) at the IBCs.

Regarding the admissions process, there are clear variations in participant perceptions of the admissions process. Some participants felt that students attending the IBC were on par with those at the home campus, while others noted significant disparities between academic preparation and performance. This does not imply that institutions operating IBCs alter their admissions requirements at IBCs, rather it simply points out that in the eyes of some faculty, it is clear the institution may be accepting lesser quality students to operate in the host nation. Additionally, some participants in the study noted alterations to their courses in the form of more/less reading or writing, changes in course materials, and in some cases self-censorship. This is not to say the

quality of education they are providing is any less than that delivered at the home campus, simply that adaptations to be more effective in a different environment may be occurring. These are but two examples of potential adaptations taking place for these particular partnerships to work.

Quadrant 3: Hedge. Partnerships that require a hedge approach to success are characterized by agreements where there is high uncertainty, but low cultural difference. Partnerships operating this quadrant have inherent risk, but are generally stable when both parties are willing to partner in a way that minimizes uncertainty. They may require additional effort and be more complex than operations where simply adapting some operations will not make both parties feel secure. The primary way this type of partnership is illustrated in this study is the provision of a campus for the home institution to operate on in the host nation. This commitment made by the host nation minimizes financial risk to the home campus. It also signifies a clear commitment to continue the partnership will into the future. From the home campus perspective, the quality of faculty they are committing may be how they choose to signify their commitment to the host nation. The faculty representing the home campus at the IBC are well-credentialed, tenured faculty with decades of experience teaching and conducting research. Given this profile, it is fair to assume the commitment of such valued human resources may signify a clear investment on behalf of the home campus to the host nation. Additionally, the overt presence of high-level administrators to at the IBC is notable as well. Some participants noted the visibility of home campus high ranking leadership at the IBC and even that they felt they were more visible abroad than on the

home campus. Thus, for home campus leaders to have such a presence at the IBC, it may be a reinforcement of the joint venture relationship between the two parties.

Reflections on the Theoretical Model. As noted above, there is significant research on the motivations and nature of agreements that exist to establish IBCs. Much of that literature focuses on the financial implications of these partnerships. These motivations cannot be understated, as even one participant himself noted the IBC partnership to be quite lucrative to his home campus. However, when looking at the data in total, participant data in this study seems to suggest an overall perception that the spirit of the formal agreement between the host nation and their home campus would exist in the Transfer quadrant. Participants genuinely seem to agree based on their perceptions that the agreement between the home campus and host nation not only expects, but also protects, them as faculty to deliver the same content and quality of courses at the IBC as they do on the home campus. While alterations and adaptations clearly occur, they appear to be opt-in choices on behalf of the faculty themselves and not imposed on them by the institution or the host nation. Nonetheless, the potential tension created by “encouraged” approaches or suggestions to faculty does warrant being not only noted but explored as it is above.

Resistance to Researcher Entry

This study examined faculty teaching experiences at five American universities and their affiliated IBCs for a total of ten possible study locations. Of those ten, participants ultimately represented only four locations. Given this small level of participation, I feel it is necessary to address the difficulties encountered in this study

with regard to faculty and institutional participation. At the onset of the study, I encountered roadblocks from varied institutional practices regarding IRB approval. Ultimately, of the ten possible locations, I was only able to secure participation from four campuses representing only two of the five universities. Of the other six locations noted above, two were not pursued to secure final IRB approval due to bureaucratic processes which required working extensively with foreign educational entities. One branch campus leader denied the opportunity to speak with any faculty members despite IRB approval from the institutions home campus. The final three locations simply did not have anyone who was willing to participate. In reality, only eight institutions were options for participation based on my decision not to pursue government approval at two locations.

Despite achieving only seven research participants, in total I reached out to approximately 35 to 40 potential participants. I specify the number as approximate because I can account for twenty individuals based on email contact records, and estimate another 15-20 attempts via web based email portals that only produce records when a response is given based on a return email address provided in the web form to email faculty. This feature is more prominent for the method used to contact current IBC faculty members. Finally, despite my attempts to reach out to approximately 8-10 female faculty members to participate in the study, there were no women who ultimately participated.

When reflecting on this, I do not believe I have sufficient information to explicitly determine why these challenges arose. When looking at the participants of the

study, all who chose to speak with me did so and appeared comfortable and confident in doing so. All were educated in the American Higher education setting, where academic freedom is more generous than other parts of the world. It is possible that a contributing factor as to why there was not participation from faculty educated in other higher education systems is that they may not be accustomed to the protections of the American system and could potentially have felt uncomfortable with participation in this study. This is of course anecdotal at best and does not account for the lack of participation among women, despite being contacted and in some cases responding to invitations to participate in the study. As such, this is likely a notable area of potential future research on topics relating closely to IBCs and will be discussed later in the section.

Implications for Higher Education

The participants of this study provided extensive insight and perspective regarding how they experienced their work teaching at IBCs. The result is not only rich data relating to faculty teaching experiences at IBCs but also notable implications for consideration for the field of higher education. Below, I will focus primarily on four notable implications for higher education as a result of this study. They are: Improving Faculty Preparation for Teaching at IBCs, Student Centricity of IBC Faculty Work, Addressing Concerns of Educational Quality, and Defining Academic Freedom at IBCs.

Improving Faculty Preparation for Teaching at IBCs. When conceptualizing this study, one of the primary areas I wanted to focus on was that of faculty preparation or training for their roles at IBCs. Throughout the literature, the value of well-prepared IBC campus leaders is evident in previous literature. This fundamental need is

highlighted well in the literature, but when looking for literature of faculty preparation for these experiences, there was far less to consider for this study. As such, I wanted the study to explore not only whether faculty had actual preparatory or training experiences for the teaching assignment but also if they felt prepared for the role upon beginning it. I believe the data collected in this study highlights a developing need for more intentional preparation for faculty members who take on IBC roles.

This perspective is based both on the literature available to me when beginning the study, as well as the participant narratives themselves. In order to learn more about this area, I purposely dedicated one of the research questions to this area, as well as focused interview questions to explore this topic. Overwhelmingly, the participants felt they were more than prepared enough for the role, in some cases, saying it was the exact same work they had done previously on their home campus. Participants noted years if not decades of experience teaching students in the classroom and helping to educate them in their respective disciplines. Additionally, several of the participants had experiences working at either international universities, or other branch campuses prior to their work at their current institutional. Finally, at least one of the participants chose to take a trial experience where he was a guest lecturer at the IBC before accepting his appointment there. All of this data suggests that participants felt comfortable and felt they possessed the necessary expertise to be successful faculty members at an IBC.

Conversely, faculty members also noted some confusion or hesitation in feeling fully prepared to deal with cultural factors or expectations of working at the IBC. Such examples would include not fully understanding or feeling prepared for how students

may act during meetings, regarding faculty office hours, or in the classroom itself. More specific examples would be narratives about students bringing friends with them to class, walking into closed door meetings, or not feeling like they were able to engage certain students in the classroom due to certain cultural factors. Another such example is one participant's lack of familiarity with office hour expectations while working at the IBC. While these examples did not prevent the participants from feeling prepared for their new role, they do illustrate examples of areas that institutions could better prepare faculty members for their work at IBCs.

When considering the above information, as well as the ever evolving multicultural atmosphere of higher education, an argument can be made that while they may not need it from a pedagogical or curricular perspective, faculty members at IBC could benefit from more focused preparatory efforts to help them better understand the context and environment of their work at IBCs. Such experiences could benefit both those faculty transitioning to a new environment and students who are learning from them in the classroom.

Student Centricity of Faculty Work at IBCs. More often than not, institutions that pursue IBC partnerships are those which carry significant brand names. With those brand names often comes a significant reputation or designation as a high research institution. Here in America, one of the criticisms often levied against research institutions is that faculty care more about research than teaching, and as a result, teaching is often perceived to be lackluster or deferred to research assistants or teaching assistants. This narrative certainly does not apply to all faculty working at research

universities, but it is also not without some truth as well. The American professoriate at research institutions also presents a faculty reward structure and expectations which require considerable dedication of time and effort to the creation of new knowledge through research. While not the focus of this study, such focus on research at IBCs connected to high activity research universities does not seem to exist. It would also infer that due to reduced time allocation for research, faculty have more time on their hands.

As noted at various points above, this study did not focus on research. While research was not explicitly asked about in the interview protocol, it also went virtually unmentioned throughout the study. It is reasonable to assume that even if it was not explicitly asked about through the interview process, if it played a pivotal role in their work at IBCs, more participants would have noted it. Indeed, the most notable mentions of research were of that relating to generous research funding at IBCs and a lack of pressure to conduct research while working at the IBC.

This data is notable in that it suggests more time for faculty to focus on other facets of their work. This creates more time for faculty to focus on students. This is supported by participant narratives in the study, as participants noted that faculty interact more with students at IBCs than the home campus and for longer periods of time. This focus on interacting with students, or student centricity, is reflected in basically all participants in the form of references to smaller classes, more usage of office hours, longer interactions with students, and even in some cases dining with students during lunch. One participant noted this as creating an environment which he felt was similar to

a liberal private arts school. These narratives suggest that despite some of the criticisms about IBCs, it may be a way that high research universities are able to offer more time and attention to individual students than on their own home campuses. In essence, the operation of IBC campuses may support faculty to be more student centric than they are on their home campus. This information could have implications not only for the student experiences at IBCs (which will be discussed as an area of potential research later in the section) but also for responding to some of the lingering questions posed about educational quality and motivations of IBCs.

Addressing Concerns About Academic Quality. One area where there is not a lack of literature regarding IBCs is with regard to academic quality. Within the body of literature about IBCs, one need not look long before finding literature that calls into question not only the motivations for, but also the lack of quality, at IBCs. These criticisms may take many forms including but not limited to asserting IBCs are simply diploma mills or are established to boost prestige and thus must ensure the new venture is successful through graduating students. Other questions arise from the diversity of faculty contracts, arrangements, or qualifications of locally hired faculty. Finally, others question of quality are based on admission standards.

Regardless of the “why” behind the questions of quality, they are prevalent. This study does not alleviate those concerns from a standpoint of hard data. However, the implication from this study regarding academic quality is that perhaps it is time we take another look at this topic. Much of the literature which scrutinizes academic quality at IBCs is becoming aged (more than five years), and based on the narratives of faculty,

they seem to directly contrast with the sentiment that institutions are offering "less-than" degrees at their IBC.

While not asked directly to address the perception of reduced quality of education at IBCs, faculty members were asked about differences in their work between home campus and IBC, changes in autonomy and pedagogy between home campus and IBC, and differences in working with students between home campus and IBC. Their responses noted that for most of the participants, they literally tried to teach the exact same class, with the same materials, with the same assignments, all but eliminating the idea that they were teaching in a new context. Further, for those who chose to voluntarily alter assignments or course content, they noted doing so for the expressed purpose of improving their work to be more effective at the IBC. While there was acknowledgement in the perceived difference in student quality (two participants), most felt they were doing the same if not higher quality of work while at the IBC. Such sentiments from those who are doing the work of educating the students at IBCs cannot be simply dismissed when questioning the quality of education offered at IBCs. Thus, one of the implications of this study for higher education suggests that if academic quality does suffer at IBCs, it likely does not do so in the eyes of those delivering it. Thus, we may need to reconsider the nature of the academic quality discussion surrounding IBCs.

Defining Academic Freedom at IBCs. This study also sought to look directly at the teaching implications for faculty members who teach at both a campus' home campus and its respective IBC. Several of the interview questions focused on the level of

autonomy over curriculum development and pedagogical teaching choices. As a result, it should be no surprise that the responsibilities for research were largely an afterthought in participant responses. However, what is surprising about that is that participants often used the term “academic freedom” and frequently touted the level of autonomy it granted them.

This is noteworthy because in the American academy, we often consider academic freedom as somewhat research focused, complemented by the ability to teach how and what faculty want. This philosophical view may be different when working at an IBC based on participant responses. When reviewing the interview transcripts for this study, research was almost a non-existent topic of the participant narratives. However, despite the fact that the interview protocol did not ever use the term “academic freedom,” several of the participants elected to use those words to describe the autonomy they felt at the IBC for curricular and pedagogical choices.

Because all of the participants in this study came from the American education system, it is safe to assume that their education and experiences about academic freedom would have a significant tie in to research. While it cannot be stated as a certainty, one implication of this study is that faculty may interpret academic freedom abroad as being different than here in the United States. As such, perhaps the phrasing of academic freedom is overbroad to apply across IBC contexts due to faculty experiencing those freedoms differently abroad. However, this is only conjecture due to the small sample size and lack of direct questions in this study relating specifically to research and the usage of the actual term “academic freedom.”

Implications for Future Research

Despite the overwhelming and exponential growth of IBCs over the past two decades, research on the topic is limited in some areas. During my time preparing for this study and completing it, I have seen the approaches to studying IBCs expand both in terms of how we are gathering data on the topic, as well as the diversification of the topics researched relating to IBCs. This has been great news for more effectively operating, understanding, and improving the work done at IBCs. I chose to focus my study on teaching experiences of faculty working at IBCs because as I reviewed the literature, I felt it represented a gap in the research. Additionally, what literature tells us about the implications of culture on education, as well as IBC research about their missions largely focusing on the duplication of curriculum and quality at the home campus, creates a clear potential conflict, which illustrates the value of research in this area. While conducting this study, there were several areas of potential future research which emerged, but I will highlight four of them specifically. The four areas most notable for future research identified by this study are: Student Experiences at IBCs and the Home Campus, Faculty Appointment and Its Impact on Academic Freedom, Lead Administrator and Faculty Experiences at IBCs, and Resistance to Participation from IBC Faculty.

Student Experiences at IBCs and the Home Campus. The first area of potential further research relating to IBCs is that of the student experience at IBCs. During interviews for the study, it was noted that some students who primarily attend the IBC for the home campus will also take classes on the main campus at some point. This

creates a unique experience worthy of further exploration. For this study, I sought our participants who had experience teaching on both the home campus and its respective IBC. This was done in order to understand faculty experiences and perspectives about how teaching in each respective location may have been similar or different, and what those similarities and differences may be. A very similar approach to future research could be taken when looking at students who experience attending both the home campus and IBC. I was also asked by a participant if was including students in this study with them to consider the differences that may exist on the respective campuses. While this was not the focus of the study, it does illustrate another facet of IBC research which may yield valuable information.

Research does exist on student experiences at IBCs and how they help students of the IBC feel connected to the home institution culture. However, at the time of this study, I am not aware of any research that specifically asks students who have attended the home campus and respective IBC about the similarities and differences of those experiences. Such research could pay significant dividends for the home campus, the IBC, and the students themselves. Research in this area could help institutions be more successful in ensuring the consistency of curriculum and learning between campuses. It could also potentially help institutions learn more about supporting students to succeed on their respective campuses and help to more effectively prepare students to transition between the two campuses academically, socially, and culturally. Further, such research could also illustrate the viability of potential internal institutional study abroad experiences between the two campuses with specific learning outcomes and objectives.

Finally, and probably most generally, such research could serve as a barometer of student satisfaction and institutional performance and allow the campuses to improve the experiences of students on at either campus.

Faculty Appointment and Its Impact of Academic Freedom. The literature focused on IBCs features notable work which illustrates the variety of different arrangement faculty may be under when working at IBCs. This can include long or short-term contract, guest lecturers, local faculty, new-first time faculty, tenured faculty from the home campus, or may also hold staff status and be in an adjunct like capacity. This list is not exhaustive, but it does illustrate the plethora of ways a faculty member may be employed at the IBC. Of the participants of this study, several noted having tenure status on the home campus, and while others did not, it can be assumed based on their body of work and longevity with the home campus. Finally, one of the participants was a first-time faculty member. But as noted earlier in the section, all were educated in the American education system.

Such diversity in employment status presents fertile soil for potential new research. While this study focused on differences in experiences of working at the home campus and IBC, a similar study focusing on differences in appointment type at the IBC could yield valuable information about faculty life at IBCs. Further, such a study is potentially justified by one of the participant comments, who noted he could simply leave if he wanted to due to tenure on the home campus, while others were often on only one-or two-year contracts, which were frequently not renewed. This commentary introduces another potential wrinkle for future research to explore how tenure status

impacts perceptions of working at an IBC versus faculty who may not have such a contract.

Finally, as noted above, the application of academic freedom at IBCs may be interpreted differently on that campus than while at the home campus. As such, further research into perceptions of academic freedom based on contractual status or even the nation of educational origin for faculty could yield interesting information about how faculty feel autonomy is or is not protected for them based on their educational background or contractual agreement. Such data could yield valuable insight into how differing educational experiences, contractual status, or even interpretations of academic freedom may impact faculty work at IBCs.

Lead Administrator and Faculty Perceptions. Due to the small number of campuses included in this study, I was able to gather data on participant experiences that occur on the same campus as one another. This was particularly notable in this study when considering the primary role of one of the participants was that of lead administrator on their campus and one of the other participants was a faculty member on the same campus. While they often agreed or were similar in their responses, there are a variety of areas where they differed or may have even been in stark contrast from one another.

This information creates an area of potential future study that was not even a consideration until the data analysis of this study took place. When looking at the data from these two participants, there were differences in perspective about home campus investment, curricular autonomy, admissions standards, and other areas. When

considering this, it shows the potential for completely different perspectives of the IBC based on your role. As such, research comparing the perspectives and experiences of lead administrators and their faculty members at IBCs could be insightful to learn more about how they may be similar as well as differ. Such research could make both parties more effective in working with one another, as well as expose areas of need for additional communication or transparency.

Resistance to Participation for IBC Faculty. As noted earlier in the section, this study did present significant difficulties to getting faculty member participation. This is notable because for those faculty who opted to speak with me, they were genuine, authentic, and based on my perceptions, more than happy and comfortable to speak with me about their experiences. It is also notable that no women elected to participate in this study, despite my direct efforts to include them. Additionally, some institutions were very easy to work with to gain IRB approval from in order to conduct research with their faculty, while others featured a very robust and bureaucratic process for approval. Further, the faculty who participated were all American educated, while those faculty who were not educated in the American higher educational system often declined to interview or did not respond at all. Finally, some deans or department heads were more than happy to work with me to send the interview request to their faculty, while others did not respond to the request at all. One dean also completely denied permission to speak to any of the faculty on their campus.

All of these factors impacting faculty participation in the study made me ask myself one simple question, why? Each of these situations presents opportunities for

potential further research about IBC faculty experiences. Such areas of potential research could include:

- What aspects influence faculty comfort to participate in studies about their work at IBCs?
- Does educational background or previous educational culture affect participant comfort with discussing their employment experiences?
- What influences whether deans support research participation of faculty members on their respective campuses as participants in studies?
- How does research approval vary between home and branch campuses?
- How does the role of governmental educational agencies impact the research of IBC faculty?
- Are IBC faculty who identify as female less likely to participate in research? If so, why?

Truly, the dissonance between how willing the participants of this study were to partake in interviews and those who simply did not answer or declined, creates many questions about what more we can learn about faculty experiences at IBCs. In reality, the above list of potential areas of research hardly scratches the surface of what barriers or discomforts may exist for faculty which may deter them from sharing their experience of working at an IBC.

Conclusion

Since the turn of the century, the International Branch Campus has been a significant trend in the internationalization of higher education. The exponential growth

of these endeavors has resulted in not only increased educational opportunities in developing nations but also in intense scrutiny of educational quality, institutional motivations, and how these efforts align with institutional missions. Most, if not all, of these intuitions proclaim they are simply delivering education in a different location and the quality of their degrees at IBCs are equal to those at their home campuses. However, culture is a foundational component of education, and these IBCs almost always operate in a location where the local culture is decidedly different than that of where the home campus is located. This begs a simple question: Can a university duplicate educational content and quality in a location that is significantly culturally different from where it originates?

To explore this question, I used a phenomenographic study to examine the experiences of faculty members who have taught at least one three credit hour course at both a main campus and that campus' respective IBC. Specifically, this study sought to understand potential differences in experiences relating to curricular or pedagogical autonomy for faculty at IBCs and student interactions at the respective campuses. Additionally, this study also looked at faculty preparation and training to teach in IBC settings.

The study also targeted five American research universities that all had branch campuses in the same foreign host nation. This resulted in a total of ten campuses eligible to participate in the study, but ultimately, only four of the ten campuses were represented by participants. Findings from this study ultimately provided broader data considerations useful to interpreting the perceptions and experiences of faculty teaching

at the IBCs represented in the study. Some of the participants had previously taught in international settings and felt prepared for their role at the IBC as a result. Others had been faculty members for decades and felt this was the same work, just a different location. None of the participants of the study took on any additional training or preparation efforts for their IBC appointment. One noted that he did his own research about the host nation prior to arriving and another noted opting to accept an offer to guest lecture before taking the IBC appointment full time. However, none of the participants took part in any additional cultural or pedagogical training to teach at the IBC.

This study also produced some notable data outside of the focused upon research questions. Notably, this study collected data about how faculty members interpret the agreement between their institution and host nation, about faculty approaches to course design and delivery when working at IBCs, some of the pedagogical and curricular tensions which may exist at an IBC, and data to help interpret the theoretical model used to this study. Participants noted the robust protections of their autonomy that was not only agreed upon but also enforced by both the host nation and the home campus.

This perceived protection of autonomy for course design and delivery was the synthesis point of all data collected in this study. Participants noted that their objective was to deliver the same quality of education in a different place and they had the autonomy to do so. However, they also noted the impacts of culture, student educational background, language, and other factors in doing so. Some participants noted differences in educational preparation or the usage of the English language as differences between

their IBC and home campus students. For some, this was simply a difference they noticed, while others used the different context to justify slight curricular changes to make the course more beneficial to IBC students. Others noted choices to self-censor materials or language in the courses. Those who opted to make changes noted that this was strictly an individual choice they felt made them better educators in the environment and was in no way related to pressure to do so from any other entity. However, there are examples of opportunities presented as optional which may create the perceptions of being an expectation.

Throughout the study, participants noted being encouraged to use programs, pedagogies, or technologies to be more innovative or effective in the IBC context. Participants were quick to note these were options and encouraged only and not required or imposed in anyway. However, they are notable because they may create tension for faculty who do not have the reputations, qualifications (tenure), or arrangements (contractual) to make them confident to opt out of these optional initiatives. Were this to be the case, it would have obvious implications for the perceived autonomy of IBC faculty. Finally, the data collected in this study suggests that while the formal agreements between host nation and home campus to create IBCs places the operations of the IBC in one quadrant of the theoretical model, the choices and approaches of faculty members may result in operations occurring in different quadrants of the applied theoretical model. This is of note because it illustrates that the formal agreement alone may not designate the approach to the overall partnership in and of itself. In total, the data of this study not only addressed the research questions and provide additional

context for faculty working at IBCs, it also highlighted some implications for higher education.

This study also identifies a variety of areas of potential future research regarding faculty work and IBCs. Specifically, this study illustrates a potential need for a study similar to this one for students who take courses on both the IBC and home campus of an institution. It also notes potential impacts or differences based on appointment type regarding academic freedom perceptions while working at IBCs. Additionally, this study inadvertently revealed potential dissonance in experiences between faculty members and their lead IBC administrators. Further research in this area could enhance communication, effectiveness, and resolve some potential tension between admins and their faculty. Finally, this study also notes a variety of areas to better understand what appears to be a general reluctance to participate in this research by some faculty, institutions, and deans working with or at IBCs. Looking into these factors could add to the body of knowledge which helps us further understand how IBCs are both similar and different from their home campuses. It also may further illustrate the work they do and potentially legitimize their operations in the eyes of their critics.

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APPENDIX A

Faculty Teaching Experiences at IBCs Interview Question Protocol

1. Please describe the nature of your teaching responsibilities at an International Branch Campus (IBC).
    a. Duration?
    b. Courses?
    c. Country?
    d. Language?
2. Before teaching abroad, how prepared did you feel to teach in an international setting?
    a. Did your feelings of preparation change based on your first experience teaching at an IBC?
    b. What steps (if any) did you take to prepare for teaching at an IBC?
3. How does teaching in the IBC setting differ from teaching at the campus here in the United States?
    a. How is it the same?
4. What difference (if any) was there in the autonomy you received for curricular content between the home campus and the IBC?
5. What difference (if any) was there in the autonomy you received for pedagogical approaches between the home campus and the IBC?
6. Are there any differences in your interactions with students at your main campus versus your IBC campus? If yes, please describe them.

7. Are there differences in your office hour expectations when teaching at your IBC when compared to your home campus? If yes, what are they?
8. When teaching a class, do external factors impact the way you teach your courses here in the United States?
    a. If yes, what are they and how do they impact you?
    b. Do external factors impact your teaching at an IBC?
    c. If yes, what are they and how do they impact you?
9. When considering pedagogical autonomy, curriculum decisions, and your preparation to teach in the IBC setting, what challenges did you face?
    a. Did you anticipate these challenges or were they learned through experience?
10. Are your perceptions or experiences with your home campus different when working at an IBC? If so, how?
11. Is there anything else regarding your experiences teaching in the IBC setting that you would like to share?

Conditional question: How does your native culture interact with the IBC culture?