

Academic Mobility: The Transnational Flow of U.S. Academic Staff to
Higher Education Institutions in the Countries of the Gulf Cooperation Council

A Dissertation

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DEDICATION

For Tarek and Sammy.

ABSTRACT

The purpose of this study was to identify the factors influencing academic mobility decisions among full-time U.S. academic staff at participating institutions of higher education (IHEs) in the six countries of the Gulf Cooperation Council (GCC): Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the UAE. Mixed-methodology was used and data were collected through a survey and interview.

For the quantitative section, descriptive statistics were used to outline a profile of U.S. academics working at 16 different institutions in the GCC. For the purposes of describing the dataset, the 194 survey respondents were sorted into three groups: those with GCC ties, those with U.S. ties, and those with neither. Chi-squared and ANOVA analyses were performed to compare groups by regional ties and to identify relationships between variables. Multivariable linear regression modeling was performed to determine the influence of push and pull factors affecting mobility decisions. Similar modeling was used to identify factors affecting satisfaction. Normality of the model residuals were assessed using the Kolmogorov-Smirnov test.

The second part of the data collection was conducted through in-depth, semi-structured interviews of 21 faculty and academic staff. Dominant themes and subthemes that emerged from individual narratives were coded and analyzed using QSR NVivo10 (QSR International Pty Ltd Version 10, 2012).

Findings from the quantitative analysis show that while the push factor of a weak U.S. academic job market had a moderate influence across all groups- it was less influential than a series of pull factors (professional opportunity, financial incentives, travel, international experiences, benefits package, and tax exemptions) and was more

influential than a second group of pull factors, (research interests, international experience for children, institutional ties, spouse employment, cultural ties and family in the region). Respondents who 1) were early-career academics, 2) found their position through an online job search, and 3) did not have a job to return to in the U.S. were the most pushed by the U.S. job market .

Within the group of pull factors, professional opportunity was the most influential across all groups, followed closely by financial incentives and travel. Cultural ties and family in the region were influential pull forces only for respondents with ties to the GCC (22%), particularly those who were married. As a whole, respondents were most satisfied with travel opportunities and least satisfied with promotion policies, interdepartmental communication and administration.

Primary motivations for working in the GCC that emerged from the qualitative data were cultural-heritage ties, financial incentives, professional opportunity, international experience for self or children, spouse transfer and the weak U.S. academic job market. Additional influencing factors were family, ethnic/religious identity, previous international experience, institutional links, the ability to teach in English, research-related concerns, and job security.

In conclusion, findings showed that gender and family dynamics weigh heavily in academic mobility decisions. Women are more likely to follow their partners abroad than vice versa. Individuals with prior international experience are more likely to consider a transnational academic career. Finally, the academic job market is becoming more global as more individuals seek out international academic opportunities independently through online searches and networking.

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CHAPTER 1—INTRODUCTION TO THE STUDY

Academic faculty and staff from the United States (U.S.) are increasingly visible on the campuses of higher education institutions (IHEs) in the countries of the Gulf Corporation Council (GCC), a regional political and economic union which includes Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates (UAE). Over the past decade, private university education has gained a foothold in the GCC countries, and the U.S. model of higher education has overwhelmingly been the preferred model emulated in the region. Nearly all private universities in the GCC have adopted English as a medium of instruction; many have utilized American curriculum and signed cooperative agreements with American universities (Ghabra & Arnold, 2007); and, most importantly for this study, they have hired U.S. and U.S.-educated faculty.

While foreign-born professors are commonplace within the U.S. higher education context, U.S. professors have been traditionally less mobile and less likely to conduct research and work abroad (Altbach, 2006; Altbach, 1996; Haas, 1996). For over half a century, the U.S. has led the world in higher education and has been the most coveted country for faculty to seek employment. While U.S. prominence in higher education is still evident, there is ample evidence that the U.S. faces new contenders within the global academic marketplace (Marginson, 2009).

Wildavsky (2010) explains that “the same forces of globalization that have shaken up almost every sector of the economy have greatly intensified competition and mobility in higher education” (p. 46). Countries that have long been consumers of higher education abroad—China, India, Korea, and, most recently, the countries of the GCC—now seek to build their domestic higher education capacity and position themselves as

new academic hubs and competitors for the globe's most talented students and faculty. Olcott (2010) refers to this as "new global regionalism" (NGR) and predicts that the nations of these regions, will remain "committed to building their own sustainable higher education systems" (p. 8), systems that in coming decades will redefine patterns of global student and faculty mobility.

There is no simple explanation for why growing numbers of U.S. academics are attracted to and accept positions at IHEs in the GCC either temporarily or for extended periods of time. New patterns of mobility are emerging that no longer follow the linear, developing to developed world trajectory (Welch, 2008; Wildavsky, 2010). The underlying push-pull factors are complex and diverse as are the global, regional, (GCC) and domestic (U.S.) contexts in which they are situated.

This chapter introduces the study, its purpose, and the problem statement. It also includes a discussion of transnational academic mobility and provides a contextual description of the higher education environment in the GCC.

Statement of the Problem

Altbach, Reisberg, and Rumbley (2009) proclaim that a global academic revolution is in motion that will radically, and perhaps permanently, change higher education to a degree without precedent. As part of this academic revolution, as well as the larger context of the global knowledge economy, academics and other highly skilled professionals are required to be increasingly mobile and employable in diverse countries and cultures. According to a 2008 Organization for Economic Cooperation and Development (OECD) report (Basri & Box, 2008), "The Global Competition for Talent: Mobility of the Highly Skilled," the academic profession will become increasingly

mobile and internationally oriented over the course of the next 20 years.

Still, many authors point to the dearth of information and reliable data on academics working abroad (Enders & Teichler, 2005; Wildavsky, 2010) and point to the need for further research (Richardson & McKenna, 2006; Selmer & Luring, 2010). On this subject, Altbach et al. (2009) state that:

Academic mobility is a hallmark of the global age. A truly global market for students and academic staff exists today. At least 2.5 million students study outside of the home country, although reliable statistics are not available for academics teaching abroad. (p. 3)

While precise statistics are unknown, Altbach et al. (2009) point to other signs of increased global mobility among academics, "...the academic labor market has increasingly globalized with many thousands of scholars crossing borders for appointments at all levels" (p. 8). Similarly, Wildavsky (2010) cites specific examples of academic mobility that indicate intense competition for the world's brightest academics, as well as academic career paths that increasingly transcend national boundaries. Still, evidence to support the idea that academic mobility is gaining momentum is largely anecdotal. As noted by Richardson and McKenna (2006), much of the literature from the field of international education has focused on internationalization, the mobility of students, and international alliances between institutions, with very little research on the increasingly global movement of academics.

Much of what has been written hitherto on expatriate academics comes from the field of international human resource management. Such research documents that the growth of the global knowledge economy has led to increasing numbers of expatriation among managers and business executives; however, little research has been conducted on

the growing trend of self-directed expatriates, a group that often incorporates academics working abroad (Richardson & McKenna, 2006; Selmer & Luring, 2010).

Very little data exist to document the growing trend of global academic mobility of faculty (Bedenlier & Zawacki-Richter, 2015), partly due to institutional policies of confidentiality, which are meant to protect the identity of foreign faculty, but also because of the independent nature of the large percentage of academic expatriates. While many U.S. faculty have taken positions abroad linked with their U.S.-based institutions, there remains a large community of what Richardson and McKenna (2000, 2006) refer to as self-directed or self-initiated expatriates— independent actors who move freely from one international assignment to the next.

Even with the paucity of research and statistics on increasing numbers of expatriate academics (Richardson & McKenna, 2006), growing interest in the subject is evident in the literature. In a 2011 *Chronicle of Higher Education* article, “Globalizing your Academic Career” authors Pike and Dowdall (2011) comment, “once it was relatively uncommon for an American academic to pursue a position outside the U.S., but now the landscape for careers in higher education is changing, with opportunities multiplying around the world” (p. 1).

Statement of Study Purpose

The purpose of this study is to identify the factors influencing academic mobility, specifically that of U.S. faculty and administrators to higher education institutions in the countries of the Gulf Cooperation Council (GCC), Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates (UAE). For the purposes of this study, academic mobility will be defined as a sojourn of one year or more at a higher education institution

(HEI) in the GCC.

Research Questions

This study is guided by the following research questions:

1. What is the profile of U.S. academics in the GCC, and does the profile differ among cultural-heritage groups?
2. To what extent do certain personal and professional characteristics and circumstances influence academic mobility to the GCC, particularly among different cultural-heritage groups?
3. To what extent do specific push/pull factors influence mobility among U.S. academics to and from institutions of higher education in the GCC, and to what extent does the level of influence of push/pull factors vary among different cultural-heritage groups?

Significance of the Study

Academic mobility is an increasingly visible trend, yet it is not a new phenomenon. There are hundreds of years of well-documented history of academic mobility (Kim, 2009a; A Welch, 2005b) from the Sophists to the Chinese and the Arabs and from the Jewish from Germany during the WWII period to academics from all over the developing world who migrate to developed countries.

Yet, within the current context of a global knowledge economy, the internationalization of the academic profession is one small piece of the growing global labor force of highly skilled workers that has received little attention. A. Welch (2005a) states that “while international traffic among tertiary students has been much studied, internationalization of academic staff has been less well analyzed, despite scholars from

many regions becoming increasingly mobile” (p. 72).

While academic mobility has been researched within the European Union and other specific national contexts (Cox, Verbeek, & Consult, 2009; Hoffman, 2007; Kurka, 2007; Musselin, 2004), very little has been written about the considerable number of U.S. academics working abroad. Even less has been written from a transnational perspective. In fact, the extent to which transnational migration of highly skilled personnel is increasing in faculty labor markets outside of the U.S. is unclear. As Marginson and Sawir (2005) states “there are few data for postdoctoral mobility” (p. 283).

Much of the existing research on academic mobility has concentrated on South to North flows emphasizing *brain drain*, *brain circulation*, and *knowledge diaspora* themes. (Rizvi, 2005; Tannock, 2007; Teferra, 2005). Another ample body of research exists on academic mobility toward the U.S., primarily that associated with the movement of Asian academics and knowledge workers recruited to work in the U.S. in the STEM fields (science, technology, engineering and medicine) (Welch & Zhen, 2008). The significance of academic migration flows from South to North remains undisputed, yet Altbach and Levy (2005) argue that academic mobility flows are not limited to South to North trajectories. In reference to non-traditional academic mobility trajectories, Altbach and Levy (2005) state, “academics will take jobs in countries with more attractive opportunities, salaries, and working conditions” (p. 129).

Academic mobility is part of a much larger system of migration, and it is increasingly complex and multidirectional (Bedenlier & Zawacki-Richter, 2015; O'Hara, 2009). The steady and growing flow of U.S. academics to the countries of the GCC and other countries such as Singapore, China, Korea, and Taiwan is an example of this

phenomenon (Wildavsky, 2011). More research is needed to describe academic mobility dynamics in new geographic locations and among other populations in order to identify and understand the primary motivations (economic, cultural/heritage, professional or institutional) of these academics to accept employment abroad and to describe their experiences. Finally, further investigation is needed to determine what implications their movement could have on the future of the profession.

Conceptual Framework

This research study departs from the idea that no single theory can provide an adequate explanation of contemporary transnational academic mobility and its multiple facets. In this study, transnational mobility of U.S. faculty and academic staff will be considered, in part, within the context of Lee (1966) push/pull framework, which is part of the neoclassical economic tradition of international migration theory. Lee's push/pull framework considers both the forces attracting individuals to pursue employment in different geographic locations and the concurrent forces pushing them away from their current employment and/or physical environment. Lee's theory also incorporates "intervening obstacles" and "personal factors" that influence, encourage, or deter individuals from making a decision to migrate. While Lee's theory is central for shaping this study, it is a micro-theory that emphasizes individual decision-making and rational thinking, and, as such, necessitates the use of additional theory to address these inherent limitations.

Human capital theory formulated by T. W. Schultz (1961) is used to examine recruitment of U.S. faculty and administrators from the GCC as part of a larger strategy to develop its domestic human capital. According to Schultz, human capital is an

investment that results in economic growth and development and greater productivity in modern economies.

Human capital theory is used to explain efforts made on the part of GCC countries and universities to attract U.S. faculty and staff to help build domestic higher education capacity and grow domestic human capital. Each one of the GCC countries is heavily invested in the development of human capital in order to address the challenges related to the dependence on expatriate labor, unemployment among nationals, growing population of youth, and the need to diversify their economies.

Finally, the emergence of a “global marketplace for students and scholars,” particularly in the context of the GCC, is examined using the framework of Altbach’s (2004b, 2006) work on internationalization and cross-border education, which emphasizes the commercialization of higher education and increasingly complex patterns of academic migration among faculty. The global marketplace for scholars has arisen amidst an expanding world of joint degree and offshore programs where faculty from the sponsoring institution at home goes abroad to teach at the partner institution or offshore program for a semester or more. Further numbers of self-initiated academic expatriates (Richardson & McKenna, 2002) compete in the global academic marketplace and are contracted by foreign institutions to work abroad for an indefinite period of time.

It is widely acknowledged and documented that student mobility is growing and diversifying and, more importantly, that host countries are engaged in a fierce competition to capture larger shares of the international student market. Not only are higher education institutions competing to attract the best students, but they are also vying to recruit the top minds to join their faculty and administrative corps. The scholar

part of the global academic marketplace has received less attention until recent years. Wildavsky (2010) gives specific examples of how administrators and faculty are courted by universities around the globe that are eager to enhance their prestige, performance, and overall global ranking.

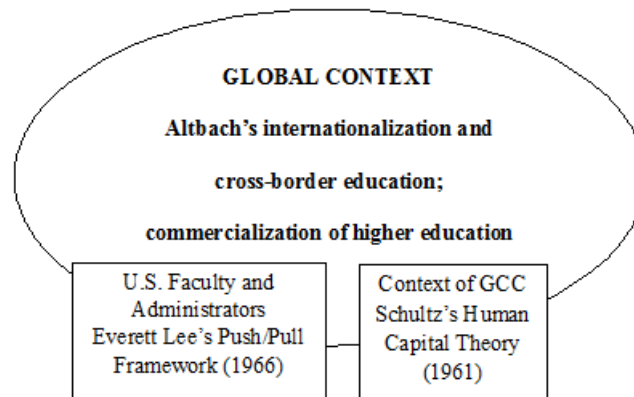


Figure 1 Diagram of theoretical framework

Possible Motivations of U.S. Academics to Work in the GCC

The outbound flow of U.S. academic staff, specifically to the GCC, cannot be attributed to any single cause, but can be explained by a complex combination of push and pull factors. Economic conditions resulting from the global financial crisis, state budget cuts, and university hiring freezes may constitute a push factor for academics to look overseas for lucrative contracts, albeit temporary, from seemingly wealthy private universities in the GCC. Other push factors may be related to deteriorating employment conditions, high expectations of work productivity and research output, poor job prospects for finding employment, and other situations conducive to seeking employment overseas.

Personal characteristics or circumstances, such as gender, marital status, religion, ethnicity, professional experience, children at home, elderly parents in need of care, spousal agreement, or any other number of specific situations may further support or inhibit U.S. faculty from accepting or seeking employment opportunities abroad.

In terms of pull factors, there are a number of attractive aspects of transnational careers that entice individuals to uproot themselves from their current communities in search of a more promising career. Motivations of U.S. academics to seek or accept short- or long-term assignments in the Gulf include the following possibilities.

Financial Incentives and Other Benefits. Regarding pull factors related to academic migration, Altbach and Levy (2005) emphasize the lure of better salaries, working conditions, and the scientific and scholarly centrality. In a 1993 study conducted by the Carnegie Foundation for the Advancement of Teaching on sources of satisfaction and dissatisfaction among U.S. faculty, Haas (1996) found that “for U.S. academics as a whole, financial considerations are the most powerful factors pushing the potentially mobile away from their current institutions” (p. 374). All U.S. academics in the GCC, Arab and non-Arab, are likely to hold some degree of economic motivation for accepting employment in the GCC, but it may not be their primary or sole motivation. The additional lure of tax-free income, generous benefits packages, including paid accommodations and private schooling for children, and inexpensive domestic help, as well as lengthy holidays and access to free government health care, proves difficult for many to decline.

Cultural/Heritage Ties to the Region. U.S. citizens of Arab ancestry/ethnicity or with heritage ties to other regions within close proximity to the GCC, including Iran,

India, the Horn of Africa, Turkey, and Armenia, among others, may be attracted to the opportunity to live and work in countries to which they have cultural ties. For such scenarios, mobility could be of a temporary or permanent nature. Such individuals may have the desire to raise their children in an Islamic or Arabic environment; the need to tend to or care for aging parents, siblings, or other relatives that reside in the region; or they may be familiar with the culture and feel comfortable with the work atmosphere and language. In other cases, they may have experienced discrimination in the U.S. or felt uneasy with the political climate in the U.S. post 9/11 and during the continued war on terrorism. These individuals may be Arab-American (or Persian, African, Armenian, Turkish, etc.), hold two passports, speak the host language, and/or share the cultural practices, traditions, and beliefs of the host country.

Professional Development Opportunities. Some academics may be attracted by career advancement opportunities or the prospect of achieving an academic or administrative post that would be unattainable in their home country. Others could be motivated by the opportunity to work as a professor at a teaching institution without the pressure to publish. Another segment of faculty and administrators accept “moonlighting” positions in the GCC after having retired in their home country.

Finally, there are individuals recruited to lead a specific initiative that affords them with intrinsic personal satisfaction, such as presiding over a new offshore program, heading up a college department or restructuring a department’s academic programs, leading an international accreditation initiative, or any other number of attractive, challenging, and meaningful job experiences.

Institutional Sponsored Opportunities. U.S. academics may be appointed to a

position to teach abroad at an offshore branch of the home campus or at a partner institution or to spearhead a specific initiative, such as establishing a program, department, or center. Other academics with institutional support may be attracted to a temporary stint abroad to enrich their professional academic experience by participating in institutional globalization efforts.

International Experience Objectives and/or International Research Interests.

Other academics may be motivated primarily by the opportunity to gain international work experience, conduct research abroad, and/or travel and explore exotic parts of the world by having a home-base in the GCC. Generous vacation packages and tax-free salaries facilitate and fund their research pursuits and adventures. Others may have reached a point in their personal and professional lives at which they are free to work abroad. Many academics are unable to accept overseas positions, temporary or long-term, due to family obligations or child-rearing responsibilities, a spouse that is unable or unwilling to relocate abroad, the inability to leave a tenure-track position, responsibility for an aging parent, or any other number of established familial or community responsibilities.

While the aforementioned explanations offer a summary of possible contributing factors for increased transnational mobility among U.S. academics, the underlying motivations for each individual are too complex to generalize without further investigation. Each individual's personal and professional journey is shaped by unique circumstances that are not observable and cannot be understood without direct probing.

Context of Study

Regional Context of the GCC. U.S. academics are aggressively recruited in the

GCC (French, 2010; Romani, 2008; Wildavsky, 2010), and they have become increasingly visible on university campuses throughout the region, especially those of private universities following the U.S. higher education model. Private IHEs in the Gulf actively recruit U.S. and U.S.-educated faculty and administrators to their institutions to fill positions that cannot be met by nationals. They may also be recruited to add prestige to their respective universities, to build curriculum and graduate programs, or to lead key initiatives toward achieving coveted international accreditation credentials.

Privatization of higher education in the GCC during the past two decades has emerged primarily in response to the growing demand for higher education fueled by social and demographic change, increased access to higher education for women, and failing public institutions stretched far beyond their capacity to accommodate local demand. (Miller-Idriss & Hanauer, 2011; Wilkins, 2011).

Since privatization of higher education took hold in the GCC less than a decade ago, hundreds of new institutions have sprouted up to serve the local populations. Over 40 branch campuses emerged in UAE's Knowledge Village and Qatar's Education City, while over 100 new institutions have been established in Saudi Arabia, including the most ambitious and well-financed King Abdullah University of Science & Technology (KAUST), which has an endowment of \$10 billion from the Saudi royal family (Romani, 2008; Wildavsky, 2010). Branch campuses, twinning programs, and other forms of partnerships with U.S. and other Western-based IHEs offer GCC countries and their students the benefits of a Western-style education with all the conveniences of home.

The recruitment of U.S. faculty and administrators has played an essential part in GCC strategies to adopt such pedagogies modeled on U.S.-style higher education. U.S.

faculty are generally regarded as being approachable, engaging, and experienced, while administrative counterparts are also sought after to manage recruitment efforts and implement Western-inspired organizational management structures and processes.

Finally, economic liberalization of the higher education sector in the GCC is further motivated by GCC initiatives to nationalize its labor force and address high unemployment rates of nationals. Each one of the GCC countries is developing initiatives to encourage private-sector employment among nationals and to reduce reliance on highly skilled expatriate workers (Samman, 2003). Private IHEs have partnered with GCC governments to prepare graduates equipped with the competencies desired by private industry in order to increase private-sector employment rates among GCC nationals.

Global Context. As Olcott (2010) so astutely states, the radical transformations taking place in higher education in the GCC and other regions of the world are not occurring in isolation and should be considered in a global context. The privatization of higher education in the GCC during the past decade has emerged in tandem with an increasingly global economy and transnationally mobile, highly skilled labor force. The proliferation and widespread use of information and communication technologies (ICTs) and the breakdown of communication and transportation barriers have facilitated the emergence of a globally mobile highly skilled work force. As observed by Teferra (2005), “as the world ushered in the new millennium, what is now termed the information era, demand for high-skilled force for the knowledge-based economy has escalated international competition, necessitating the mobility of high-level expertise” (p. 230).

After several decades of rapid transformation in higher education systems

worldwide, and within the current context of internationalization and a global knowledge economy, the academic profession is in a state of flux. With the onset of the global knowledge economy, mobility of highly skilled workers, including those of the academic profession, will not only increase but become ever more complex. No longer can academic mobility be simplistically described as flowing from developing to developed countries. New trends in mobility patterns are exemplified by the repatriation of a growing number of Chinese graduates and highly skilled workers in the U.S., propelled by more attractive prospects in China, and further encouraged by recruitment efforts on the part of the Chinese government and the technology slump in the U.S. (Teferra, 2005).

In today's global marketplace, countries, companies, even universities, are increasingly dependent on the global labor supply. This reality holds true of the GCC's reliance on expatriate academic professionals who were initially from neighboring Arab countries (Egypt, Jordan, and Lebanon) and now, due to the expansion of private IHEs following the Anglo-American model, increasingly Western expatriate academic staff (French, 2010; Olcott, 2010).

The emergence of English as a global lingua franca and language of business, technology, and commerce has been a primary catalyst of the spread of the U.S. higher education model throughout the world, as well as the spread of offshore programs and branch campuses of Australian and British universities and colleges (Altbach, 2004a). A. Welch (2008) states that the "rise of English to its current position as a global language provides one plank in the academic mobility platform, providing a substantial market worldwide, for academics that can teach and research in that language" (p. 294). While the U.S., U.K., and Australia have utilized this linguistic advantage to take a larger piece

of the international education “trade” pie, other players have learned from their successes. Programs are increasingly established in non-English speaking countries in Europe, Asia, and Latin America with English-instructed curriculum to attract a wider net of international students and academics (Altbach, 2004b; Wildavsky, 2010).

U.S. Context. Privatization of higher education in the Gulf has further converged with a series of conditions in the U.S. domestic economic and political landscape (global financial crisis and high unemployment, war on terror and 9/11, changes in governance and employment conditions in U.S. academe) favorable to academic mobility from U.S. to the GCC.

During recent years, the U.S. domestic landscape has been dominated by the global financial crisis, high unemployment, and a continued war on terror. IHEs in the U.S. have suffered from a crisis of public funding while university governance has been increasingly influenced by corporate managerialism and changing working conditions for academic staff (Altbach & Levy, 2005; Kim, 2009b).

The academic profession in the U.S. has undergone major changes over the course of the past two decades. The use of business models and management theories in university operations has been a development poorly received by most faculty (Altbach & Levy, 2005; Kim, 2009b). Casualization of labor, or the increasing use of part-time, adjunct faculty, or contract-based full-time faculty, accounts for a larger share of new hires than full-time, tenure-track faculty (Finkelstein, Galaz-Fontes, & Metcalfe, 2009; Kim, 2009b). Such structural changes are by no means unique to the U.S.; similar threats to the academic profession are ubiquitous. As Varghese (2009) notes, “market orientation and profitability are replacing the national concerns and social functions of

institutions of higher education” (p. 7).

This perception of deteriorating employment conditions for the professoriate on U.S. campuses may constitute a compelling reason for individuals to look beyond national borders for better prospects. As Enders and De Weert (2009) state, “higher education systems have undergone a number of major structural developments that are altering the traditional features of the academic profession” (p. 3). Within the U.S. context, Welch (2005) heralds the “decline of the traditional full-time professoriate” as one of the primary changes in American academe (p. 9). Such changes within the academe have only provided further motivation for U.S. academics to look beyond national borders for professional opportunity (Kim, 2009b).

CHAPTER 2—LITERATURE REVIEW

Transnational mobility of U.S. faculty and academic administrators toward the countries of the GCC has developed over the course of the past decade under a unique convergence of interests and circumstances, both from a global perspective and also within the regional context of the GCC and the domestic environment of a changing U.S. academic landscape (Miller-Idriss & Hanauer, 2011). In a *Chronicle of Higher Education* article titled, “Globalizing your Academic Career,” Pike and Dowdall (2011) state, “Once it was relatively uncommon for an American academic to pursue a position outside the U.S., but now the landscape for careers in higher education is changing, with opportunities multiplying around the world” (p. 1).

From a global perspective, the past decades can be characterized by an increasingly interconnected world facilitated by the advancement of information and communication technologies (ICTs) and transportation, as well as the spread of capitalism and neoliberal economic policies. Globalization has had a transformative impact on higher education (Altbach et al., 2009; Plater, 2008; Schuster & Finkelstein, 2007). Faced with the challenges and opportunities of a global knowledge economy, many universities and colleges in the U.S. have embraced the idea of internationalization as a strategy for preparing graduates to compete in a global job market (Altbach, 2004a). Not only do universities play a critical role in securing U.S. competitiveness by building human capital at home, but also by their ability to attract and retain talent from abroad (Altbach, 2004a; Wildavsky, 2010). In a similar vein, cross-border education initiatives, in various forms, are pursued by many universities eager to build strong international partnerships and secure new sources of revenue (Altbach, 2004a; Lane, 2011; Larsen,

Momii, & Vincent-Lancrin, 2004). Concurrent with these overarching and global shifts in the structure and delivery of higher education, the adoption of market practices and its impact on university administration at the domestic level has dramatically altered the academic profession in the U.S. (Altbach et al., 2009; Bok, 2003; Finkelstein & Cummings, 2008; Rhoades & Slaughter, 2004).

Within the regional context of the GCC, higher education has undergone radical transformations in the form of exponential growth in demand, privatization, and increased access, particularly for female students (Freeman, 2010; Galal & Bank, 2008). The countries of the GCC have opened up their higher education sectors to privatization in pursuit of much larger goals and ambitions such as nationalizing their labor force (de Boer & Turner, 2007; Kapiszewski, 2000), reducing dependence on expatriate labor (Miller-Idriss & Hanauer, 2011), and positioning themselves as a regional educational hub with a research capacity comparable—if not superior to—that of the West (Olcott, 2010; Romani, 2008). The influence of U.S. higher education on the expansion of GCC higher education capacity is indisputable. As Deghady (Rupp, 2009) observes:

All the GCC nations are pouring billions of dollars into expanding their private higher education institutions...among the dozens of private universities that have been built in the region, it would be hard to find a single one that is not either in partnership or affiliation with an American university. (p. 6)

In this chapter, the most relevant literature on major themes that frame this particular research study is presented, including globalization and its impact on higher education, the overall context of higher education in the GCC and the U.S., particularly

with regard to the massification and privatization, the spread of cross-border education within the GCC, labor migration, international human resource management pertaining to academic expatriates, academic mobility, and the changing nature of the academic profession.

The first section introduces the global context that frames the study, including globalization, internationalization, cross-border education, massification, and privatization of education. Literature specific to developments in the GCC higher education sector during the past two decades is examined in the second section with particular emphasis on the proliferation of cross-border education. In the third section, the changing atmosphere within U.S. academe is examined, particularly with regard to changes in the academic profession and university governance over the past two decades in response to the shift toward a neoliberal paradigm and ongoing economic recession. Finally, the last section of this chapter provides an overview of the most relevant literature on labor migration, academic mobility, and international human resource management specific to academic expatriates.

Globalization

To begin, widely used concepts including *globalization*, *internationalization*, and *transnational* must be defined and differentiated in order to examine the impact these trends have had on higher education, both in the U.S. and the GCC. Knight (2003) defines *globalization* as “the flow of technology, economy, knowledge, people, values, and ideas...across borders” (p. 6). The emphasis is on trends that are global in scope, affecting all peoples and nations. *Internationalization* is a term used to define a specific process that occurs at a national or institutional level, that of “integrating an international,

intercultural or global dimension into the purpose, functions or delivery of post-secondary education (Knight, 2003, p. 2). Finally, *transnational* is a term sometimes used interchangeably with “cross-border” (Knight, 2004) and is often used to describe trends that transcend national boundaries.

While there are countless definitions of globalization, they all share the common thread of a new interconnectedness of people across traditional geographic barriers mainly through advances in information and communication technologies and transportation. Globalization is also characterized by the spread of capitalism and neoliberal economic policies, the emergence of a global economy, and the rapidly growing transnational movement of people, capital, goods, and services.

Grünzweig and Rinehart (2002) refer to globalization as “the process and consequences of instantaneous worldwide communication made possible by new technology. The consequences include an explosive growth in the quantity and accessibility of knowledge and continually increasing integration and interdependence of world financial and economic systems” (p. 7).

Altbach (2006) provides a definition of globalization specific to the context in which it relates to higher education, “Globalization includes the broad, largely inevitable economic, technological, political, cultural, and scientific trends that directly affect higher education.” (p. 22). As he explains, these trends include, but are not limited to, information technology, the use of English as the official language of research and scholarship, massification of education, and societal needs for highly educated graduates to maximize competitiveness in a global knowledge economy.

Some authors emphasize the positive aspects of globalization that have helped to

level the playing field for less-advantaged individuals and countries through increased connectivity and cross-cultural exposure, access to information and education, and opportunities to participate in the global economy (Friedman, 2005). Yet others point to a negative imbalance of the consequences of globalization, mainly in the form of more pronounced inequality among and between societies, (Altbach & Knight, 2007; Rizvi & Lingard, 2000), unfair market advantages enjoyed by the developed world, (Altbach, 2004b), cultural homogenization and the emergence of media and technology conglomerates (Rizvi & Lingard, 2000).

Globalization and the Internationalization of Higher Education

The higher education landscape has not been left untouched by the effects of globalization. As Knight (2004) states, globalization is "positioned as part of the environment in which the international dimension of higher education is becoming more important and significantly changing" (p. 8). Both Altbach, Reisberg, and Rumbley (2010) and Scott (2000) also point to the revolutionary impact globalization has had on the university institution.

A global revolution has been taking place in higher education...that is at least as dramatic as the one that happened when the German research model fundamentally changed the nature of the university worldwide in the 19th century. And the transformation of the late 20th and 21st centuries is more extensive...due to the sheer numbers of institutions and people involved. (Altbach et al., 2010, p. 1).

The global knowledge economy that has emerged during the past two decades

demands that universities rethink their mission and how they can prepare graduates for the realities of a future globally competitive job market. As a result, many universities have incorporated internationalization as part of their strategic mission.

Internationalization, as defined by Mestenhauser and Ellingboe (1998), refers to:

"The process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment." (p.10)

The list below outlines the most commonly accepted examples of the process of internationalization as described by Knight (2004, p. 14):

EXAMPLES OF INTERNATIONALIZATION ACTIVITIES

- Academic mobility for students and teachers
- International linkages, partnerships and projects
- International academic programs
- International research initiatives
- Delivery of education to other countries through new types of arrangements (branch campuses, franchises) and using a variety of face-to-face and distance techniques
- Inclusion of an international, intercultural and/or global dimension into the curriculum and learning process
- International development projects
- Trade in higher educational services and products

The manner in which universities have approached internationalization varies

greatly in scope. Much literature has been written to conceptualize internationalization, describe its multiple facets, and outline a process for its implementation and assessment. (Knight, 2004; Mestenhauser & Ellingboe, 1998; Paige & Mestenhauser, 1999; Wit & Knight, 1999). One of many manifestations of internationalization of higher education is the growing interest in cross-border programming (branch campuses, distance education, etc.) and presence of U.S. and other international institutions abroad (Altbach & Knight, 2007; Knight, 2006; Larsen et al., 2004). As Altbach (2004b) states:

We are at the beginning of the era of transnational higher education, in which academic institutions from one country operate in another, academic programs are jointly offered by universities from different countries, and higher education is delivered through distance technologies. (p. 7)

A comprehensive review of all aspects of internationalization is beyond the scope of the current research. Instead, internationalization of higher education will be considered specifically in terms of its impact on cross-border education and, consequently, transnational academic mobility.

Cross-border educationIn a 2004 study conducted by the Observatory on Borderless Higher Education (Larsen et al., 2004), cross-border education is defined as one component of the internationalization process of higher education:

It refers to situations where the students, teachers, programs, institutions/providers, or course materials cross national borders. It can take several forms, such as students (and teachers) travelling to study (teach) in foreign countries, educational institutions partnering with foreign institutions to offer joint educational programs or degrees, educational institutions operating abroad...etc. (p. 2)

Similarly, the Organization for Economic Cooperation and Development (Banai & Harry, 2004) states that cross-border education includes not only “international student mobility, but also the mobility of educational programs and institutions across borders”

(p. 11).

Cross-border education in the context of the GCC, particularly the growth of offshore campuses established during the past decade, has been a popular topic within the field of international education. Yet, little research has been undertaken to understand and document the transformation of higher education in the GCC context, as well as the social issues surrounding it.

Larsen et al. (2004) outline developments that have facilitated an increase in cross-border education during the past two decades, including massification of higher education, the internationalization of labor markets, and advances in communication and transport. Examples of program and institutional mobility are defined, including franchise arrangements, twinning programs, branch campuses, and distance education. The authors propose four policy approaches to cross-border higher education: mutual understanding, skilled migration, revenue-generating, and capacity building. The latter two are of most importance for understanding the rationale for both U.S. institutional interest and involvement in cross-border education in the GCC and the liberalization of higher education within the GCC over the past two decades.

U.S. institutional interest in the expansion of higher education in the GCC is largely a function of revenue-generation through a variety of cross-border programs. According to Larsen et al. (2004), the revenue-generating approach places emphasis on the recruitment of full-fee paying international students and the export of educational services through program and institutional mobility, with a secondary interest in mutual understanding and skilled migration. The spread of cross-border education as a revenue source is also cited by Haigh (2008) and Altbach and Knight (2007).

Alternately, the capacity-building approach, adopted by GCC countries, is based on the use of “foreign post-secondary education as a faster way to build an emerging country’s capacity in higher education” (Larsen et al., 2004) From the GCC perspective, this approach has multiple advantages, including increased access to higher education for the local population, considerable ability to manage and adapt educational ventures through government controls, and compatibility with long-term strategies of building indigenous higher education capacity. According to Larsen et al. (2004), such an approach is feasible only for countries with substantial resources to attract and retain foreign institutions. In the case of the GCC, wealth derived from oil and natural gas resources has spurred the growth of private higher education during the past two decades.

The research by Larsen et al. (2004) outlines a useful framework for defining cross-border education and related terminology, as well as understanding rationales for cross-border activity, from both national and institutional perspectives. It further provides three plausible future scenarios for cross-border education on a global level. While there is some discussion of the phenomenon of cross-border education in the GCC, the focus of their study is global in scope.

A 2012 report by The Observatory on Borderless Higher Education, “International Branch Campuses: Data and Developments,” (Lawton & Katsomitros, 2012) summarizes the results of an online survey of international branch campuses (IBCs) administered in 2011. The reported findings include the principal drivers of IBCs as well as the motivations for host countries, most of which echo the revenue-generating and capacity-building categories of Larsen et al. (2004).

Main Drivers of International Branch Campuses

- Access to international student market that does not/cannot study abroad
- Revenues associated with that market
- Prestige and visibility
- Opportunities for student and staff mobility
- Ability of academic staff to maintain research output while working abroad
- Intercultural understanding at home
- Opportunities to develop new curricula
- Access to local institutions including government and industry
- Competitive edge in international higher education market
- Financial support from host government

Motivations of Host Countries

- Capacity-building and improvement of education infrastructure
- Local and regional economic regeneration
- Revenue for the local and regional economies
- Retention of bright young people at home; reduce “brain drain”
- National prestige; destination for world-class universities
- A potential skilled immigration pathway
- New models of teaching, quality assurance and administration that can be adapted for the host HE sector
- Potential for international expertise, collaborative research, technology transfer and innovation, in HE sector and beyond

Perhaps the most recent study of cross-border education in the GCC context is that of Miller-Idriss and Hanauer (2011). This study explains how cross-border, or transnational, education in the GCC has resulted from a convergence of interests from both GCC countries and IHEs from the U.S. and other countries. Miller-Idriss and Hanauer (2011) propose a regional approach to understanding the phenomenon of transnational education specific to the GCC that draws from theories on both *cultural diffusion* and *cultural borrowing*. Cultural diffusion centers on the theory of world culture theorists who foresee the world moving toward a universal education system and standardization across borders furthered by the use of English as a *lingua franca* (Schulzke, 2014). Theorists (Baker, 2011) of cultural borrowing emphasize the significance of local context and adaptation of borrowed educational models and curriculum.

Similar to the Larsen et al. (2004) study, Miller-Idriss and Hanauer (2011) emphasize GCC concern for capacity-building and human-capital development as the principal forces driving trends toward privatization of higher education and the importance of cross-border educational programs and services. Finally, this study points to the scarcity of research on the trend of transnational education specific to the GCC region and suggests several areas of further investigation, including research on the foreign faculty and administrators employed at these institutions.

Rupp's (2009) article on higher education in the Middle East addresses the challenges and opportunities of transnational education initiatives in the GCC, with particular attention to cooperation with U.S. institutional partners. This particular study echoes many of the findings reported in other studies, such as the regional interest in

building higher education capacity and developing human capital, particularly in light of the predicted decline in oil revenues. Rupp highlights faculty recruitment and retention as one of the primary challenges facing the success of cross-border initiatives.

Ghabra and Arnold's (2007) study on American-style higher education in the Middle East, while not exhaustive, is one of the most detailed accounts of cross-border education in the GCC and larger Middle East and North Africa (MENA) area. Ghabra and Arnold (2007) examine the implementation of the "American-style" higher education model in the MENA area and outline primary challenges and shortcomings. The study echoes findings by Rupp (2009) that point to difficulties in attracting and retaining foreign faculty and further points to more endemic problems related to governance, quality control, and limited academic freedom. This particular study lacks depth of analysis due to the breadth of institutions included.

A 2010 study of IHEs in East Asian countries (Chapman, Cummings, & Postiglione, 2010) echoes many of the general themes reported in the World Bank (Galal & Bank, 2008) report on the Middle East, such as the rampant growth in demand for higher education attributed both to the greater numbers of high school graduates and a growing youth population (with the exception of Japan). Similar to the GCC, East Asian countries have invested heavily in higher education with expected outcomes of national development and international competitiveness vis-à-vis the training of its citizenry. In both regions, demand for higher education far exceeds the domestic supply of qualified faculty, and, consequently, countries of both regions aggressively recruit faculty from overseas. While private education is less prominent in East Asian countries than the GCC, curricular alignment with the demands of the private sector is increasingly desired

in both regions. The Chapman et al. (2010) study offers useful and relevant parallels from East Asia that further support the idea that many of the trends in higher education presented hitherto are, indeed, global in nature. Their study alludes to the growing “homogeneity across higher education systems” (p. 2) and shared challenges that confront the higher education sector worldwide.

Altbach and Knight (2007) have written extensively on cross-border education initiatives in the GCC. Their study outlines rationales for cross-border initiatives, including profits, access provision and demand absorption, and internationalization efforts (domestic, regional, and individual). Altbach (2003) uses the term *multinationalization* to refer to the “offering of one country’s academic programs in other countries”(p. 65). He offers his own interpretation and differentiation of various types of cross-border programs, including *joint-degree* programs, *twinning* programs, and *offshore* institutions or franchises.

Throughout the literature, numerous challenges have been cited with regard to cross-border education initiatives including the following: an over-emphasis on profits (Altbach, 2004b; Ghabra, 2010); the commercialization of the accreditation process (Altbach & Knight, 2007); a lack of regulatory frameworks to provide quality control (Altbach & Knight, 2007); the insufficient monitoring of transnational IHEs operations by effective quality assurance mechanisms (Dessoiff, 2007; Larsen et al., 2004; Wilkie, 2007); faculty and academic staff turnover (Barwind, Walters, & Walters, 2010; Ghabra, 2010; Rupp, 2009); limited academic freedom of faculty (Lindsey, 2011; Romani, 2008; Ross, 2011); and other matters related to upholding academic and admission standards; (Dessoiff, 2007; Jaschik, 2009).

Massification and Privatization of Higher Education

Massification of higher education, or the expansion in higher education enrollment, has been a global trend over the course of the past 30 years (Altbach et al., 2010; Freeman, 2009; Schofer & Meyer, 2005). During the first half of the 20th century, higher education was largely a privilege reserved for the elite. The U.S. and Canada were the first countries to experience mass higher education with 40% of the age cohort seeking higher education by 1960 (Altbach et al., 2009). During the past decade alone, Altbach et al. (2009) report dramatic increases in higher education enrollment worldwide, which have reached 150.6 million tertiary students globally, an approximate increase of 53% since 2000 (p. vi).

Altbach et al. (2009) outline several developments that led to the initial stages of worldwide expansion of higher education following WWII, including the shift to a postindustrial economy and resultant demographic shifts from rural to urban areas where labor markets required more highly skilled labor, an increasing view of higher education as a necessity for economic and social mobility, women's liberation movements and female inclusion in the labor force, the end of colonialism around the world, and new waves of national development and domestic higher education capacity building, as well as an aging baby boom population in the U.S. and Europe.

More recent increases in higher education enrollment are attributed to a number of factors, including overall global population growth and aging youth bulges in certain regions such as the Middle East (Galal & Bank, 2008) or, more specifically, high secondary school enrollments (Schofer & Meyer, 2005), economic development (Schofer & Meyer, 2005), the realities of a new global knowledge economy that requires highly

skilled labor, a higher proportion of college-bound individuals, a dramatic increase in female participation in higher education (Freeman, 2009; Galal & Bank, 2008), and increased access to higher education in remote areas through new delivery systems like online and distance education.

In their global study of massification of higher education, Schofer and Meyer (2005) research findings were consistent across national boundaries with certain existing theories on massification. These included that expansion of tertiary education was faster in countries that had experienced: 1) an expansion of secondary education systems and 2) economic development—both of which are trends that are characteristic of the GCC countries in recent decades. Schofer and Meyer’s study (2005) identifies the primary drivers of the expansion of higher education within a global context, many of which are consistent with trends and developments in the GCC. Still, with its intended “big picture” analysis, the study does fall short of addressing the unique circumstances that surround higher education expansion in the countries of the GCC.

The 2008 World Bank report, “The Road not Travelled”(Galal & Bank, 2008) discussed in further detail later in the chapter—provides the most comprehensive study on higher education expansion within the GCC and broader Middle East and North Africa (MENA) region, including a rich contextual framework of political, social, and economic developments within the region; their impact on national education initiatives; and the consequent improvements in literacy rates, female participation in education, and expansion of higher education. A general limitation to this study is the lack of consistent data reported by each of the countries in the MENA region.

Within the context of the U.S., increasing demand for higher education has had

multiple ramifications, the most prominent being a lack of public funding and, consequently, higher tuition fees and a growing reliance on university-industry links (Altbach et al., 2009; Bok, 2003; Haigh, 2008).

Worldwide expansion of private education, as a response to the growing demand for higher education, is another significant development of recent decades that has dramatically altered the higher education landscape. The 2009 UNESCO report, “Trends in Global Higher Education: Tracking an Academic Revolution” (Altbach et al., 2009) is one of the most current and comprehensive accounts of privatization of higher education during the past 10 years. According to Altbach et al. (2009), approximately 30 percent of global higher education enrollment is now private, and while private education previously accounted for only a small segment of higher education in most countries, it is now the fastest-growing sector of higher education across the globe.

The distinct features of private education, outlined by Altbach et al. (2010), are the use of a business model to guide university operations and administration with corporate executives in key positions of authority, little involvement of faculty in decision-making processes and consideration of students as customers. They offer four categories of private higher education: elite and semi-elite, identity (religious-based, for example), demand absorbing, and for-profit, some which overlap. Altbach et al. (2010) argue that with U.S. private IHEs being the exception to the rule, most private education is for-profit, falls within the non-elite category, targets demand absorption, and often constitutes a poor-quality alternative to public education (with exceptions).

Altbach and Knight (2007) describe private education as “demand absorbing,” that is, primarily responding to increased demand for education by serving students who

are in some way underserved by public education, usually by limited capacity, or, to a lesser degree, by higher admission standards (Altbach et al., 2009).

Within the context of privatization, Altbach et al. (2009) present both the for-profit and quasi for-profit models, as well as the trend of privatization of public universities. Faced with cuts in public funding, public universities have had to assume much greater responsibility in generating revenue. As a result, tuition fees have been passed on to students and parents, and faculty has been engaged in a number of different revenue-generating activities, such as the sale of research-related products and services. The latter trend is widely referred to as “academic capitalism,” a term coined by Rhoades and Slaughter (2004) that will be discussed in a subsequent section.

The Role of English, GATS, and International Accreditation

The increasingly accepted role of English as the language of commerce, research, and scholarship has further facilitated the expansion of cross-border education (Altbach, 2004b, 2006; Altbach et al., 2009). The use of English as a medium of instruction and catalyst for cross-border education is a controversial matter for some who regard it as an instrument of neo-colonialism or cultural imperialism (Altbach, 2004b; Miller-Idriss & Hanauer, 2011; Olcott, 2010). Several authors attribute the linguistic advantage of Anglophone countries (US, Canada, U.K., and Australia) to their domination of the cross-border education market (Altbach, 2004b; Altbach et al., 2009; Ross, 2009b).

Altbach et al. (2009) describes the academic world in terms of “centers” and “peripheries,” in which the world’s most prestigious universities—recognized worldwide for their research capacity and academic excellence—are located in Europe and North America, the “centers”. Language, the use of English specifically, is at the heart of the

center/periphery paradigm. Research and publications in English or from English-speaking institutions dominate the academic community; the most prestigious scientific and academic journals are published in English; and the multinational publishing industry prints most of its textbooks worldwide in English.

The General Agreement on Trade and Services (GATS) is an agreement, crafted largely by Anglophone countries and purveyors of cross-border education, under which education and educational services are regarded as tradable services or commodities. Its recent adoption by the World Trade Organization (WTO) is reflective of the larger trend toward privatization of education and its treatment as a commodity within an increasingly competitive global educational landscape and influential neoliberal discourse.

Furthermore, its passage is a testament to the importance of education to national economies. Altbach and Knight (2007), Altbach et al. (2009), and Knight (2003) have written extensively on the implications of GATS on higher education and cross-border education and the transformation of higher education into a competitive enterprise in the 21st century.

Within the environment of a globally competitive educational market, a growing emphasis has been placed on international accreditation and global rankings (Hazelkorn, 2009a, 2009b). Universities race to earn coveted international accreditation of their institutions and programs and compete to recruit faculty and administrators worldwide that are best positioned to help them attain such recognition. This push is largely a response to growing consumerism and demands from both parents and students for programs and degrees that are both well-ranked and accredited internationally. GCC countries have a particular interest in obtaining international accreditation or improving

the prestige of their institutions through global rankings (Hazelkorn, 2009a, 2009b) as they seek to build a new regional education and research hub (Lindsey, 2011; Romani, 2008).

Accrediting bodies are expanding their work internationally to respond to the growth in cross-border education. The competitive edge that Anglophone countries have long enjoyed increasingly faces new contenders as more and more English-instructed programs are introduced and delivered in non-Anglophone countries (Altbach et al., 2009; Wildavsky, 2010). Furthermore, global student mobility patterns are changing as a result of privatization and the additional opportunities that students are presented with to study at home or closer to home (Hazelkorn, 2009a, 2009b; Olcott, 2010).

Higher Education within the Context of the GCC

The global trends of massification and privatization of higher education are as relevant to the GCC region as they are any other area of the world. As documented by the 2008 World Bank report (Galal & Bank, 2008), from the 1960s forward, GCC countries have invested heavily in education by contributing a higher percentage of GDP toward education and a greater amount of public expenditure per pupil at all levels of education than any other countries included in the study.

Only 50 years ago, literacy levels in the GCC, particularly among the female population, were among the lowest in the world. Beginning with the oil boom in the late 1960s and 1970s, the countries of the GCC (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates) began to make substantial investments in education, both in its physical infrastructure and resources, as well as in the required labor and programming. As outlined in the 2008 World Bank report, “The Road not

Traveled,” (Galal & Bank, 2008) the MENA region saw phenomenal progress in access to education at all levels and for both genders at unprecedented rates, never seen before in the developing world.

Demand for higher education in the GCC continues to experience unprecedented growth. The 2009 UNESCO Education for All Global Monitoring report (Varghese, 2009) documents that regional participation in higher education increased by 36% between 1999 and 2006. Similar growth rates are expected to continue as all GCC countries have large populations of children and young adults.

Privatization of higher education in the GCC, which began in the 1990s, emerged primarily in response to the unprecedented growth in demand for higher education fueled by social and demographic change, most notably, increased access for female students, and failing public institutions stretched far beyond their capacity to absorb local demand.

Despite remarkable progress made toward increasing access to higher education and improving literacy rates, systemic problems still remain related to quality of education and the ability to respond to the demands of the job market (de Boer & Turner, 2007; Galal & Bank, 2008; Schwab & Sala-i-Martin, 2011). The expansion of higher education within the GCC was largely accommodated by public-sector employment that was characterized by inflated wages and not by a dynamic private sector (Galal & Bank, 2008). The World Economic Forum’s 2011-12 Competitiveness Report (Schwab, 2010) reiterates many of the findings of the World Bank report (Galal & Bank, 2008) three years prior, mainly, that educational institutions have failed to meet the standards of other developed countries and to prepare their graduates for a competitive, dynamic, and global economy.

Ghabra (2010) argues that students who have earned degrees from institutions with “Arab curriculum” will not be prepared with the competencies needed for employment in the private sector in most countries in the region. Accordingly, cross-border education in the GCC responds not only to capacity limitations, but also to the inadequacy of public university education/Arab curriculum, which places little emphasis on career preparation and critical thinking (Ghabra, 2010; Ghabra & Arnold, 2007; Miller-Idriss & Hanauer, 2011; Romani, 2008).

During previous decades, GCC countries relied, in part, upon IHEs overseas, largely in the U.S. and Western Europe, to meet the higher education demand of its citizenry (Rupp, 2009). GCC countries have sent significant numbers of students abroad to pursue their university studies and provided generous scholarships and support allowances. For many years, scholarship programs for foreign study provided a solution to the limitations of public universities. This tentative solution, however, has always had its share of critics, particularly from a growing segment of religious conservatives who hold the opinion that GCC countries should not be reliant on the West to educate their youngest and future generations and that more GCC students should receive their education within an Islamic environment (G-Mrabet, 2010). Growing regional conservatism and the increase in the number of female students have further fueled the demand for in-country higher education programs and delivery. Female students, who constitute a large, if not majority, percentage of the recent growth in higher education demand in the GCC, are much less likely to have the option of study abroad due to cultural and familial restrictions (Miller-Idriss & Hanauer, 2011; Romani, 2008).

Finally, the impact of tighter immigration restrictions in the U.S. on students from

the Middle East as a result of the September 11th attacks has also contributed, albeit temporarily, to the increasing numbers of GCC students looking for university options closer to home (Altbach, 2004b; Larsen et al., 2004; Miller-Idriss & Hanauer, 2011; Romani, 2008).

The economic liberalization of the higher education sector in the GCC is further motivated by GCC initiatives to nationalize its labor force and address high unemployment rates of nationals (Randeree, 2012). Oil fortunes in the GCC countries, all led by hereditary monarchies, led to the creation of tax-free, welfare state systems in which oil revenues are redistributed to their citizenry through free health care and education, food subsidies, highly subsidized gas and utility rates, generous allowances encouraging marriage and childbearing, inflated salaries for public-sector employees, and guarantees of full employment for all citizens. The stability of these monarchies has rested on the social contract with their citizenries that guarantees extensive safety nets (Bahgat, 1999).

In part, as a consequence of this overwhelming economic security, GCC nationals have demonstrated disinterest and low levels of motivation to work, primarily in the private sector (Gauntlett, 2005; Samman, 2003). As stated by Barwind et al. (2010), “Expansive social safety nets, hide-bound cultural values, and government job perks have blunted the potential impact of education” (p.18). The vast majority of nationals prefer public-sector employment because of minimal working hours, high job security, and low performance expectations (Salih, 2010). In the most extreme case, citizens of the UAE hold less than 1% of the approximately two million private-sector jobs (Barwind et al., 2010). With oil and gas reserves expected to decline significantly over the course of the

next 50 years (Rupp, 2009), governments in the GCC cannot indefinitely support public employment of country nationals with inflated salaries and minimal output, nor can they afford to rely on expatriate workers.

The dilemma of high unemployment levels among one of the world's youngest and fastest growing populations remains one of the most serious challenges faced by the countries of the GCC (de Boer & Turner, 2007; Dhillon, 2008; Wheeler, 2002). This problem is most acute among university graduates, with unemployment rates as high as 43% in Saudi Arabia (Schwab & Sala-i-Martin, 2011). Exacerbating this problem is the nature of the labor market in the GCC. Unlike most countries that institute strict immigration policies to protect jobs for citizens, GCC countries have extremely flexible immigration policies that allow for vast numbers of expatriate workers to assume the majority of private-sector jobs (de Boer & Turner, 2007; Kapiszewski, 2000). de Boer and Turner (2007) further state that policies that have prioritized cheap labor over investment in building domestic human capital further exacerbate regional problems of unemployment.

Not only are GCC governments concerned about employment rates of young nationals, but they are also keen to preserve Arabic heritage and tradition and minimize Western encroachment on local culture (Bahgat, 1999; Miller-Idriss & Hanauer, 2011). As G-Mrabet (2010) states, "In the process of development and modernization, they (GCC governments) have realized that in order to limit the erosion of traditional culture, they need to prepare their own citizens to run the business of their country and stop relying on foreign professionals and experts" (p. 47). Until now, this has not happened, and absent strict, government-imposed quotas and fines, many private companies prefer

expatriate labor because of nationals' lower skill levels and higher wage demands.

Unlike their expatriate counterparts, GCC citizens too often consider a college degree to be a rite of passage and a ticket to managerial or top-level positions and are seldom interested in starting with entry-level positions (Barwind et al., 2010; "Gulf citizen, no qualifications, seeks well-paid job," 1997; Salih, 2010; Wildavsky, 2010).

Each one of the GCC countries is pushing initiatives to encourage private-sector employment among nationals and to reduce reliance on highly skilled expatriate workers (Samman, 2003). Most agendas involve a two-pronged stick and carrot approach in which GCC countries offer extra allowances, or monthly cash payments, to nationals to make private-sector employment more attractive, while also attempting to increase employment opportunities for university graduates by enforcing strict quotas on private companies in terms of its overall percentage of national hires (Bahgat, 1999; Kapiszewski, 2000). Governments have the ability to impose fees or penalties on companies that violate the quotas.

Since privatization of higher education took hold in the GCC less than a decade ago, hundreds of new institutions have sprouted up to service the local populations. Over 40 branch campuses emerged in UAE's Knowledge Village and Qatar's Education City, while over 100 new institutions have been established in Saudi Arabia, including the most ambitious and well-financed, King Abdullah University of Science & Technology (KAUST) with an endowment of \$10 billion from the Saudi royal family (Romani, 2008; Wildavsky, 2010).

Branch campuses, twinning programs, and other forms of partnerships with U.S. and other Western-based IHEs offer GCC countries and their students the benefits of a

Western-style education with all the conveniences of home. Among these perceived benefits of Western-style education is a shift away from the traditional pedagogies commonly employed in public IHEs in the region:

The primary benefit of adopting Western-style education and best practices in the Arabian Gulf is to help produce a qualitative shift in the learning styles of the students- to steer them away from rote memory as the sole tool of learning and to encourage them to become self-reliant, independent thinkers. The goal is to provide students with the analytical skills they need to make their own decisions, enabling them to become lifelong learners who are capable of contributing to their societies and communities. (G-Mrabet, 2010, p. 48)

The recruitment of U.S. faculty and administrators has played an essential part in GCC strategies to adopt such pedagogies modeled on U.S.-style higher education (Rupp, 2009). U.S. faculty are generally regarded as being approachable, engaging, and experienced, while administrative counterparts are also sought after to manage recruitment efforts and implement Western-inspired organizational management structures and processes (French, 2010).

Private IHEs, along with the rest of the private sector, have been instrumental in raising private-sector employment levels among GCC nationals as mandated by their respective governments. Ghabra (2010) states, “A graduate of an Arab curriculum will have difficulty entering the private sector in most countries in the region” (p. 21). Proficiency in English, the usual language of instruction at most private IHEs in the GCC, is one of the competencies often required by private companies, especially in GCC countries with large English-speaking expatriate communities (Kapiszewski, 2000). Furthermore, private university staff and faculty, particularly those of business colleges and departments, have forged close working relationships with local business communities and are well attuned to the skills and competencies desired by local

businesses in university graduates (Wilkins, 2011). Private university staff and faculty actively seek internship opportunities for their students, organize regular job fairs on campus, establish career centers, and engage leaders in the business community on questions related to the job market (Wilkins, 2011). Such practices are relatively new to the GCC context where the traditional job search is much more reliant on personal connections and social status (Salih, 2010). In this regard, U.S. faculty and administrators have played an important role in inspiring innovative approaches and practices related to student, career, and alumni services at newly established private universities in the GCC.

Finally, consumerism among students and parents is another force to be reckoned with (Altbach et al., 2009; Rhoades, 2008; Scott, 2009) as private IHEs are expected to deliver an educational experience that is comparable in quality to that of one received in the U.S. The presence of U.S. faculty and administrators is often considered to be advantageous in terms of attracting prospective students to a private university. U.S. faculty and administrators lend credibility to newly created private universities in terms of their accumulated experience with the U.S. model of higher education and research and work experience at well-known universities (and companies for Business faculty) in the U.S. (Wilson, 2009a). As native English speakers, they are essential for establishing and operating English as a second language (ESL) programs and teaching other English-instructed content courses. Consequently, the private IHEs that have emerged in the GCC over the course of the past decade are arguably better positioned both to meet the demands of the local population and to prepare GCC nationals to work in their respective private sectors and compete in a global economy.

Academic Capitalism and the Changing Nature of the Academic Profession in the U.S.

The guiding premise of this section is that international mobility among U.S. faculty, or their decision to consider expatriation, may be affected by the real and perceived changes to the academic profession in the U.S., many of which are considered to be negative.

As higher education institutions around the globe respond to major structural developments, they are, simultaneously, redefining the nature of the academic profession (Altbach et al., 2009; Enders & De Weert, 2009; Gappa, Austin, & Trice, 2007). According to Enders and De Weert (2009), the following trends are driving this transformation of academic life: massification, changing characteristics and expectations of students, financial pressures (mainly, the loss of public funding), increased accountability and quality assessments, privatization of higher education, growth in university-industry links, new governance models and managerial powers in higher education, ICTs and new forms of educational delivery, and internationalization and globalization processes.

Within U.S. academe, there has been a clear paradigm shift toward market principles and corporate managerialism that is reflective of neoliberal policies guiding the world economy (Rhoades & Slaughter, 2004). In the U.S., the academic profession, long characterized by tenure-track positions in which professors are dedicated full time to scholarly research, teaching and advising, and institutional service, is quickly becoming a thing of the past. Altbach (2006) declares that the “golden age” of the professoriate, characterized by “institutional expansion, increased autonomy, availability of research

funds, and growing prestige and salaries...has come to an end” (p. 147). Rice (2004) argues that this shift in the academic profession is likely a permanent adjustment to a new economic reality.

Several factors are considered to contribute to the deterioration of the academic profession in the U.S., including an emphasis on accommodating expanding enrollments leading to an overall decline in academic qualifications of academics (Altbach et al., 2009; Schuster & Finkelstein, 2007; Gappa et al., 2007); employment of part-time or adjunct instructors to both accommodate enrollments and reduce costs (Gappa et al., 2007; Rhoades & Slaughter, 2004); Schuster & Finkelstein, 2007); a significant decrease in the number of tenure-track positions for faculty and their replacement with full-time, fixed-contract positions (Bok, 2003; Finkelstein et al., 2009; Gappa et al., 2007; Slaughter & Rhoades, 2004); greater demands on the part of faculty in terms of accountability for documented student learning (Altbach, 2006); and a loss of autonomy and authority in university governance matters (Finkelstein et al., 2009; Rhoades & Slaughter, 2004; Schuster & Finkelstein, 2007).

Altbach et al. (2009) refer to the “rise of the part-time profession, the predominate trend or hiring part-time, adjunct or “contingent” faculty who are paid low wages per course, offered little to no benefits, and do not participate in university governance. Approximately 60% of today’s faculty members are in full and part-time appointments outside the tenure system (Finkelstein et al., 2009; Gappa et al., 2007; Schuster & Finkelstein, 2007). According to Altbach et al. (2009), only half of newly hired academics in the U.S. are hired as full-time, tenure-track professors.

There are numerous concerns regarding the replacement of full-time tenure-track

faculty with part-time, contract faculty. Part-time faculty typically have lower qualifications and less experience than their full-time counterparts (Altbach et al., 2009; Hanley, 2005; Plater, 2008). Part-time faculty members often hold full-time positions outside of their teaching roles or have multiple teaching positions at different institutions (Rhoades et al., 2008). Because of their multiple commitments and untenable contractual relationship, they are less dedicated to both their institutions and students and play no role in their institution's governance (Altbach, 2006; Altbach et al., 2009).

Much of the research conducted on the changing face of U.S. academe has used the framework of academic capitalism. Academic capitalism is widely referred to as “the involvement of colleges and faculty in market-like behaviors” (Rhoades & Slaughter, 2004). As demand for higher education has increased significantly during the past three decades, public funding has steadily waned, leaving most public universities to search for their own sources of additional funding. Slaughter and Leslie (2001) describe these market-like behaviors to include faculty and institutional competition for resources, such as external grants, contracts, endowment funds, partnerships with industry, student tuition and fees, knowledge production (commercialization of work performed by faculty in the form of patents or copyrighted material), and other revenue-generating activities. According to Rhoades and Slaughter (2004) and Bok (2003), not only are faculty increasingly engaged in revenue-generating activities, but their value to the institution is also often measured by their success with them. Altbach (2008) has written extensively on the same phenomenon, which he refers to as “the privatization of public universities.” According to Altbach (2008), there has been a shift in focus at public universities from traditional roles and responsibilities centered on teaching and research to those centered

on income-generating activities.

Other non-financial perks of the profession, mainly faculty autonomy and control over teaching and research, have also diminished at many higher education institutions as they adopt more corporate models of governance and accountability structures (Bok, 2003; Rhoades, 2005; Scott, 2000). The growing use of corporate and market approaches to university governance and leadership, sometimes referred to as corporate managerialism, is a development often poorly regarded by faculty members (Bok, 2003; Finkelstein & Cummings, 2008; Hanley, 2005; Rhoades et al., 2008).

University administrators are increasingly recruited from corporate management career paths, bringing their new management structures with them for implementation at U.S. universities. These “managerial professionals” (Rhoades & Slaughter, 2004; Rhoades, 2005) are hired to administer university affairs and experiment with management techniques taken from the corporate world (Hanley, 2005). As part of these new structures, faculty are often subject to frequent performance evaluations and other forms of oversight over their productivity and efficiency. Evaluation of academic work is increasingly focused on quantitative business-driven methods such as the number of publications or citations achieved by individual faculty members or departments (Bok, 2003; Kim, 2009b; Rhoades, 2005). Deem (2001) also concludes that faculty members are increasingly removed from decision-making on campus. Strategic academic decisions are increasingly made by administrators for the sake of efficiency and at the expense of shared governance (Bok, 2003; Rhoades et al., 2008). Such decisions are often based on short-term market indicators, such as profitability margins associated with online or introductory courses, rather than educational considerations and protection of

quality academic programs (Rhoades & Slaughter, 2004).

Bok (2003) argues that government cutbacks do not provide an adequate explanation for increased commercialization of higher education and points instead to the university's insatiable demand for resources to fund new programs, technologies, and resources that are needed to improve institutional rank and reputation.

Finally, faculty of humanities and liberal arts disciplines are increasingly threatened with harmful cutbacks to their programs (Hanley, 2005). As institutions are reorganized to respond to the demands of the higher education market, such programs are dropped or lose funding to those deemed to have more market potential, normally in the business and technology disciplines (Hanley, 2005; Rhoades, 2005). Competition for full-time positions in the liberal arts and humanities is fierce (Altbach, 2006), while universities increasingly hire more business faculty and pay them higher salaries to attract them from the private sector to academia (Bok, 2003).

U.S. Faculty Attitudes toward Internationalization

Ironically, despite the changing nature of the academic profession, both the 1992 international survey of the academic profession conducted by the Carnegie Foundation for the Advancement of Teaching (Haas, 1996) and the 2008 Changing Academic Profession (CAP) survey (Cummings, 2008) reported overall high levels of satisfaction among faculty, with senior faculty (hired prior to 2000) reporting the greatest levels of skepticism about the future of the profession.

The CAP survey (Cummings, 2008) found that a growing percentage of new faculty hires (since 2000) are female and are employed with fixed-term contracts. This group of new faculty was less likely to detect a deterioration of working conditions

within the academic profession. Gappa (2008) suggests that the growing cohort of female faculty may be more at ease with non-tenured positions that provide more flexibility for child-bearing and child-rearing responsibilities.

In both surveys, an overwhelming majority of U.S. faculty expressed interest in international opportunities for faculty exchange and teaching abroad, as well as institutional support for such initiatives (LeBeau, 2010; Stohl, 2007), yet, U.S. faculty were still found to be the least mobile, the least engaged internationally, and the least interested in participating in research collaboration with international partners (Altbach, 1996; Cummings & Finkelstein, 2008). Citing the results of the 1992 Carnegie study, Altbach (2006) states the “American scholars and scientists remain remarkably insular in their attitudes and activities” (p. 163). Results from the 2008 Changing Academic Profession (W. S. Cummings, 2008) further support this claim by showing that new cohorts of U.S. faculty, hired after 2000, were found to be less global in research and teaching than their international counterparts and equally insular as U.S. faculty hired prior to 2000.

Other authors and studies have stressed the importance of engaging faculty in the internationalization process and providing more institutional support for faculty to conduct research or teach abroad, particularly early in their careers (Finkelstein, Walker, & Chen, 2007; LeBeau, 2010). Such authors argue that faculty with previous experience abroad are more supportive of the internationalization process and more likely to incorporate an international component into their teaching (LeBeau, 2010; Stohl, 2007).

In a more recent survey of American faculty conducted by the *Chronicle of Higher Education* (Wilson, 2009a), a majority of participants stated they had considered

employment abroad. However, only a small percentage reported actively seeking a long-term position outside of the U.S., and only 9% reported working at a foreign institution for a year or longer. The *Chronicle* survey (Wilson, 2009a) concluded that younger academics were more interested in international opportunities and more willing to take the risk of following a non-traditional academic career path. Respondents cited personal reasons (the desire to travel and live in a foreign culture) as being more influential in a potential decision to work abroad than professional ones. Connections to family and friends at home were the most commonly cited deterrent from pursuing international academic posts. Finally, the survey results indicated that foreign institutions most keen on recruiting American academics are situated in parts of the world, mainly the Middle and Far East, that are of least interest to the potential recruits.

Despite low levels of international engagement among U.S. faculty, there are indications that the trend is changing. The *Chronicle* survey (Wilson, 2009b) reports that attitudes toward traditional tenure-track careers appear to be changing. Faced with the reality of hiring freezes and cutbacks at many universities, younger faculty are more willing to follow non-traditional academic career paths (Wilson, 2009b). This sentiment is echoed by Altbach et al. (2009) who predict that the academic profession will become “more internationally oriented and mobile” (p. xix) as a result of the changing environment with U.S. academe.

Migration, Mobility, and Labor Migration

Transnational mobility of academic professionals has been facilitated by advances in information and communication technologies (ICTs), as well as the ease of international travel. Furthermore, internationalization and cross-border education trends

have provided professional opportunities and motivations for many U.S. academics to seek or accept temporary or long-term positions overseas.

While mobility is a term used to describe movement of students and faculty for varying lengths of time, much of the literature relevant to this study uses the term migration. Migration, as defined by Lee (1966) is “a permanent or semi-permanent change of residence. No restriction is placed upon the distance of the move or upon the voluntary or involuntary nature of the act, and no distinction is made between external and internal migration” (p. 49). Another definition is offered by Hagen-Zanker (2008), “Migration is the temporary or permanent move of individuals or groups of people from one geographic location to another for various reasons ranging from better employment possibilities to persecution” (p. 4).

Early migration theory was primarily based on economic rationale and rational decision-making. Ernest-George Ravenstein, regarded as the father of migration theory, wrote *The Laws of Migration* (1885-89), which is the first example of neoclassical economic migration theory. Ravenstein (1885) argues that most migration is based on rational decision-making and economic opportunities and the natural “desire inherent in most men to better themselves in material respects” (p. 286).

Several versions of migration theory centered on neoclassical economics took shape in the 1960s. These theories are based on common tenets, including rational decision-making, cost-benefit analysis, wage differentials, utility maximization, expected net returns, and macro or structural determinants (Arango, 2000).

Everett Lee’s *Theory of Migration* (1966) offers a simple model for understanding a migrant’s decision-making process, which includes the following four factors: 1)

factors associated with the area of origin; 2) factors associated with the area of destination; 3) intervening obstacles; and 4) personal factors (p. 50). As Lee states, each area has both advantages and disadvantages (push-pull factors) as represented in the chart below as + and – signs. The “o” symbols represent additional factors to which individuals are indifferent. Figure depicts the push and pull factors, represented by plus and minus signs, both at home (place of origin) and at the targeted location (destination). In between is the friction of “intervening obstacles” characterized by little hurdles in between. Figure 2 is adapted from Lee's (1966) “Origin and Destination Factors and Intervening Obstacles in Migration” (p.50).

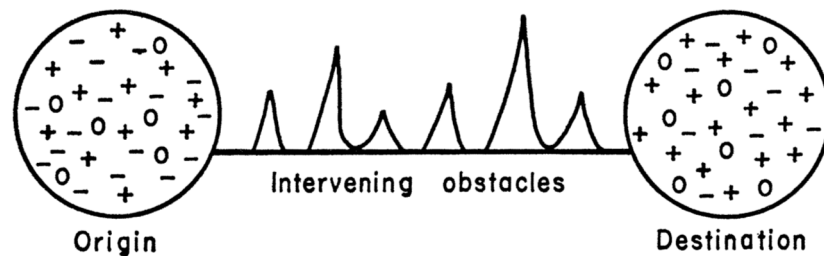


Figure 2 Lee’s Origin and Destination Factors and Intervening Obstacles in Migration

According to Lee (1966), a decision to migrate involves more than a simple cost-benefit analysis in which one side clearly offers more advantages. Lee (1966) states, “The balance in favor of the move must be enough to overcome the natural inertia which always exists” (p. 51), and, therefore, migration is never a completely rational decision. Assigning weight to each factor under consideration is a subjective process and, therefore, unique to each individual. It is also largely dependent on the individual’s age, gender, education level, social class, and family ties. Lee (1966) gives examples of

certain periods of the life cycle during which migration is less desirable, mainly during the years of childrearing or responsibilities toward the care of other dependent, and also notes that individuals' personalities, specifically their acceptance or resistance of change, also play a role in the decision to migrate. Lee predicts that improved communication, technology and transportation will all facilitate migration flows.

Finally, Lee (1966) theorizes that migrants are either positively or negatively selected. That is, they are either responding primarily to the advantages associated with the area of destination and pull factors (attractive job opportunity, better living conditions, etc.), or they are responding primarily to the disadvantages, or push factors, associated with their area of origin (unemployment, political or religious persecution, etc.).

The neoclassical economic theory of migration is a variation of Lee's (1966) push-pull schema that focuses on the differences in wages and employment conditions between countries while factoring in costs of migration. Most neoclassical theories approached migration as an individual decision based on a cost-benefit calculation or maximization of profits.

Human capital literature within migration theory emphasizes the lure of attractive jobs and opportunities as the primary motivating factor for immigration. Introduced by T. W. Schultz (1961) and Sjaastad (1962), human capital theory explains migration as a result of the disequilibrium between the earning potential at home and the earning potential offered in the destination country or location and takes into account all costs related to the physical relocation. The central theme of this approach is that migration decisions are based on the opportunity for professional advancement or higher earnings.

Sjaastad (1962) addresses the importance of non-money considerations, including opportunity costs and “psychic” costs, mainly the loss of familiar surroundings, family, and friends. Human capital theory predicts that mobility will increase in function with skill and education level and decrease over the span of one’s life. Young people are more likely to migrate and recover the costs associated with immigration over the course of a long working life (Bodenhöfer, 1967; T. Schultz, 1962). This aspect of human capital theory is outdated as it neglects to explain mobility patterns of older professionals, even retirees, who decide to spend the latter years of their career in a position or series of positions abroad.

Becker’s (1962) contribution to human capital theory links migration decisions to investments made in education or other experiences from which an individual can profit over the long run. Becker refers to *transaction costs* as the indirect costs or drawbacks associated with a decision to migrate, such as cultural difference. According to Becker (1962), migration is mainly beneficial to young people as they have many years of employment ahead of them to recover investments in education. This is a limitation to explaining current mobility trends among U.S. professors and academics that make decisions to work abroad for one or more years close to or even after retirement age.

Another important concept related to human capital theory is place utility or location-specific capital (Brown & Moore, 1970; Wolpert, 1965). Place utility suggests that human capital cannot be easily transferred from one location to another and that individuals’ mobility is restricted because their knowledge and skills lose value outside of their own immediate environment. Given the emergence of English as a *lingua franca* and the reverence for the U.S. higher education model in the GCC, this concept is not

particularly relevant to U.S. academics recruited to work at universities in the GCC.

Limitations of Neoclassical Economic Migration Theory

As stated by Massey et al. (1993):

Migration is too diverse and multifaceted to be explained by a single theory. Efforts at theory-building should rather be evaluated by their potential to guide research and provide cogent hypotheses to be tested against empirical evidence, and by their contribution to a better understanding of specific facets, dimensions and processes of migration. (p. 283)

In their 1993 review of international migration theory, Massey et al. (1993) make a similar argument that “at present, there is no single, coherent theory of international migration, only a fragmented set of theories that have developed largely in isolation from one another, sometimes but not always segmented by disciplinary boundaries” (p. 432).

Arango (2000) argues that the “demise” of neoclassical explanation of migration is due to both its intrinsic limitations and, perhaps more importantly, the increasing complexity that has characterized international migration movements from the 1970s forward. Among these limitations, Arango includes the exclusion of a political dimension, legal barriers to the movement of labor, and costs of cultural adaptation or other non-economic considerations. Furthermore, neoclassical theories do not provide an explanation for the majority of immobile individuals, despite wage differentials, or the varying migration rates and patterns among countries that are structurally similar. Finally, Arango (2000) argues that neoclassical economic theories are limited to explaining labor migration. This criticism supports the use of the neoclassical economic model to specifically examine the migration patterns and motivations of a specific group of workers, following a specific trajectory, as is this case in the current study of U.S. academics in the GCC.

To address some of the shortcomings of neoclassical economic migration theories, Simon (1982) introduced his concept of *bounded rationality*, which states that individuals are not able to make fully rational decisions about migration because they do not have all the information they need. Many times, this information is not obtained until after they have taken action and are living in the new environment. This fact was alluded to by Lee (1966) when he stated, “Knowledge of the area of destination is seldom exact, and indeed some of the advantages and disadvantages of an area can only be perceived by living there” (p. 50).

One of the assumptions of neoclassical economic theory is that international migration flows occur in response to a wage differential while taking migration costs into account and those such flows should cease when this wage differential no longer exists. As Massey et al. (1993) posit, any evidence of international migration absent a wage differential, of which examples abound, is evidence of the shortcomings of neoclassical economic theory.

Another limitation of neoclassical economic theory is its disregard of restrictions to mobility that frame the individual decision-making process. Clark (2006) argues that the neoclassical economic approach does not account for immigration restrictions and incorrectly assumes free movement across borders.

Possibly the most significant critique of neoclassical migration theories is the lack of importance they place on non-economic factors that persuade individuals to migrate. While many of the earliest authors of migration theories (1950-1980s) focused on individual motivations for migration, more recent contributions to the literature incorporate connections between micro and macro levels and have included a more in-

depth consideration of non-economic factors. Recent studies have determined that non-economic factors such as family reunification, political instability, etc. are much more critical to the majority of migrants (Hugo, 2005).

Other Relevant Migration Theories

The New Economics of Labor Migration movement (Mincer & Polachek, 1978; Sandell, 1977; Stark & Bloom, 1985; Stark & Levhari, 1982) evolved in the late 1970s and through the 1980s as a response to some of the limitations of neoclassical economic theories. The key contribution of this approach is its consideration of migration as a household decision or family strategy, as opposed to a decision made by an individual actor. In summary, the contribution of these researchers to migration theory has been the consideration of family influences on migration decisions, as well as the influence of the perceived collective benefit to all individuals affected by the decision.

The consideration of language, religion, and other cultural differences in the host destination is minimized as part of the decision-making process to migrate. De Jong and Fawcett's (1981) model of value expectation theory proposes that an individual's decision to migrate is based on the maximization of expected utilities, including wealth, status, comfort, affiliation, etc. This theory accounts for several non-economic factors that contribute to expected utility, such as social and cultural norms in the targeted destination, personality characteristics, and consideration of family.

Wallerstein's (1974) world-system theory of migration provides a macro explanation of migration based on the restructuring of global capitalism. According to Wallerstein, due to the nature of capitalism, there will always be inequality among countries in terms of economic development. Consequently, these inequalities will create

an international division of labor that will determine migration flows. He uses the following categories to classify countries and define the role they will play in the global economy: core, semi-periphery, periphery, and external. This theory is useful for considering, in very broad terms, the ways in which the expansion of global capitalism has affected mobility patterns. Ultimately, however, it has too many limitations to adequately account for complex contemporary mobility. The theory has little to say about cultural and political motivations behind migration decisions, nor does it consider migration or mobility as a result of an individual or household decision.

van der Velde and van Naerssen (2011) propose that more attention should be paid to the factors restricting or discouraging migration since the vast majority of the population is immobile. As noted by van der Velde and van Naerssen (2011), a small minority of the worldwide population, approximately 3%, makes the decision to move and work abroad. They propose the consideration of *repel factors*, factors that inhibit mobility, as an addition to Straubhaar's (1986) *keep factors*, which encourage individuals to stay where they are. Both additions are an extension of the rational decision-making process in which individuals are engaged vis-à-vis decisions concerning mobility or opportunities abroad.

Hagen-Zanker (2008) categorizes migration theories by one of three levels of analysis: micro, meso, and macro, and further differentiates theories by either initiation or perpetuation of migration, a distinction established by Massey (1990) in his social network theory.

Haug (2008) argues that an interdisciplinary approach to migration theory, drawing from both sociology and economics, is more realistic than individualistic

decision models. She identifies rational choice theory as combining both a micro-macro link and individual decision-making based on a cost-benefit analysis. Hagen-Zanker (2008) and Haug (2008) also emphasize a holistic approach to migration decisions drawing from several disciplines.

Traditional immigration theory is further challenged by globalization trends and what some authors (Schiller, Basch, & Blanc, 1995; Vertovec, 1999) refer to as *transnationalism* (Wong, 1997). The term “transnationalism” has evolved as a concept to address the limitations of current immigration theory, which reduced the migrant experience to a permanent relocation from a point of origin to a final destination. As argued by Schiller et al. (1995), the diverse and complex movement of people today in response to the demands of a global economy no longer can be explained in such simplistic terms. Unlike traditional migration literature, transnationalism explores the nature of migrants’ attachments to family, home communities, and societies as opposed to emphasizing adaptation and/or alienation experienced in the host culture.

Furthermore, the transnationalist approach considers how advances in information and communication technology, air travel, and other global developments have enhanced and intensified migrants’ connections to their families, home communities, traditions, and customs (Vertovec, 1999).

Vertovec’s (2002) work centers on the importance of networks among highly skilled labor migrants of all professions. He states that mobility is a more accurate term than migration to describe contemporary patterns of highly skilled labor that are mainly temporary, short-term, and, often, transnational in nature. As Wong (1997) concludes, “The current terminology, concepts, and theoretical perspectives used in social theories

of migration need to be reformulated and redefined” (p. 333).

Another study by D. Hoffman (2009), conducted at an HEI in Finland, examined faculty views on academic mobility in the 21st century. Hoffman distinguishes types of conventional and emerging modes of academic mobility and contrasts academic mobility with international migration. Hoffman argues that inadequate conceptual framing within the discussion of academic mobility blurs different modes of mobility and the relationships between them.

In conclusion, most contemporary authors on international migration agree that patterns of international migration are in a state of flux and that no single explanatory framework exists that can provide an adequate explanation for the multiple types and manifestations of transnational mobility. As Kim (2009b) notes, “It is the forces of change and the patterns of mobility which are of interest—not just the mobilities themselves” (p. 388).

Academic Mobility

Much of the literature on highly skilled migration during previous decades, including academic mobility, has centered on “sending” and “receiving” countries, as well as South to North trajectories, from the developing to the developed world, a phenomenon often referred to as *brain drain*. According to Teferra (2005), brain drain, the loss of a developing country’s brightest individuals to more attractive opportunities in the developed world, is a term that is mostly outdated, especially in the context of an interconnected world. New terminology, such as talent migration, brain circulation, or knowledge diaspora, more appropriately reflects the current reality of scholars living and working outside of their home countries. Very few scholar migrants remain completely

disconnected from their country of origin and most remain in contact via the internet, visits, collaborative research, or other forms of cooperation (Altbach, 2004b).

Kurka (2007) argues that knowledge “spillovers,” via mobility of highly skilled workers, are a growing international trend and manifestation of globalization. Kurka characterizes contemporary mobility patterns as multidirectional, circular, short-term, or temporary in nature and argues that terms such as brain drain, brain gain, and migration are less relevant in the current context.

Similarly, Wong (1997) considers the term *diaspora*, a permanent break from one’s homeland, to be outdated in the current global society. For Wong, contemporary diasporas are no longer permanent or unidirectional, but instead can encompass sojourns in multiple countries, multidirectional or circular movement, and return migration.

Research on expatriate academics falls within the context of current discussions on the mobility of highly skilled knowledge workers. As part of their internationalization goals, universities, just as corporations, have become increasingly global in their operations. International branch campuses have facilitated the mobility of academics abroad for both short and long-term sojourns, while other academics have sought out professional opportunities abroad independently. Overall, more U.S. academics, albeit still a minority, are pursuing opportunities abroad (Altbach et al., 2009; Wildavsky, 2010; Wilson, 2009a).

Several authors have noted that while North-North and South-North migration trajectories continue to constitute the majority of academic mobility, mobility patterns are increasingly diverse and complex (Altbach, 2004b; Altbach et al., 2009; Agarwal, Said, Schoole, Sirozi & de Wit, 2008; Mahroum, 2000; Wildavsky, 2010); and exceptions to

this rule are progressively more common (Harriss & Osella, 2010). For example, growing numbers of scholars, particularly those from China, India, and other Asian countries, return home after completing their graduate studies (O'Hara et al., 2009; Rizvi, 2005). Welch's (2008) research documents changes in the traditional South to North pattern of academic mobility with growing numbers of both students and faculty studying and teaching at IHEs in Asia. Altbach et al. (2009) also cite emergent trajectories of academic mobility, pointing specifically to the Gulf countries and Singapore, as effective recruiters of Western academics.

Several authors have examined historical patterns of academic mobility (Altbach, 2004b; Harriss & Osella, 2010; Kim, 2009b; O'Hara et al., 2009; A. R. Welch, 1997) as part of their analysis of contemporary academic mobility. Cited examples of historic occurrences of academic mobility include transnational communities of scholars among ancient Islamic and medieval European universities (Altbach, 2004b; Kim, 2009a; A. R. Welch, 1997); academic expatriates in overseas colonies (Altbach, 2004b; Kim, 2009b); the exodus of Jewish scholars during the 20th century, particularly from Nazi Germany (Kim, 2009b); partnerships with philanthropic organizations (Ford Foundation, Fulbright) during the cold war period; and decades of "brain drain" from developing countries toward the developed countries, primarily the U.S..

A. Welch (2005b) and A. Welch et al. (2008) also provides a historical background of academic mobility that challenges common misunderstandings that such movement is a recent phenomenon. Instead, he argues that contemporary academic mobility has become more visible and widespread due to the internationalization of academic staff, particularly Anglophones, and documents that English-speaking

countries, primarily the U.S. and the U.K., have been the largest exporters of academic labor. His research examines the effect of gender, discipline of study, and other qualitative distinctions on academic mobility. Finally, A. Welch et al. (2008) points to the commoditization of education, “economism,” and the surge in the creation of offshore programs as an explanation for how the nature of academic mobility has changed and intensified in recent years.

In myriad ways, globalization has had a profound impact on higher education, and academic mobility is one manifestation of that trend. Global competition is intensifying for the world’s brightest and most highly trained professionals in all disciplines, including academe. Internationally recruited academic staff now comprise a significant part of the academic labor market (Universities UK, 2007). In today’s global academic marketplace, academic careers will increasingly transcend national borders and follow complex routes (Altbach, 2004b; Kim, 2009b; Pike & Dowdall, 2011; Richardson & McKenna, 2003). O’Hara et al. (2009); Vertovec (2002) predict that mobility of scholars and other highly skilled workers will be increasingly multidirectional.

Unlike the mobility patterns of international students, the global movement of academics is frequently cited as a growing trend about which little is known (Altbach et al., 2009; Kim, 2009b; Miller-Idriss & Hanauer, 2011) Contemporary academic mobility, as Kim (2009a) notes is unique from past patterns because of the spontaneity of mobile individuals and the institutional networks of universities in the global academic marketplace. Kim (2009b) points to significant gaps in the research on contemporary academic mobility flows:

There have been no full-scale (or in-depth) specific investigations on the international/transnational mobility of 'university academics' and the recent changes in academic staffing along with national higher education policies on 'internationalization'. Apart from the foreign manager-academics who receive media attention, little is known about foreign academics' lived experiences. (p. 400)

O'Hara et al. (2009) also argues that current research is often limited to capturing scholars who are affiliated with a host university or research institution in their destination. While these studies are necessary and contribute to the overall understanding of academic mobility, they comprise only a minority of the academics working abroad. Such studies fail to account for individuals who follow scholarly pursuits independent of institutional support or large numbers of adjunct faculty who move positions from one location to another.

Many of the academics working at international institutions are independent actors and are difficult to track. Richardson and McKenna (2003) refer to this group as self-directed or self-initiated expatriates. Furthermore, institutions are often keen to protect the privacy of foreign academics at their institutions, and demographic data is not easily obtained due to issues of confidentiality. Richardson and McKenna (2003) cited matters of confidentiality as one of the primary limitations of the research they conducted on British expatriates in four different countries.

Principal Motivations for Academic Mobility

Several authors have conducted studies to determine the primary motivations and deterrents of academic mobility. There is considerable repetition of the primary forces considered to be facilitating and/or advancing academic mobility trends, including the use of English as a mode of instruction in higher education institutions worldwide,

transportation and communication advances that facilitate travel overseas and connections with colleagues and family, lucrative salaries and attractive benefits packages, the perception of greater job security overseas, and an unfavorable job market at home (Altbach, 2004b; Kim, 2009b).

In a study on the international mobility of highly qualified Austrian professionals, Kurka (2007) summarizes the findings of his literature review of factors motivating the mobility decisions of highly skilled workers. The summary includes 21 categories of mobility factors attributable to “push and pull factors at micro and macro levels; individual and aggregate levels; endogenous or exogenous groups; external barriers or obstacles to migration; intrinsic motives, motivations and goals; as well as personal reasons, attitudes and character traits” (Kurka, 2007, p. 496). Kurka’s (2007) 21 categories are:

- Income and monetary considerations
- Quality of life and standard of living
- Functional and physical environment
- Social environment and lifestyle
- Political reasons and civil conflict
- Working conditions and environment
- Language and culture
- Social networks and ties
- Information and experiences
- Private life and family
- Personal attitudes and individual aspirations
- Personality profile and behaviors
- Age, gender and skills
- Temporality and time considerations
- Career and professional advancement
- Organizational characteristics and strategies
- Employment opportunity and labor market
- Organizational and institutional support
- Immigration policy and legislation
- Government policies, laws and bureaucracy
- Economic opportunities and growth potential

While Kurka's study focuses on the forces influencing highly skill workers in Austria toward mobility decisions, his consideration of multiple facets of transnational mobility decisions and extensive list of push/pull factors can be adapted and used to examine the career trajectories of different groups of professionals of varying nationalities, including U.S. academics. Kurka's research is an important contribution to the literature on mobility and the factors influencing mobility decisions.

Solimano (2008) offers another framework for examining the determinants of talent mobility that includes international differences in earnings and development gaps; non-pecuniary motivations; demand for capital and talent; agglomeration and concentration effects; the impact of technology; linguistic compatibility, networks and socio-cultural affinity; and policy and immigration regimes.

Enders and Teichler (2005) examined short-term academic mobility within the context of the ERASMUS (European Community Action Scheme for the Mobility of University Students) program, a European Union student exchange program established in 1987. The challenges reported by ERASMUS academic staff in accepting short-term teaching abroad positions—family commitments, interruption in teaching/research commitments on home campuses, inadequate financial support, incongruence of curriculum between home/host institutions, and linguistic obstacles—are very close to those described by North American academics (Hamza, 2010).

A 2008 mixed-methods study titled “Evidence on the Main Factors Inhibiting Mobility and Career Development of Researchers”(Cox et al., 2009) reported a wide range of factors inhibiting the mobility decisions of researchers in the European Union, including quality of life issues (accommodation, etc.), career progression, nature of contracts, pay differentials, availability of posts, funding sources, pension and Social Security benefits, and personal relationships (p. 8–9). Child rearing concerns or other familial obligations, for an aging parent for example, were also identified as inhibiting factors, albeit to a lesser degree. One commonly voiced concern was that of a “lack of recognition of, and lesser opportunities for, further career progression directly linked to mobility status” (p. 8). For the 12% of researchers with no interest in mobility, lack of funding was the reason most often cited. For researchers from non-EU countries, obstacles associated with work visas, residency, and the potential to gain citizenship were also influential in their decision-making process.

International Human Resource Management—Expatriate Academics

Within the discipline of international human resources management, there is a

substantial amount of literature on the experiences of expatriate managers who have been sent on an overseas assignment by their employer (Appleton, Morgan, & Sives, 2006). The applicability of the findings of such research on different professional populations, namely expatriate academics, has been called in question (Richardson, 2006; Richardson & McKenna, 2000, 2002). Richardson (2006) argues that some aspects of the working abroad experiences of the two groups, namely cultural adaptation, spouse willingness, and family commitments, are shared. However, expatriate academics, Richardson (2006) posits, are unique in that they are seldom sponsored by a home institution in the way that expatriate managers are. She refers to expatriate academics as “self-directed expatriates” who choose to pursue an international career by their own volition and without institutional sponsorship as opposed to being sent on an overseas assignment by a parent company. This category of expatriate academic would not include faculty and staff working at an international branch campus on a temporary basis or for a predetermined period of time. In another study, McKenna and Richardson (2007) use the term “independent internationally mobile professional” (IIMP) to identify self-directed academic expatriates.

Richardson and McKenna (2006) have conducted extensive research on the subject of expatriate academics based on the results of research conducted with 30 British expatriates living in five different countries. Their research, albeit part of international human resource management literature, is specific to understanding the expatriate experience of academics and academic staff.

Richardson and McKenna (2002) conducted research on the dominant motivations of “self-directed” expatriate academics to work abroad, as well as their

perceptions of the experience. Self-directed expatriates lack institutional sponsorship and have searched independently for employment opportunities abroad. The study used the framework of Osland’s (1990, 1995) work on expatriate managers and the “hero’s adventure” and other metaphors to explain expatriates’ motivations to work abroad like “the expatriate as the explorer, refugee, mercenary, and architect” (p. 67).

Table 1

Osland’s Metaphors

Metaphor for Academic	Motivation to Work Abroad
Explorer	Desire to travel; enhance career with international experience; personal fulfillment and development
Refugee	In search of a better quality of life in another country. Some participants linked this to what they considered to be deteriorating working conditions within British higher education.
Mercenary	Financial incentives and benefits packages; higher salaries abroad
Architect	Career development; career-building activities

Note. Osland’s metaphors are adapted from “Leaving and experiencing: Why academics expatriate and how they experience expatriation” (Richardson & McKenna, 2002).

Richardson and McKenna (2002) conclude that the literature on expatriate experiences is heavily slanted toward corporate executives and that more research is needed on independent, self-directed expatriate groups such as academics. The authors found that the motivations for expatriation were markedly different between expatriate corporate executives and independent self-directed expatriate groups.

In another study, Richardson and McKenna (2003) conducted interviews with 30 British expatriate academics in four different countries to analyze their reasons for working abroad. From their research, they found the most dominant motivation to take an overseas assignment was the opportunity for travel/adventure. The other drivers were

financial incentives, life change/escape, family, and career. Financial incentives were cited as a primary driver more frequently by individuals with assignments in the Middle East. The authors also found that serendipity tended to play a more prominent role in the overseas appointment as opposed to strategic planning or an orchestrated search for a position abroad. In light of the importance of internationalization goals at most British higher education institutions, the majority of the participants reported an expectation that international work experience would have a positive effect on upward career mobility and great marketability in a global academic job market. Still, many expressed concern over risks involved with moving away from a traditional academic career path. A limitation to the research conducted by (Richardson, 2006; Richardson & McKenna, 2002; Richardson & McKenna, 2003, 2006) includes the reliance on a relatively small, convenience sample of 30 British expatriates. It is not clear if the same sample and collected data were used to write their different studies.

Richardson and Zikic (2007) explore this subject in another study on the risks associated with international academic careers. Citing the “new careers” literature (Inkson & Myers, 2003; Myers & Pringle, 2005), Richardson and Zikic (2007) suggest that contemporary careers are more flexible, evolving over several employers, and increasingly international in nature. The authors point to several push-pull factors to explain the growth in academic mobility, including active recruitment by international institutions, the globalization of the North American MBA, the use of English as the *lingua franca*, and deteriorating working conditions at home. Risks associated with international academic careers are outlined, namely the transient nature of such careers due to limited contracts and restrictions from establishing permanent residency or

citizenship, as well as other pressures related to job security abroad, personal relationships and spousal support, and future career mobility as a result of the experience. The latter, concern over employability upon repatriation and the value future employers would place on the international work experience, was of most importance to participants in the early stages of their careers (40 years old and under) .

Richardson's (2006) research found that family members, particularly the spouse, are actively involved in the decision-making processes of self-directed expatriate academics when considering an overseas post. This finding echoes many of the international immigration theories that place increasing importance on the role of families in the migration decision-making process. The probability of a spouse finding acceptable work abroad is frequently cited a primary consideration, both in Richardson's study and many others from the literature on business executives and families abroad (Forster, 1992). Interestingly, Richardson (2006) found that children were not a deterrent to accepting a position abroad and that most families considered a decision to expatriate to enhance and enrich their children's lives and education.

Additional research by Richardson and McKenna (2006) showed that many expatriate academics had the intention of moving to another country to work at the end of their current contract/sojourn instead of returning home. This supports the idea that academic careers will be increasingly complex, multidirectional, and transnational (Altbach, 2004b; Kim, 2009b; O'Hara et al., 2009; Pike & Dowdall, 2011; Vertovec, 2002).

Push-Pull Factors Related to Academic Mobility

Throughout the literature on academic mobility, there are recurring themes or

explanations for what attracts academic expatriates to work overseas and what repels them from their current institution or domestic job market. Pull forces toward the GCC specifically include:

- A scarcity of local academics, and, consequently, a high demand for foreign professors (Chapman et al., 2010; Rupp, 2009);
- Financial incentives (lucrative salaries and tax-free income) and generous benefits packages, including allowances for housing, private education for children, and more (Altbach, 2004b; Richardson & McKenna, 2003).
- Job security (Altbach, 2004b);
- Cultural/heritage ties (for Arab Americans);
- Professional opportunity, such as a high-ranking position or administrative post that would not be accessible in home country (Richardson & McKenna, 2003; Wilson, 2009b);
- Research interests Richardson and McKenna (2002);
- The ability to teach in native language;
- International experience and travel. Richardson and McKenna (2003)

Additionally, some of the overarching realities and trends of the global economy further facilitate international mobility among academics, including:

- English as a lingua franca—Welch (2008) posits that English as a medium of instruction and global language of science and research has played a critical role in facilitating contemporary academic mobility.
- Internationalization—As universities pursue ambitious goals of internationalization, they are actively seeking to forge international alliances that

connect their faculty with counterparts in all areas of the globe.

- Growth of cross-border education—The growth of cross-border education, international branch campuses, and the emergence of new universities, have all encouraged the increasing mobility of academics (Kim & Locke, 2010; Lane, 2011; Miller-Idriss & Hanauer, 2011).

Altbach (2004b) speaks of push forces directly related to the migration of academics, including limited academic freedom, favoritism and corruption in academic appointments and promotions, and a lack of job security or stability. In the 1992-93 Carnegie survey of the academic profession, Haas (1996) reports that financial considerations, both income and support for research, were cited as the primary push factor for faculty searching for other employment. The data from the study supported the idea that academics who reported to be potentially (institutionally) mobile were dissatisfied with certain aspects of their working conditions. Another push factor relevant to mobility of U.S. academics of Middle Eastern descent is the real and perceived discriminatory behavior toward Middle Eastern academics in the post 9/11 environment (Ross, 2009a).

Finally, the literature on academic mobility supports the premise that the following personal characteristics are influential in the decisions of academics to expatriate:

- Gender—Women are often less mobile due to responsibilities of child-bearing and child-rearing (Pike & Dowdall, 2011).
- Marital status—Individuals who are married need to have the support of their spouse in order to have a successful working experience abroad, according to

Richardson and Zikic (2007). Most of the research on this subject comes from the literature on expatriates working for corporations abroad on short-term assignments.

4. Nationality/Citizenship (dual or not)—Individuals with dual citizenship from the U.S. and another Arab country may be favorable to working in the Middle East due to cultural affinities and preferences.
5. Ethnicity—Specifically, an individual of Arab ethnicity may be more interested in finding a position at a university in the GCC.
6. Religion—Individuals following the Islamic faith may also look favorably toward the opportunity to live, work, and raise their children in an Islamic country.
7. Previous work experience abroad—Individuals with previous experience studying, traveling, and working abroad are typically more comfortable with the idea of working abroad due to previous exposure to other countries and, thus, are more likely to consider future international posts.
8. Children—The literature reveals differing opinions about the influence of children on the decision to accept a position overseas. Some authors posit that children are considered to deter individuals from working abroad (Young, 2011), while other authors (Richardson and McKenna; 2003) conclude that children were a motivating factor to work abroad in order to offer children broader and richer life experiences. While some consider children to be an obstacle to accepting a position abroad, others consider it to be an incentive to do so.
9. Other family relationships in home country—Aging parents are often a concern for individuals considering an assignment abroad (Richardson & McKenna,

2003).

10. Academic grade/Research active or not—According to the 1992-93 Carnegie survey of the academic profession Haas (1996), non-tenured, research active, assistant professors reported to be the most likely to move to another institution. McKenna and Richardson (2007) further report that individuals in the early stages of their academic careers expressed most concern about the value international work experience would play on future career mobility, as well as the reputation of the institution abroad and its research productivity.
11. Academic discipline—The 1993 Carnegie survey (Haas, 1996) of the academic profession reported that social scientists have spent the most time working as faculty members in universities abroad.
12. Institutional ties—Institutional ties facilitate the appointment of U.S. academics to positions abroad, specifically at international branch campuses (Lawton & Katsomitros, 2012; Ross, 2011) or other international institutions with affiliations or close working relationships with universities in the U.S..

Conclusion

Globalization has had a profound impact on higher education, as evidenced, in part, by the rapid expansion of cross-border education, international partnerships, and global academic mobility. The U.S. higher education model continues to wield significant influence worldwide. As other countries and regions, such as the GCC, seek to develop their domestic higher education capacities, opportunities for U.S. academics to work abroad will abound. And while a globalized world further facilitates communication and mobility, academic careers that transcend national boundaries will be

increasingly common. Furthermore, as radical transformations in higher education continue to cloud the future of the academic profession, academics worldwide will increasingly look beyond national borders for more promising career opportunities.

The purpose of this study is to examine the factors that affect academic mobility, specifically the flow of U.S. academics to the GCC. Academic expatriates have been identified as an under-researched group (Richardson, 2002; McKenna & Richardson, 2002). Little research has been conducted to examine the expatriate experience specific to academics, particularly U.S. academics, or to understand contemporary academic mobility flows. Much of the existing research on academic mobility emphasizes South-North trajectories, which account for the largest portion of academic mobility flow, such as the presence of Chinese and Indian academics in the U.S.. Still, anecdotally, several authors point to a trend of increasingly complex flows of academic mobility, including West to East and South to South (Altbach, 2004b; Altbach et al., 2009; Kim, 2009b; O'Hara et al., 2009).

The 2009 UNESCO report “Trends in Global Higher Education: Tracking an Academic Revolution” (Altbach et al., 2009) outlines the global trends in higher education, such as massification, internationalization, and privatization, that directly and indirectly affect academic mobility flow and frequency. The 2008 World Bank report (Galal & Bank, 2008), “The Road not Travelled,” is a study central to framing the GCC context and national initiatives to invest in human capital as a form of national economic development. The 2004 study by (Larsen et al.) introduces policy approaches to cross-border education, namely capacity-building (GCC) and revenue-generating (U.S.).

The 2011 study by (Miller-Idriss & Hanauer) is the most comprehensive and

current research addressing cross-border education in the GCC in the context of human capital development. Miller-Idriss and Hanauer (2011) point to a scarcity of research on cross-border education specific to the GCC and expressly recommend further study of the faculty and administrators hired to work at higher education institutions in the region. Finally, the work of Richardson (2006) and McKenna and Richardson (2007); Richardson and McKenna (2002, 2006) is central to understanding the academic expatriate experience. Identifying academic expatriates as an under-researched group, (McKenna & Richardson; Richardson & McKenna) have conducted a number of studies specifically addressing expatriation experiences and mobility flows among “self-directed” or “self-initiated” expatriates, or expatriates who lack institutional backing. Their work is also important for differentiating self-initiated expatriates, or independent actors, from the expatriate academics who have institutional support during their time abroad.

This study will specifically examine the mobility decisions and circumstances of U.S. expatriate academics in the GCC. Of particular importance to this study is a demographic profile of U.S. academics in the GCC. The research questions guiding this study have been altered to reflect the complexity of mobility decisions revealed in the literature and to examine mobility from a framework of push-pull forces that include global, regional, domestic, and personal contexts.

CHAPTER 3-METHODS

The purpose of this study was to identify the factors influencing academic mobility of faculty and academic administrators in the U.S. to higher education institutions in the countries of the Gulf Cooperation Council (GCC), which consists of Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates (UAE). For the purposes of this study, academic mobility was defined as a sojourn of one year or more at an institution of higher education (IHE) in the GCC.

This chapter presents the rationale for the selected research methodology, the study design, and the process for data collection and analysis. Finally, the chapter outlines the delimitations of the study.

This study was guided by the following research questions:

1. What is the profile of U.S. academics in the GCC, and does the profile differ among cultural-heritage groups?
2. To what extent do certain personal and professional characteristics and circumstances influence academic mobility to the GCC, particularly among different cultural-heritage groups?
3. To what extent do specific push/pull factors influence mobility among U.S. academics to and from institutions of higher education in the GCC, and to what extent does the level of influence of push/pull factors vary among different cultural-heritage groups?

Research Design and Methods

Research Paradigm. Of the four worldviews presented in Creswell (2002), the pragmatic paradigm was the most appropriate for interpreting the results of this study of

academic mobility and its influencing factors. From a pragmatic perspective, all methods of inquiry are optional and should be employed as needed to arrive at an understanding of the research problem. According to Creswell (2009), “Instead of focusing on methods, researchers (of the pragmatist paradigm) emphasize the research problem and use all approaches available to understand the problem” (p.10). As such, the pragmatist worldview was most compatible with a mixed-methods research design, which draws liberally from both quantitative and qualitative methodologies.

Study Methodology and Rationale. This study employed a two-phase, mixed-methods research design. In the initial stage, quantitative data were collected from 194 respondents at 16 different IHEs throughout the GCC. Data were used to create a descriptive profile of U.S. academics in the region and to identify the push-pull factors influencing their decision to work in the GCC, and their future career plans. In the second phase, qualitative data were collected through 21 semi-structured, in-depth interviews. Interview data were analyzed to discover additional themes and subthemes related to mobility decisions that emerged from individual narratives. A robust assessment of this research topic required a mixed methods approach that incorporated the use of both quantitative and qualitative data in the research design. This research study used a combination of surveys and interviews as presented in Figure 2.

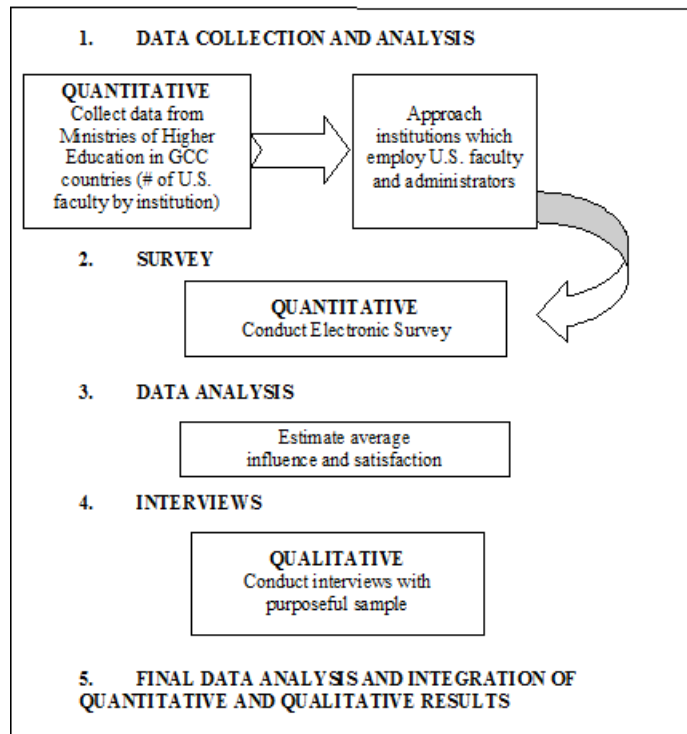


Figure 2 Visual Model of the Research Design

Mixed-methods designs have gained popularity within the social and human sciences during recent decades, because the combination of qualitative and quantitative approaches is considered to be an effective way of understanding complex research problems (Creswell, 2002, 2009). According to Creswell (2002), mixed methods are used when the combination of qualitative and quantitative data provide a better understanding of the research problem than one type of data alone, or when one type of research does not sufficiently address the research question. Complementary data collection methods enhance the results of research findings. Plano, Clark, and Creswell (2008) describe the mixed-methods research design as a process for “collecting, analyzing, and integrating both quantitative and qualitative research data in a single study to more fully explore the research problem under investigation” (p.5).

In this study, a mixed-method design was used to examine factors influencing the mobility decisions of U.S. academics to the GCC. Academic mobility is both a complex and multidisciplinary phenomenon that was best examined through a mixed-methods approach. The collection and analysis of quantitative data allowed the researcher to present a profile of U.S. academics employed at IHEs in the GCC and identify push and pull factors influencing academic mobility. The integration of qualitative data collected through in-depth interviews completed the picture of their mobility decisions. A mixed-methods approach drew upon the strengths of both quantitative and qualitative research and provided a deeper understanding of the complexity of mobility trends of U.S. academics in the GCC.

Of the several different mixing strategies described in the literature, this study followed the sequential explanatory design presented by Creswell (2009). As the name suggests, sequential design is appropriate in studies in which one type of data is needed as a foundational base for another type of data. In this study, initial quantitative survey data were collected and analyzed, and, in a second stage, qualitative interview data were utilized to expand the analysis (Creswell, 2009).

Survey data collected in the first phase were instrumental in shaping the interview questions in the second phase. As expected, the relevance of cultural ties when considering motivations to work in the GCC was evident from the survey data. In light of this, survey questions were modified to account for cultural ties, or lack of, to the region. For individuals with a close connection to the GCC, it was important to spend more time on familial and cultural themes; alternatively, for those with strong U.S. ties, more time was devoted to exploring themes related to professional opportunity, the U.S.

job market and financial matters. While there were some opening questions, as well as a general protocol in mind for all participants, interview questions were individually shaped by their specific circumstances and the results of the initial analysis of survey data.

The weight or priority of the data was equally balanced between quantitative and qualitative sources, as both were necessary for a deep understanding of the research question. While this model offered the advantages of simplicity and ease in terms of organizing research findings, one principal disadvantage was the length and intensity of the data collection process.

As presented in Table 2, the research design consisted of two different phases. The first phase involved quantitative data collection through the use of an electronic survey, followed by quantitative data analysis. Data collected during this initial phase was used to provide answers for their research questions and to identify interviewees for the second phase of the study. In the second stage of the study, qualitative data was collected and analyzed. In this phase, the researcher conducted 21 in-depth interviews in which participants reflected on their decision to work in the GCC and their resulting personal and professional experiences. The purpose of this stage was to obtain a deeper understanding of the quantitative research findings and to identify emerging themes not yet uncovered.

Table 2

Sequential Explanatory Research Design

First Phase

Quantitative data collection	Electronic survey
Quantitative data analysis	Statistical analyses Profile of respondents Identification of interviewees

Second Phase

Qualitative data collection	In-depth semi-structured interviews
Qualitative data analysis	Transcribe/code interviews Identify themes/subthemes

The study began with an electronic survey instrument created using Qualtrics (Qualtrics LLC, 2015) software, and examined the descriptive characteristics and primary motivations of U.S. academics to work in the GCC. Participation in this survey was solicited during the Spring and Fall 2014 semesters from a target population of approximately 638 U.S. faculty members and academic staff employed at one of 16 IHEs in the GCC identified in **Error! Reference source not found.A.** Because of the sensitivity surrounding U.S. nationals working in the Middle East and the respect of privacy practiced among most IHEs in the region, exact numbers of U.S. academics employed at each institution were usually not disclosed.

Initially, an effort was made to collect the number of U.S. faculty and academic administrators employed full-time by the institution as reported to official government agencies in each GCC country. The intent of this step was to 1) report a total number of U.S. academics in the region and 2) identify the IHEs employing the largest number of U.S. academics in the region. Only one of the six government agencies, the Commission on Academic Accreditation in the UAE, provided an exact number of U.S. academics

working in country.

After exhausting the possibility of collecting official data from government agencies throughout the GCC, the researcher moved to making direct contact with individual IHEs. Targeted IHEs were those that were known to have a considerable community of expatriate academics by virtue of: 1) their institutional mission; 2) their web presence and faculty directory; 3) their recruitment efforts on U.S. higher education websites (*Chronicle of Higher Education*, HigherEd Jobs, etc); and/or 4) first-hand knowledge of U.S. faculty/staff employed as communicated through expatriate networks in the region. A contact list was developed for each IHE, by virtue of online research, email correspondence with university and professional contacts, and phone and email inquiries.

Once the appropriate contact was identified at each institution, an introductory email was sent or a phone call was made in which the researcher introduced herself, the topic of her research, and an inquiry regarding the possibility of disseminating an electronic survey to U.S. faculty/academic staff employed full-time at their institution during the 2014 Spring or 2014 Fall semesters. When possible, messages of support from strategic contacts preceded the researcher's introductory emails and phone calls. Furthermore, exploratory visits were made to 14 institutions throughout the region (Kuwait, Qatar, and UAE) during the summer of 2013 in order to make a personal connection with as many contacts at GCC IHEs as possible.

Once a dialogue with an institutional facilitator began, requests for additional documentation, letters of support, copies of the survey instrument, and other similar requests were addressed. Time permitting, the researcher made multiple attempts (email

and phone) to establish contact with each of the targeted 28 IHEs, and to include as many in the study as possible. Some of the institutional contacts eventually had to decline the request to participate, whereas others remained unresponsive. Of the targeted 28 IHEs identified as employing significant numbers of U.S. citizens, 16 agreed to participate in the study.

In this second stage, a purposeful sample of 21 individuals was interviewed to obtain in-depth information intended to provide a deeper and broader understanding of academic mobility trends and motivations. The intention of utilizing a purposeful sample was to include “information rich” individuals from a wide spectrum of race, ethnicity, gender, rank, academic discipline, GCC country of residence, institution of employment, type of employment contract, and professional international experience. As Patton explains (1990), purposeful sampling “involves studying information-rich cases in depth and detail” with a focus on “understanding and illuminating important cases rather than on generalizing from a sample to a population” (p. 1197).

Specific Sampling and Data Collection. Table 3 lists the name, country of location and institution type of the 16 IHEs that participated in this study. Of these 16 institutions, six were government-funded and the remaining 10 were private institutions. Six of the participating institutions were branch campuses of U.S. universities; two in the United Arab Emirates and four in Qatar. The inclusion of predominantly private IHEs in the study was based on the ability to garner support from the institution and collect the appropriate approvals for access to their faculty.

Table 3 Move table number to top of next page

Participating Institutions

Institution Name	Country	Institution Type
Alfaisal University	Saudi Arabia	Private
American University in Dubai	UAE	Private
American University of Kuwait	Kuwait	Private
American University of Sharjah	UAE	Public
Georgetown University SFS in Qatar	Qatar	Private-branch campus
Gulf Univ. for Science & Technology	Kuwait	Private
Masdar Institute of Science & Technology	UAE	Private
Modern College of Business & Science	Oman	Private
New York University Abu Dhabi	UAE	Private-branch campus
Northwestern University in Qatar	Qatar	Private-branch campus
Prince Sultan University	Saudi Arabia	Private
Rochester Institute of Technology	UAE	Public-branch campus
Texas A&M at Qatar (TAMUQ)	Qatar	Public-branch campus
United Arab Emirates University	UAE	Public
Virginia Commonwealth University	Qatar	Public-branch campus
Zayed University	UAE	Public

IRB Review and Approval.

Data for the study were collected over the course of two semesters, Spring 2014 and Fall 2014. The specific timing of survey distribution and data collection was determined by the length of the IRB approval or other permission-granting processes at each GCC IHE. These approvals were in addition to the IRB approval obtained from the University of Minnesota (Appendix B) in December of 2013.

Nine of the 16 participating universities had their own IRB from which approval was a prerequisite for proceeding with the study. Required IRB forms were submitted by the researcher, and approvals took anywhere from a few days to several months.

Once IRB approval from the participating GCC institution was received, the researcher worked with an institutional facilitator to disseminate a hyperlink to the electronic survey to all faculty and academic administrators holding U.S. citizenship.

The survey link was accompanied by an email from the institutional facilitator introducing the study and encouraging academic staff to participate. After approximately two weeks, the survey link was resent with a reminder.

There were exceptions to this general pattern. Two institutions did not agree to disseminate the electronic survey link, but, instead, invited the researcher to contact individual faculty members directly using the online faculty directory. In these cases, institutional online directories were used to review faculty profiles and select interviewees. After reviewing faculty profiles, the researcher made individual contact, by phone and/or email, with all faculty and academic administrators who had earned one or more degrees from IHEs in the U.S. If the faculty members verified having U.S. citizenship, they were invited to participate in the research study and were provided a link to the electronic survey.

One institution encouraged direct contact with faculty members because there were only three U.S. faculty members employed at the institution. A second institution, whose IRB approved the study, later communicated that institutional policy forbid external researchers from contacting their faculty through internal email distribution lists. In this case, the researcher proceeded to make individual contact with faculty and academic administrators as previously described. Although this process was much more time consuming, in the case of the second institution, the higher response rates justified the extra effort.

Finally, in one instance, a participating IHE requested manual surveys to be distributed, as opposed to disseminating an electronic link. In this case, copies of the manual survey were delivered to the Office of the President. The President agreed to

deliver the surveys to two deans, who were responsible for disseminating the surveys within their corresponding colleges. Surveys were collected by assigned administrative assistants in sealed envelopes and picked up from the Office of the President by the researcher.

Participants. The total population of U.S. academics in the GCC remains unknown, or at least it was not readily accessible for purposes of this study. An approximate number based on unofficial figures gathered from both governmental and institutional sources suggests a population of roughly 2,000-2,500 individuals. The official number of U.S. academics working in the UAE, the leading GCC recipient of U.S. academics, is reported as 857 for the 2012-13 academic year by the Commission on Academic Accreditation within the Ministry of Higher Education. Although they did not disclose the number of U.S. academics employed by institution, they did indicate *which* institutions employed the greatest number of U.S. nationals.

The study targeted the population of U.S. faculty and academic staff employed full-time in the GCC during the 2014 Spring and 2014 Fall semesters. Respondents were faculty members and academic administrators holding U.S. citizenship and working at one of the 16 participating IHEs in the study throughout the six GCC countries (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, or the United Arab Emirates). Participants included individuals holding solely U.S. citizenship or dual citizenship (U.S. and other). Due to expected differences between full and part-time faculty members in terms of recruitment, contractual agreements, and professional responsibilities, this study was limited to the examination of mobility patterns among full-time faculty and academic administrators only.

Instrumentation and Interview Guide

This section discusses the development of the survey instrument for quantitative data collection in the first phase, and the questions for in-depth interviews for the subsequent qualitative data collection in the second phase.

Surveys. Surveys were the preferred method of quantitative analysis in this part of the study because they could be administered electronically to a wide number of participants in different geographic locations. Furthermore, surveys were inexpensive to administer and the results were obtained immediately. Data collected from the survey helped the researcher identify themes that required further examination in the second phase of the study.

The survey instrument used to describe personal characteristics and circumstances of U.S. academics employed at IHEs in the GCC, and to identify the push and pull factors influencing their mobility decisions, was a detailed questionnaire created by the researcher. Because of the contextual complexity and very specific niche targeted by the study, the researcher chose to design a unique survey instrument. The development of this survey was guided by a review of the literature on academic mobility and academic expatriates. In this regard, the 2003 study of British expatriate academics by (Richardson & McKenna) was particularly useful in constructing a questionnaire on the academic expatriate experience. An initial survey instrument was developed with 56 questions with coded response choices that collected biographical data, as well as primary motivating factors for seeking or accepting employment at an IHE in the GCC. This process was guided by Dillman, Smyth and Christian's (2014) internet survey design method and Patton's questionnaire research (2005). The survey was created in electronic

format using Qualtrics software and was delivered electronically to 15 of the participating institutions. One institution elected to distribute the survey manually.

The survey instrument was designed based on previous literature which noted some of the possible push-and-pull factors which might affect faculty members' decisions to take a position at one of the institutions in the GCC, as well as their decision to remain in the region, return home, or pursue other international opportunities.

As shown in Table 4 below, the survey, with a total of 58 questions, was organized into six sections: Personal Background, Academic and Professional Background, Current Position in the GCC, Factors Influencing Mobility, Overall Experience in the GCC, and Future Plans.

Data collected in the first two sections, Personal Background and Academic and Professional Background, were used to address the first research question pertaining to the profile of U.S. academics in the GCC. The first section posed 18 questions related to gender, age, citizenship, worldview, native language, marital status, ethnicity, familial ties, children, and spouse employment and ethnicity. The second section, Academic and Professional Background, included six questions on level of education, educational experience in the U.S., title and/or academic rank, previous administrative experience, prior employment, and nature of employment in the GCC. Data from both the first and second sections were used to answer the second research question concerning attributes that were influential in mobility decisions toward the GCC region. The importance of collecting data related to personal characteristics and academic/professional background to answer the research questions, was clearly indicated in the review of relevant literature (Baker, 2010; Enders & Teichler, 2005; Cox et al., 2008; Forster, 1992; Kurka, 2007;

Richardson, 2006; Solimano, 2001).

In the third section, Current Position in the GCC, nine questions were posed addressing title and/or academic rank, time employed, recruitment, contract type and length, research activity, teaching load, academic discipline and institutional support. Data were used to describe and summarize the participants' current position in the GCC and to address the first research question by developing the profile of U.S. academics in the GCC. Again, the literature guided the inclusion of questions related to the aforementioned subjects (Enders & Teichler, 2005; Cox et al., 2008; Kurka, 2007; McKenna & Richardson, 2007; Richardson & Zikic, 2007).

The fourth category, Factors Influencing Mobility, addressed the participants' recruitment to work in the GCC, as well as their individual decision-making processes and motivating factors. Five questions were included pertaining to recruitment, push-pull factors affecting their decision, and prior international experience in the GCC or beyond. Responses from this category were used to address the last two research questions. Inclusion of this section was guided by the literature review (Altbach, 2004; Altbach, Reisberg & Rumbley, 2009; Chapman, 2010; Kurka, 2007; Miller-Idris & Hanauer, 2011; Richardson & McKenna, 2003; Richardson & McKenna, 2007; Rupp, 2009; Welch, 2008).

The next section, Overall Experience in the GCC, addressed the participants' satisfaction with their expatriate experience in the GCC. Six questions were included on overall satisfaction in the GCC, personal adjustment, spouse and children's adjustment, satisfaction with professional life and global perspective. The importance of cultural adjustment of the individual in question, as well as their spouses and children, in relation

to mobility decisions was emphasized in the literature (Cox et al., 2008; Forster, 1999; Kurka, 2007; Richardson, 2006; Richardson & McKenna, 2003; Richardson & Zikic, 2007), and, hence, included in the survey.

The final section, Future Plans, included four questions on desired contract length, interest in working at another IHE, in another GCC country or other region, and intentions related to repatriation. Data from these last two sections were used to examine and understand the mobility patterns and career trajectories of U.S. academics in the GCC. Questions in this section drew upon the literature on transnational academic mobility (Altbach, 2004; Altbach, Reisberg & Rumbley, 2010; Kim, 2009; Miller-Idriss & Hanauer, 2011; Pike & Dowdall, 2011; O'Hara, 2009; Vertovec, 2002).

Table 4

Survey Questions and Values

Categories	Survey questions	Values
<i>Personal Background</i>		
Gender	What is your gender?	Male, Female
Age	How old are you?	Age in years
Citizenship	Were you born in the U.S.?	Citizen, dual, naturalized
Worldview	Did you spend the majority of your formative years (ages 2-16) in U.S.?	Yes, No
Language	What is your native language?	English, Arabic, Persian, Hindi, Urdu, Other
Marital Status	What is your marital status?	Married, Single, Separate, Divorced, Widowed
Ethnicity	Is your mother or father of Middle Eastern descent?	Yes, No
Familial Ties	In which country do most of your immediate family members live?	U.S., GCC country, country within close proximity to the GCC
Spouse Ethnicity	Is your spouse of Middle Eastern descent?	Yes, No
	Is English your spouse's native language?	Yes, No
Children	Do you have dependent children?	Yes, No
	Which level of school does/do your child/children attend?	Preschool, Elementary, Middle, High, University
Spouse Employment	Is your spouse currently employed in the GCC?	Yes, No
	Does your spouse work at the same institution as you?	Yes, No

(continued)

Table 4 Continued.

Categories	Survey questions	Values
<i>Academic and Professional Background</i>		
Level of education	What is your highest level of education completed?	Undergraduate, Graduate, Doctoral or terminal
Education in the U.S.	Is one or more of your degrees from an IHE in the U.S.?	Yes, No
Title/Academic Rank in U.S.	What was your last job title?	President, VP, Provost, Dean, Dept. Head or Chair, Professor, Assoc. Professor, Asst. Professor, Adjunct, Instructor, ESL, Director, Other
	Have you ever held faculty rank in the U.S.?	Yes, No
Previous administrative experience	Have you held previous academic administrative positions?	Yes, No
Prior employment	Immediately prior to working at your current institution, were you working at an IHE in the U.S.?	Yes, No
Nature of employment in the U.S.	Did you hold tenure at your last place of employment?	Yes, No
	Have you retired from your last place of employment?	Yes, No

(continued)

Table 4 Continued.

Categories	Survey questions	Values
<i>Current position in the GCC</i>		
Title/Academic rank (GCC)	What is your current title/academic rank?	President, VP, Provost, Dean, Professor, Assoc. Professor, Asst. Professor, Instructor/Lecturer, ESL, Other
Time employed in the GCC	How long have you been employed at your current institution?	Number in years
Recruitment	Were you hired locally or internationally?	Local, international
Type of contract	Is your current contract open-ended or fixed?	Open-ended, fixed, other
Length of contract	For how many years have you been hired to work at your current institution?	Number in years
Research activity	Are you research active?	Yes, No
Teaching load	What is your course load?	Number of courses
Academic discipline	In which one of the following academic disciplines do you teach?	Bus/Mgmt, Science/Eng, Biological Sciences, Liberal Arts, Education, Design, IT, Health Sciences, English Language/Literature, Other
Institutional support or partnership	Did you previously work at an institution that is affiliated or has a partnership with your current institution?	Yes, No
	Do you have a job in the U.S. to return to after your contract at your current institution has ended?	Yes, No

(continued)

Table 4 Continued.

Categories	Survey questions	Values
<i>Factors influencing mobility</i>		
Recruitment	How did you first learn of the opportunity to work at an IHE in the GCC?	Institutional partnership/branch campus, online job search, personal/professional referral, approached or recruited, other
	How did you specifically learn of the opportunity to work at your current institution?	Institutional partnership/branch campus, online job search, personal/professional referral, approached or recruited, other
Financial incentives and benefits, professional opportunity, international experience, Cultural-heritage ties, Spouse employment, Job market in the US, institutional link or partnership, travel opportunities, international experience for children	Rate the degree of influence each one of the following factors had on your decision to accept a position at an IHE in the GCC.	Not at all influential, slightly influential, somewhat influential, very influential, extremely influential, does not apply
First-time or experienced expatriate`	Prior to your current post, how many years have you spent living outside of the U.S.?	First time abroad, Less than 1 year, More than 1 year but less than 5, More than 5 years but less than 10, More than 10 years but less than 15, More than 15 years but less than 20, Over 20 years
Prior experience in the GCC	Have you ever worked at another IHE in the GCC?	Yes, No
	In which GCC countries have you been previously employed? How many years total have you spent working in the GCC?	Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, UAE Number of years
Prior experience outside of the GCC and the U.S.	Have you worked at other IHEs outside of both the GCC and the U.S.?	Yes, No
	In which regions have you worked previously?	Middle East/North Africa, Sub-Saharan Africa, Europe, Asia, Central/South America, Australia, Other

Table 4 Continued.

Categories	Survey questions	Values
<i>Overall Experience in the GCC</i>		
Satisfaction with life in GCC	Rate your level of satisfaction with the following aspects of your life in your current country of residence: (professional life, compensation, benefits, social life, quality of children's schools, health care, extracurricular activities, travel, intercultural experience)	Not at all satisfied, slightly satisfied, somewhat satisfied, very satisfied, extremely satisfied
Personal adjustment	I have adjusted well to life in my current country of residence.	Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, does not apply
Spouse's adjustment	My spouse has adjusted well to life in our current country of residence.	Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, does not apply
Child(ren)'s adjustment	My child/children has/have adjusted well to life in our current country of residence.	Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, does not apply
Satisfaction with professional life	Rate your level of satisfaction with the following aspects of your professional life: (academic freedom, institutional support for research, opportunity for promotion, administrative support, faculty orientation and services, teaching load, instructional facilities and resources, ability to serve on committees, inter-departmental communication).	Not at all satisfied, slightly satisfied, somewhat satisfied, very satisfied, extremely satisfied
Global perspective	To what extent has your experience in the GCC influenced your global perspective?	Not at all influential, slightly influential, somewhat influential, very influential, extremely influential

(continued)

Table 4 Continued.

Categories	Survey questions	Values
<i>Future Plans</i>		
Desired contract length	Would you consider renewing or extending your current contract?	Definitely not, probably not, maybe, probably, definitely
Interest in working at another IHEs in the GCC	Would you consider working at another IHE in your current country of residence once your current contract or work has ended?	Definitely not, probably not, maybe, probably, definitely
Interest in working in another GCC country	Would you consider working at another IHE in the GCC region once your current contract or work has ended?	Definitely not, probably not, maybe, probably, definitely
Intention to repatriate	Do you plan to work at an IHE in the U.S. when your current contract or your work at your current institution ends?	Definitely not, probably not, maybe, probably, definitely

Finally, the last question of the survey distributed to all U.S. faculty and academic staff at the targeted IHEs, addressed the individual’s willingness to participate in an in-depth interview of approximately one hour in length, conducted either in person or via Skype at the interviewee’s convenience.

Both the survey and the questions for the semi-structured interviews were reviewed in a think-aloud session (Patton, 2002) with five U.S. academics, all current or former faculty/senior-level administrators at an IHE in the GCC. Based on the results of the think aloud session, the survey and interview questions were restructured and refined.

Interviews. The second part of the data collection was conducted through in-depth, semi-structured interviews of 21 individuals. Interviews were used to collect detailed information about the research questions for qualitative analysis. According to Kvale and Brinkmann (2009), the purpose of a qualitative research interview is to obtain “qualitative descriptions of the life world of the subject with respect to interpretation of

their meaning...it is a specific form of human interaction in which knowledge evolves through a dialogue” (p. 124-5). Merriam (1998) states that “interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them” (p. 72). Furthermore, Merriam (1998) proposes using interviews as a tool “to collect data from a large number of people representing a broad range of ideas” (p. 72).

The interview guide was developed to gain an in-depth understanding of the participants’ motivations for accepting or pursuing an academic post in an IHE in the GCC. Interview questions were grounded in the three research questions. Interview questions were individualized to reflect the context of each participant, including their responses to the survey in the first phase of the study. Following Patton’s guide (2002), careful consideration was given to the wording and the sequence of the interview questions.

Interview questions were classified into four categories: Decision to Work in the GCC, Professional Experience in the GCC, Personal Adjustment to the GCC, and Future Professional Plans. Questions within the first category were focused on gaining specific information related to the participants’ decision to accept or pursue employment at an IHE in the GCC. Data collected from the second and third categories were used to understand the nature of the participants’ personal and professional experience in the GCC. Finally, the last category of questions was used to understand participants’ future professional plans in terms of repatriation, extended employment within the GCC or locating elsewhere outside of the U.S. Participants’ responses were used to better understand academic mobility patterns of the target population, specifically related to career trajectories and repatriation.

Interviewees.

The selection of interviewees was first narrowed from the survey responses. Respondents were asked if they would be willing to participate in an in-depth interview related to their decision to accept an academic position in the GCC. Individuals who responded yes provided their contact information. Of the 194 survey respondents, over half (108) expressed willingness to participate in an in-depth interview. As a second step, interviewees were selected through maximal variation sampling to ensure a wide range of perspectives and experiences varying by geographic location, academic discipline, institutional affiliation, gender, ethnicity, and family situation, to name several of the distinguishing characteristics. Not everyone who was contacted for an interview responded, which further narrowed the selection of interviewees.

The 21 individuals interviewed included Assistant and Associate professors from a wide range of disciplines, including Accounting, Art/Design, Architecture, Biology, Chemistry, Economics, Education, English, Finance, Information Systems, Marketing, Mass Communication, Philosophy, and Political Science. Three senior-level academic administrators were included among the individuals. Interviewees represented seven institutions in Kuwait, Qatar, and the UAE. The vast majority of survey participants were from institutions in these three countries. Finally, five of the interviewees were female and the remaining 16 were male. The higher proportion of male interviewees is reflective of the larger percentage of male survey respondents, and, the predominately male faculty body at most GCC institutions.

Of the 21 interviews, ten were conducted in person; another ten were conducted via Skype, and one was conducted via phone. All interviews were transcribed verbatim

by the researcher, and a transcript of the interview was provided to the interviewee for review of its accuracy.

The qualitative analysis entailed coding data from the 21 interview transcripts into "Nodes" in QSR NVivo10 software. Nodes were initially created for anticipated themes outlined in chapter one, and additional nodes were created as new themes and subthemes emerged from the data. Finally, themes and subthemes were organized in order to present the results of the interviews.

Feedback received from the participants in the survey in the first phase of the study identified emerging themes that required further exploration and guided the selection of interviewees for the purposeful sample. Still, the construction of a sample for the second stage of qualitative data collection was not random, as it was limited, first by individuals who participated in the survey- and second- to individuals who agreed to further questioning in the form of an interview.

The purpose of the interviews was to examine the complexities surrounding decisions related to academic mobility and to gain a deeper understanding of multiple perspectives, personal circumstances and interests that played a determining role in the decision-making process. Based on the results of the survey and the emergent themes identified from data collected, 21 interviewees were selected as part of a purposeful sample by maximal variation sampling. Creswell (2002) defines maximal variation sampling as “a purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait” (p. 214). In light of this sampling strategy, the researcher selected a purposeful sample of U.S. academics representative of a wide range of experiences, geographic locations, disciplines, institutional affiliations,

gender, ethnicity, and marital status in order to analyze which personal characteristics may have affected the decision to pursue employment in the GCC. A purposeful sample was selected to reach a deeper understanding of unique, interesting or contradictory themes that emerged during the quantitative phases. Interviewees that held administrative positions offered unique interpretations of the research topic, including personal insight into recruitment practices of U.S faculty and staff, and reflections on the future of expatriate academic mobility to the region.

Survey participants who noted their willingness to participate in an in-depth interview were contacted directly by email or phone. Interviews were scheduled and conducted via Skype or by telephone, depending on the availability of the researcher and the interviewee. The interviews followed a semi-structured format allowing for open-ended responses. Interviews lasted between 45-70 minutes, depending on the length of responses and the willingness of interviewees to continue sharing their experiences. With the permission of the participant, the interviews were recorded with a digital audio recording device, and they were immediately transcribed at the conclusion of the interview. Notes taken during the interview were also typed up and saved. The names of the faculty members interviewed were kept confidential. Participants were asked to review a summary of the transcripts and major themes to ensure they were in agreement with its conclusions.

Table 5 presents the 24 interview questions, created by the researcher, along with corresponding themes. A copy of the interview protocol is included in Appendix D.

Table 5

Interview Questions

Categories	Interview questions
<i>Decision to work in the GCC</i>	
Interest in the GCC	Tell me more about how your interest working in the GCC developed.
Specific institutional interest or connection	What specifically attracted you to the employment opportunity at your current institution?
Financial incentives	To what extent were financial incentives and benefits a part of your decision to work at your current institution?
US academe and job market	To what extent did working conditions and the job market in U.S. academe influence your decision to accept a position in the GCC?
Expected impact on career	In what ways will your academic career in the U.S. be affected by your decision to accept a position in the GCC?
Anticipated length of expatriation	For what period of time do you plan to spend working outside of the US?
Specific interest in the GCC	What attracted you to pursuing a position in the GCC as opposed to a position in another country?
Other international experience	Please comment on any experience you have working at other IHEs outside of the U.S.

(continued)

Table 5 Continued.

Categories	Interview questions
<i>Professional Experience in the GCC</i>	
Professional environment in the GCC	In what ways has your work in the GCC differed from your experience in the US?
Administrative or other unique opportunities	Please describe any new administrative roles or responsibilities you have assumed in your work in the GCC.
Institutional support for research	Please describe institutional support you receive for any current research activity.
Professional responsibilities	How is your professional time divided among research, teaching, and institutional service?
Additional professional activity	What, if any, other work are you involved in outside of your university-related responsibilities?
Unique opportunities in the GCC	Please describe any unique professional opportunities that you have had at your current institution in the GCC that you may not have had in the U.S.
<i>Personal Adjustment to the GCC</i>	
Extracurricular activities and hobbies	Outside of work, what activities do you enjoy in your current country of residence?
Social life	Are you involved with an expatriate community?
Personal adjustment	What have been some of the biggest challenges you have faced in adjusting to life in your current country of residence?
Importance of spouse employment	If married, is it important that your spouse work, as well?
Spouse adjustment	If married, what challenges has your spouse faced in adjusting to life in the GCC?
Quality of children's schools	If you have school age children that have accompanied you, how would you rate educational opportunities in the GCC compared to those at home?
Child/Children's adjustment	What challenges, if any, has/have your child/children faced in adjusting to life in the GCC?
<i>Future Career Plans</i>	
Length of desired stay	How long would you like to stay in your current country of residence?
Future professional plans	What other countries have you considered for future full-time employment?
Long-time life plans	Where do you see yourself in 5-10 years and what will you be doing?

Data Analysis

This study includes both quantitative and qualitative data which were analyzed in separate stages.

Quantitative Analysis. In the first phase of quantitative data analysis, data collected from survey participants were examined for accuracy. Inclusion criteria were faculty (any teaching appointment or academic administration), but excluding technical or secretarial support. Valid surveys were deemed to be those that had responded to a majority of the questions posed in the survey. There were 112 questions included on the survey. Respondents who answered 80 or more of the questions, equivalent to 70% of the survey, were used for analysis.

For the purposes of summarizing and describing the dataset, the respondents were sorted into three groups. As indicated by both DeJong and Fawcett (1981) and Kurka (2007), family ties and affiliation play an important role in mobility decisions. In the case of this study, the influence of cultural-heritage ties to the GCC was anticipated to have an differentiating effect on participants' motivations for working in the GCC. Consequently, three groups were created so that the influence of heritage ties could be included in the analysis.

Descriptive characteristics of respondents were summarized using counts and percentages and mean and standard deviation. To identify significant relationships between variables, statistical tests were performed. To compare the influence of the various push and pull factors between groups according to their regional ties, Chi-squared and ANOVA were performed on categorical and continuous variables, respectively.

To identify the various push and pull factors that affect mobility decisions,

multivariable linear regression modeling was performed. More specifically, for each push-pull factor and each situational variable, a multivariable linear regression model was fit to estimate the average influence of that push-pull factor as a function of the situational variable, gender, marital status, heritage group and age. Variables not significant at the 5% level were removed from the model. Groups that were not significantly different at the 5% level were combined. Similar modeling was used to determine factors that affect satisfaction. Normality of the model residuals were assessed using the Kolmogorov-Smirnov test.

All data manipulation and statistical analysis was done using Stata statistical software (StataCorp LP (2013)) and significance was determined at the 5% level.

Qualitative Analysis. In the second phase, data collected from in-depth, semi-structured individual interviews were coded and analyzed thematically using Patton's (2002) guidelines on qualitative data analysis. Information gathered from the in-depth interviews was used to add depth to the analysis of the quantitative data. Interview questions were guided by an interview protocol; however, the priority was given to a natural flow of conversation.

Interview transcripts were coded and analyzed with the qualitative data analysis software program, QSR NVivo10. Codes were assigned with deductive and inductive coding. Initially, major themes were created from the factors influencing mobility that were included on the survey, as well as categories for prior international experience, recruitment, future plans, and adjustment. While reviewing the transcripts, labels called "nodes" were created within NVivo10, to organize key concepts under overarching themes.

Coding was conducted progressively and data was organized by codes to facilitate comparative analysis. As the coding system developed, new codes were created, and others were modified or elaborated. The NVivo10 software helped the researcher organize and code dominant themes and subthemes that emerged from individual narratives either as a reoccurring idea, an idea expressed with special emphasis, or a unique perspective. A constant comparison approach was used to analyze the interview transcripts. Often times a theme would include supporting an opposing viewpoints coded as subthemes; for example, two sides of a specific element of the expatriate experience.

Coded data were analyzed and organized into themes and subthemes. Connectivity between the different themes was examined and small codes were clustered and organized under larger themes. Many of the themes and subthemes were based on specific quotes or anecdotes from the dataset. Direct quotations and interview excerpts were used to support and emphasize the research findings.

Data Triangulation. In mixed-methods design, triangulation of quantitative and qualitative data is used to counterbalance the weaknesses of one method through the strengths of another to strengthen and validate the study's findings. Triangulation, a term borrowed from navigation and military strategy, refers to locating an object's exact position by using multiple reference points (Smith, 1975). Member checking and triangulation of data sources were used to check the accuracy and validity of the qualitative findings. Participants were asked to review their interview transcript for accuracy. They were also invited to review an initial summary of the study's findings.

In this study, data collected from the quantitative phase were presented both

visually, through graphs and tables, and descriptively, through a discussion of correlations and regression analyses. Findings from the qualitative phase were summarized and presented in the form of themes and subthemes, each supported by quotations. In conclusion, the results of both phases of the study were discussed, highlighting important findings from the first quantitative phase and elaborating on the complexities discovered in the second qualitative phase.

CHAPTER FOUR--RESULTS

The purpose of this chapter is to report the quantitative and qualitative research findings that were collected over the period of one year from U.S. faculty and academic administrators working at 16 different institutions of higher education (IHE) in the countries of the Gulf Cooperative Council (GCC). A total of 27 IHEs were targeted for the study and contacted; of that number, IRB approval and formal cooperation was obtained from 16 institutions. As outlined in the previous chapter, a two-phase, mixed-methods research design was used to collect the data. Data collection began with an online survey that was administered during the 2014 spring and 2014 fall semesters. Faculty and academic administrators holding U.S. citizenship and employed full-time at one of the 16 targeted IHEs in the GCC received a link to the online survey. The purpose of the survey was to create a descriptive profile of U.S. academics in the GCC, as well as to determine the importance of various push-pull factors on academic mobility and to discover any differences in these factors as a function of particular demographic characteristics (e.g. age, marital status, gender, heritage). The survey was also used to identify interviewees for the second phase of the study.

The second part of the data collection was in-depth, semi-structured interviews of 21 individuals, all of whom were U.S. faculty or academic administrators working at IHEs in the GCC. The purpose of the interviews was to examine the complexities surrounding individual decisions related to academic mobility and to gain a deeper understanding of a wide variety of personal circumstances and interests that played a significant role in the decision-making process. Furthermore, interviews were used to obtain a deeper understanding of the survey findings and to identify emerging themes not

evident from the quantitative data alone.

In this chapter, the research findings were used to answer the study's three research questions:

This study is guided by the following research questions:

1. What is the profile of U.S. academic faculty and staff in the GCC, and does the profile differ among cultural-heritage groups?

2. To what extent do certain personal characteristics (e.g. gender, age, marital status, heritage) and circumstances (e.g. education, previous employment, previous rank) influence academic mobility to the GCC, particularly among different cultural-heritage groups?

3. To what extent do specific push-pull factors influence mobility among U.S. academics to and from institutions of higher education in the GCC, and to what extent does the level of influence of push/pull factors vary among different cultural-heritage groups?

The research findings from the quantitative analysis are presented in two sections. First, a detailed demographic profile of the survey respondents was presented and described. Next, to identify the various push and pull factors that affect mobility decisions, multivariable linear regression modeling was performed. To examine how personal and professional satisfaction levels affect future mobility decisions, multivariable linear regression modeling was also used.

In the second part of the chapter, emergent themes discovered in the individual interviews are explored through the use of interview commentary and coding results obtained with QSR NVivo10 qualitative data analysis software.

Descriptive Profile of Survey Respondents

The 231 participants in this study were U.S. faculty and academic administrators employed full time at one of 16 different IHEs in the GCC. Participation in the study was voluntary, and participants were assured confidentiality. For the first phase of this study, the online survey, there were 231 respondents, of which 195 responded to more than 75% of the questions posed. One respondent reported their position as “Administrative Assistant,” which was not within the scope of this project. The 194 largely complete surveys were used for subsequent statistical analysis.

As mentioned previously, the influence of cultural-heritage ties to the GCC was anticipated to have an differentiating effect on participants' motivations for working in the GCC. Consequently, three groups were created so that the influence of heritage ties could be included in the analysis.

Table 6 contains responses for the three groups to questions about personal and professional background that are defined as follows:

- The column titled “GCC” are respondents with close ties to the region, in that the respondent’s native language is Arabic or Persian, or immediate family lives in a GCC country or a country in close proximity to GCC countries, or parents are Middle Eastern, or spouse is Middle Eastern.
- At the other extreme is the group in the column titled “U.S.” These respondents are closely tied to the U.S., in that the respondent was born in the U.S., and respondent spent their formative years in the U.S., and respondent’s native language is English, and respondent’s spouse’s native language is English, and respondent is not of dual nationality.

- The third group, titled “Neither” was made up of those respondents in neither of these former two groups. Results suggest that individuals in the third group may have close ties to the U.S., but did not meet one or more of the above requirements. It also appears that they may have had some type of international experience at some point in their life prior to their current position in the GCC. This group would also include naturalized citizens from non-GCC countries or non-GCC countries within close proximity.

The numbers and percentages in each of the three groups were as follows: GCC ties (N=42, 22%), U.S. ties (N=52, 27%), and Neither (N=100, 52%).

Table 6

Personal Background, By Regional Ties

Question	Total		GCC		Neither		U.S.	
	N=194		N=42		N=100		N=52	
	N	%	N	%	N	%	N	%
<i>Demographics</i>								
Q1. Male	117	60	28	67	54	54	35	67
Q7. Married	130	67	33	79	45	45	52	100**
Q2. Age (years) ^a	47.4	11.1	47.5	9.4	48.1	11.8	46.2	10.8
<i>Heritage</i>								
Q3. Born in U.S.	141	73	16	38	73	74	52	100**
Q6. Native language English	156	80	16	38	88	88	52	100**
Q5. Formative years in U.S.	146	76	18	44	76	78	52	100**
Q4. Dual citizen	32	17	19	46	13	13	0	0**
<i>Spouse</i>								
Q9. Native language English	82	63	14	42	16	36	52	100**
Q10. Middle Eastern	17	13	17	52	0	0	0	0**
Q8. In GCC	116	60	30	71	38	38	48	92**
Q11. Employed in GCC	72	37	16	38	24	24	32	62**
Q12. Employed at same IHE	32	16	0	0	13	13	19	37**
<i>Family</i>								
Q13. Parents Middle Eastern	25	13	25	60	0	0	0	0**
Q14. Family in U.S.	145	75	15	36	78	78	52	100**
Q15. Dependent children	86	45	30	71	36	37	20	38**
Q16. Dependent children in GCC	70	81	27	90	27	75	16	80
<i>Q17. Dependent School Level</i>								
Preschool	14	16	5	17	6	17	3	15
Elementary	38	44	17	57	12	33	9	45
Middle school	18	21	8	27	7	19	3	15
High school	28	33	11	37	10	28	7	35
University	8	9	4	13	2	6	2	10

Note. Chi-squared test was performed for all of the variables except for age, for which an independent sample t-test was conducted.

Note. The denominator for the percentages is not always column total since respondents were not required to answer each question.

^a Mean (Standard deviation)

* Significant difference among three groups at the 5% level

** Significant difference between three groups at the 1% level

Personal background. Table 6 summarizes the personal background of the survey respondents by gender, marital status, age, and cultural-heritage ties. The table also contains data about participants' family, spouse and dependent children.

Characteristics of Respondents.

Overall, there were more male (60%) survey respondents than female (40%). This may be indicative of overall faculty makeup at the participating institutions, which is predominantly male at many of the participating institutions. The mean age across three groups was very similar, and the majority of respondents were in their 40s or early 50s.

Over half of the respondents (N=100, 52%) fell into the Neither category, having neither close ties to the U.S. nor the GCC. Still, 74% of the respondents from the Neither category were born in the U.S., 88% spoke English as their native language, and 78% spent their formative years in the U.S.

Only 38% of respondents within the GCC group were born in the U.S. and spoke English as their native language. Nearly half of the GCC group was comprised of dual citizens (46%) and 44% spent their formative years (ages 2-16) in the U.S. Not surprisingly, they also had much stronger familial ties to the region, with a majority reporting to have Middle-Eastern parents (60%) and spouses (52%). Finally, they were more likely to have dependent children in elementary (57%) and middle school (27%) than respondents from the other two groups.

Differences among Respondent Groups.

There were statistically significant differences among the three groups for 13 of the 21 variables in Table 6.

As results in Table 6 indicate, there was a lower percentage of married respondents in the Neither group (45%), compared to respondents from the GCC (79%) and U.S. (100%) groups.

A significantly higher percentage of respondents within the U.S. group were born in the U.S. (100%), spoke English as their native language (100%), and spent their formative years in the U.S. (100%). Alternatively, none of the respondents within the U.S. group (0%) were dual-citizens, compared to respondents from the GCC (46%) and Neither (13%) groups.

Two variables related to respondents' spouses were statistically significant. A much higher percentage of respondents from the U.S. group (100%) had significant others who spoke English as their native language, compared to respondents from the Neither (36%) and GCC (42%) groups. Similarly, there was a much higher percentage of GCC respondents with a spouse of Middle Eastern descent (52%) than those of the other two groups, both 0%.

Among the respondents with strong U.S. ties, 92% reported that their spouse had accompanied them to the GCC region. Interestingly, a much larger percentage of respondents in the U.S. category had spouses that were working in the region (62%), and more specifically, working with them at the same IHE (37%).

Finally, several other statistically significant differences among the three groups were yielded from the variables related to family. First, a higher percentage of GCC respondents (60%) reported having Middle Eastern parents, compared to 0% of their counterparts from the other groups. Similarly, a higher percentage of U.S. respondents reported having family in the U.S. (100%) compared to the other groups, GCC (36%) and

Neither (78%). Finally, GCC respondents were significantly more likely to have dependent children (71%) than their counterparts from the other two groups, U.S. (38%) and Neither (37%).

Professional Background. Table 7 contains information about participants' professional and educational background, including previous employment and rank.

Characteristics of Respondents.

Table 7 indicates what percentage of participants have earned a Ph.D. (64%) and earned a degree from a U.S. institution (97%). As the results in Table 7 suggest, almost all of the respondents (97%) reported having at least one degree from a college or university in the U.S.

Respondents in the GCC category have the highest percentage of PhDs (74%), while those within the U.S. category have the lowest percentage (58%). A higher percentage of respondents with close U.S. ties (71%) have worked at IHEs in the U.S., although the data suggests that faculty rank and administrative experience is similar for all three groups.

Table 7

Professional Background, by Regional Ties

Question	Total (N=194)		GCC (N=42)		Neither (N=100)		U.S. (N=52)	
	N	%	N	%	N	%	N	%
<i>Education</i>								
Q19. Has PhD	125	64	31	74	64	64	30	58
Q20. Degree from U.S.	189	97	41	98	96	96	52	100
<i>Previous Employment</i>								
Q24. Worked at IHE in U.S.	119	62	24	59	58	59	37	71
Q22. Had faculty rank in U.S.	104	55	22	58	53	54	29	56
Q23. Had administrative experience	65	34	15	36	31	31	19	37
Q26. Retired from last job	19	10	3	7	10	10	6	12
Q38. Have job to return to in U.S.	17	9	3	7	5	5	9	17*
<i>Q21. Previous Rank</i>								
Administration	16	8	3	7	10	10	3	6
Associate/Full Professor	38	20	7	17	22	22	9	17
Assistant Professor	30	15	9	21	14	14	7	13
Lecturer/Instructor/Adjunct/ESL	68	35	14	33	31	31	23	44
Researcher	8	4	3	7	5	5	0	0
Graduate Student	10	5	0	0	8	8	2	4
Non-academic position	24	12	6	14	10	10	8	15

* Significant difference among three groups at the 5% level

In terms of previous employment, respondents in the U.S. category (37%) seem to have slightly more administrative experience, although the difference was not statistically significant. A slightly higher percentage of respondents in the U.S. category also reported retirement from a previous job (12%). Only 15% of respondents across all three categories reported having a tenure-track position prior to their academic post in the GCC. Those with close ties to the GCC (21%) held the largest percentage of tenure-track positions prior to their employment in the GCC, while respondents in the U.S. category had the lowest percentage (13%). Interestingly, the largest group of respondents across all three categories (35%) reported working previously as an Instructor, Adjunct, Lecturer or ESL Instructor. Respondents from the U.S. category (44%) reported the highest

percentage of previous work as an Instructor, Adjunct, Lecturer or ESL Instructor. This finding is also reflected in the low percentage of respondents within the U.S. group holding PhDs (58%).

Differences among Respondent Groups.

Of the eight variables in Table 7, there was a statistically significant difference among the groups for one of the variables, that of having a job to return to in the U.S. There was a statistically significantly higher percentage of respondents within the U.S. category (17%) that had jobs to return to in the U.S. than their counterparts in the GCC (7%) and Neither (5%) groups.

Previous Experience in the GCC. Table 8 outlines the participants' international experience prior to accepting their current position in the GCC. Previous work experience abroad is broken down by the GCC region and beyond.

Characteristics of Respondents.

With regard to previous international experience, it is notable that 36% of respondents with GCC ties have spent 15 years or more outside of the U.S., while 49% of those with close U.S. ties have spent less than a year outside of the U.S. Somewhere in between are those in the Neither category, of which 42% have spent 1-10 years abroad prior to beginning their current work in the GCC.

Table 8

<i>Previous International Experience, by Regional Ties</i>								
Question	Total		GCC		Neither		U.S.	
	(N=194)		(N=42)		(N=100)		(N=52)	
	N	%	N	%	N	%	N	%
<i>Q42. Years living outside U.S.</i>								
None	39	20	10	24	16	16	13	25
Less than 1 year	30	16	5	12	13	13	12	24
1-5 years	50	26	5	12	30	31	15	29
5-10 years	23	12	5	12	11	11	7	14
10-15 years	13	7	2	5	7	7	4	8
15-20 years	13	7	7	17	6	6	0	0
More than 20 years	23	12	8	19	15	15	0	0
<i>Q43. Worked IHE in GCC country before</i>	34	18	10	25	18	18	6	12
<i>Q44. If yes, where?</i>								
UAE	18	9	5	12	9	9	4	8
Saudi Arabia	8	4	4	10	4	4	0	0
Kuwait	6	3	0	0	6	6	0	0
Oman	4	2	1	2	1	1	2	4
Qatar	2	1	1	2	1	1	0	0
Bahrain	2	1	1	2	1	1	0	0
<i>Q45. How long? (years)†</i>	10.3	6.1	10	6.7	10.9	6.3	8.7	5.3
<i>Q46. Worked IHE elsewhere before</i>	66	34	12	29	37	37	17	33
<i>Q47. If yes, where?</i>								
Middle East	16	8	4	10	7	7	5	10
Asia	36	19	6	14	20	20	10	19
Europe	25	13	3	7	16	16	6	12
Central/South America	5	3	0	0	4	4	1	2
Africa	4	2	0	0	3	3	1	2
Australia	1	1	1	2	0	0	0	0
Other	4	2	1	2	2	2	1	2

Similarly, a higher percentage of respondents from the GCC (25%) and Neither (18%) categories reported previous work experience in the GCC. Of those respondents, the majority had previous work experience in the UAE over other GCC countries. For those respondents with previous international experience outside of the GCC, most had worked in Asia (19%), followed by Europe (13%).

Differences among Respondent Groups.

Of the six questions about previous experience in the GCC, only the question about the number of years spent living outside of the U.S. previously, yielded a statistically significant difference among the three respondent groups. Most notably, a higher percentage of respondents from the U.S. group reported having no prior experience living abroad than respondents from the other groups. Alternatively, a higher percentage of respondents from the GCC (19%) and Neither (15%) groups reported over 20 years of previous experience living outside of the U.S., compared to the U.S. group (0%). Somewhat surprisingly, a slightly higher percentage of respondents from the U.S. group (14%) reported living outside of the U.S. between five and ten years, than respondents from both the GCC (12%) and Neither (11%) groups.

Country of residence and institution. Table 9 summarizes the distribution of participants by country of residence and institution of employment in the GCC.

Table 9

Country of Residence and Institution, by Regional Ties

Question	Total (N=194)		GCC (N=42)		Neither (N=100)		U.S. (N=52)	
	N	%	N	%	N	%	N	%
<i>Country</i>								
Kuwait	22	11	9	21	11	11	2	4
Oman	1	1	0	0	0	0	1	2
Qatar	31	16	6	14	12	12	13	25
Saudi Arabia	2	1	1	2	1	1	0	0
UAE	138	71	26	62	76	76	36	69
<i>Institution</i>								
Alfaisal University	1	1	1	2	0	0	0	0
American University in Dubai	6	3	2	5	3	3	1	2
American University of Kuwait	16	8	8	19	6	6	2	4
American University of Sharjah	23	12	4	10	11	11	8	15
Georgetown University SFS in Qatar	3	2	1	2	2	2	0	0
Gulf Univ. for Science & Technology	6	3	1	2	5	5	0	0
Masdar Institute of Science & Technology	4	2	1	2	3	3	0	0
Modern College of Business & Science	1	1	0	0	0	0	1	2
New York University Abu Dhabi	13	7	1	2	6	6	6	12
Northwestern University in Qatar	6	3	2	5	3	3	1	2
Prince Sultan University	1	1	0	0	1	1	0	0
Rochester Institute of Technology	1	1	0	0	1	1	0	0
Texas A&M at Qatar (TAMUQ)	18	9	3	7	5	5	10	19
United Arab Emirates University	23	12	8	19	8	8	7	13
Virginia Commonwealth University	4	2	0	0	2	2	2	4
Zayed University	68	35	10	24	44	44	14	27

Country of Residence.

A vast majority of the respondents for this study were employed at IHEs in the United Arab Emirates (71%) at the time of the survey. This reflects the prevalence of U.S. and other expatriate academics in the UAE, over the other GCC countries. Another

16% of respondents were employed at an IHEs in Qatar and 11% in Kuwait. Respondents from Saudi Arabia (1%) and Oman (1%) comprised a very small percentage of total respondents.

Institution.

The distribution of respondents at GCC institutions was fairly equal among the three groups. There were lower percentages of respondents within the U.S. ties category at the American University of Kuwait (4%) and Zayed University (27%), than the total average at both institutions, 8% and 35%, respectively. Conversely, a higher percentage of respondents from the U.S. group were employed at Texas A&M Qatar (19%) than the average of all respondents (9%).

Contract and position details. Table 10 outlines specific features of the participants' contract. Average length of contract and number of years employed at their current institution are presented for participants.

A majority of total respondents were hired internationally (83%). Most reported having fixed contracts (69%) with an average length of 3.2 years, and similar contractual benefits, such as a tuition allowance for their child(ren)'s education (97%). More respondents in the Neither category reported having an end-of-contract bonus (67%). A higher percentage of respondents with ties to the GCC were hired locally (24%) than respondents from the other two groups. The GCC group also reported slightly longer contract (mean=4.8 years) and years of employment in the GCC (mean=5.3 years).

While all the variables were tested for a relationship with the three different groups of respondents, none were found to be significant at the 5% level. That is, no

relationship was found between heritage ties and specific position or contract features.

Table 10

Contract and Position Details, by Regional Ties

Question	Total		GCC		Neither		U.S.	
	<u>(N=194)</u>		<u>(N=42)</u>		<u>(N=100)</u>		<u>(N=52)</u>	
	N	%	N	%	N	%	N	%
<i>Position features</i>								
Institutional partnership	29	15	8	20	11	11	10	19
Hired locally	32	17	10	24	14	14	8	15
Contract fixed length	134	69	27	64	73	73	34	65
Children's tuition included	68	97	26	96	27	100	15	94
Bonus at end of contract	115	60	22	52	66	67	27	52
<i>Employment Term^a</i>								
Length of contract (years)	3.9	3.2	4.7	4.8	3.7	2.2	3.7	3.4
Years at current IHE	5.1	4.4	6.1	5.3	4.7	4	5	4.4

^aMean (Standard deviation)

Current employment in the GCC. Table 11 contains figures related to the participants' current position in the GCC, including their academic discipline, rank, teaching load and an estimated percentage of time devoted to research.

In terms of their current position in the GCC, the largest percentage of respondents in all three categories reported having a tenure-track position, followed by tenured positions. Respondents with close ties to the GCC reported holding a slightly higher percentage of both tenured (31%) and tenure-track (34%) positions, as well as administrative positions (12%). As confirmed in Table 4, a larger percentage of respondents in both the Neither (11%) and U.S. (13%) categories reported holding non-tenure accruing positions (Instructor, English as a Second Language (ESL) Instructor, Lecturer, Visiting or Adjunct Professor), compared to their counterparts with ties to the GCC (7%).

With regard to academic discipline, the numbers are fairly evenly distributed

among the three different groups; however, there is a slightly higher percentage of respondents with GCC ties (12%) in the Science/Engineering field, a higher percentage of respondents in the Neither group (17%) in the field of Education, and a larger percentage of respondents with U.S. ties (27%) in the ESL field.

There was some variation among each of the groups with regard to teaching loads. The majority of respondents from all groups (55%) report teaching between six to eight courses per academic year. While teaching loads were similar across the three groups, respondents within the U.S. ties category expressed higher levels of satisfaction with their teaching load. Over half of the respondents from all three groups spend less than 25% of their time on research. Forty percent of respondents with U.S. ties reported spending less than 10% of their time on research, which probably is a function of larger numbers of ESL instructors (23%) within this group.

Table 11

Current GCC Employment, by Regional Ties

Question	Total (N=194)		GCC (N=42)		Neither (N=100)		U.S. (N=52)	
	N	%	N	%	N	%	N	%
<i>Q34. Academic Discipline</i>								
Business	28	14	8	19	13	13	7	13
Science/Engineering	16	8	5	12	7	7	4	8
Social Science	8	4	1	2	3	3	4	8
Liberal Arts	48	25	10	24	24	24	14	27
Education	22	11	4	10	17	17	1	2
Design	17	9	3	7	9	9	5	10
Information Technology	8	4	2	5	6	6	0	0
Health	5	3	3	7	1	1	1	2
ESL	36	19	5	12	17	17	14	27
Other	6	3	1	2	3	3	2	4
<i>Q27. Current Rank</i>								
Administration	16	8	5	12	9	9	2	4
Associate/Full Professor	56	29	13	31	28	28	15	29
Assistant Professor	70	36	18	43	36	36	16	31
Lecturer/Instructor/Adjunct	21	11	3	7	11	11	7	13
ESL Instructor	30	16	3	7	15	15	12	23
<i>Q36. Teaching Load (for 1 year)</i>								
0-1	16	8	2	5	9	9	5	10
2-3	36	19	6	14	20	21	10	20
4-5	32	17	7	17	11	11	14	28
6	31	16	10	24	16	16	5	10
7	21	11	8	19	9	9	4	8
More than 7 courses	53	28	9	21	32	33	12	24
<i>Q35. Research Percentage</i>								
Less than 10%	55	28	7	17	27	27	21	40
10-24%	62	32	16	38	33	33	13	25
25-49%	50	26	14	33	27	27	9	17
50% or more	26	13	5	12	12	12	9	17

While all the variables were tested for a relationship with the heritage ties grouping, none were found to be significant at the 5% level. Similarly, no relationship was found between heritage ties and academic discipline or rank. In other terms,

academics from the three groups were evenly distributed across all disciplines, rank and administrative roles.

Recruitment. Table 12 summarizes how participants first heard about the opportunity of working in the GCC and how they were recruited to their specific institution.

It appears that the majority of respondents heard about the opportunity to work in the GCC through some type of online job search. A slightly higher percentage of respondents within the U.S. category found their current position in the GCC through a personal/professional reference (35%), followed by online job searches (31%). Personal and/or professional referrals were the second most frequent response in the GCC and Neither groups. More respondents with U.S. ties were recruited (15%) than individuals from the other two categories. Although tested, no significant difference was found among the three groups in terms of the way they were recruited to their current position in the GCC.

Similarly, respondents reported finding out about the position at their current institution primarily through online job searches (43%) and, secondly, through personal/professional referrals (28%). There were no statistically significant differences between the three groups in response to the two questions about recruitment.

Table 12

How Recruited to the GCC

Question	Total		GCC		Neither		U.S.	
	<u>(N=194)</u>		<u>(N=42)</u>		<u>(N=100)</u>		<u>(N=52)</u>	
	N	%	N	%	N	%	N	%
<i>Q39. How heard about GCC</i>								
Institutional partner/branch	17	9	5	12	7	7	5	10
Online job search	82	42	20	48	46	46	16	31
Personal/professional referral	60	31	12	29	30	30	18	35
Recruited	16	8	1	2	7	7	8	15
Print journal/Newspaper	9	5	1	2	4	4	4	8
Other	10	5	3	7	6	6	1	2
<i>Q40. How heard about current job</i>								
Institutional partner/ branch	17	9	4	10	7	7	6	12
Online job search	84	43	20	48	46	46	18	35
Personal/professional referral	54	28	11	26	27	27	16	31
Recruited	15	8	3	7	6	6	6	12
Conference	8	4	1	2	6	6	1	2
Print journal/Newspaper	8	4	1	2	4	4	3	6
Other	8	4	2	5	4	4	2	4

Factors affecting mobility. Table 13 provides a breakdown of the various push-pull factors influencing mobility decisions among U.S. academics in the GCC.

Respondents reported the degree to which each factor influenced their decision to take an academic post in the GCC.

Characteristics of Respondents.

In terms of push factors, mainly the perception of a weak U.S. job market, respondents from all groups reported that it moderately influenced their decision to pursue/accept an academic position in the GCC. As Table 13 indicates, the push factor, the weak U.S. job market, was less influential (mean 2.9) than several pull factors, in

particular, travel opportunities (mean 3.9), professional opportunity (mean 4) , financial incentives (mean 3.9) and international experience (mean 3.6). There was much more variance in the responses for the pull factors affecting mobility.

Table 13

Factors Affecting Mobility, by Regional Ties

Question	Total (N=194)		GCC (N=42)		Neither (N=100)		U.S. (N=52)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<i>Influence PUSH</i>								
Weak U.S. job market	2.9	1.5	2.9	1.5	2.9	1.5	3	1.7
<i>Influence PULL</i>								
International experience for children	2.4	1.6	2.7	1.6	2.1	1.5	2.4	1.7
Spouse employment	2	1.5	1.8	1.5	1.8	1.5	2.3	1.6
Travel opportunities	3.9	1.2	3.1	1.3	4.1	1.2	4.2	1.1**
Professional opportunity	4	1.1	3.6	1.4	4.1	1	4.1	1.1*
Family in region	1.7	1.3	2.8	1.6	1.3	0.9	1	0.0**
Financial incentives	3.9	1.1	3.6	1.1	3.9	1.1	4.2	1.1*
International experience	3.6	1.4	3.2	1.5	3.8	1.3	3.7	1.5
Cultural ties	1.8	1.3	3.2	1.7	1.3	0.8	1.1	0.5**
Benefits package	3.5	1.2	3.3	1.3	3.6	1.2	3.7	1.3
Tax exemptions	3.4	1.4	3.1	1.4	3.5	1.3	3.4	1.5
Institutional link	2	1.4	1.9	1.4	1.9	1.3	2.4	1.6
Research interests	2.6	1.4	2.7	1.3	2.7	1.4	2.4	1.3

NOTE: (1 is not influential at all, 2 is slightly influential, 3 is somewhat influential, 4 is very influential, and 5 is extremely influential).

*Significant difference among three groups at the 5% level

**Significant difference between three groups at the 1% level

Results from Table 13 show that travel, professional opportunity, financial incentives, and international experience played a more influential role in the decision to work in the GCC for respondents in the U.S. and Neither groups. The data suggests that respondents from both U.S. and Neither groups share similar motivations for pursuing opportunities in the GCC. On the other hand, research findings indicate that cultural ties and family in the region were much more important to respondents with ties to the GCC.

Other pull factors, including benefits packages, tax exemptions, institutional links, research interests, and international experience for children, seemed to play a secondary role in the decision-making process of all respondents, as responses were quite similar.

Differences among Respondent Groups.

Of the 12 pull factors, five were statistically significant differences among the three groups. For respondents from the U.S. and Neither groups, professional opportunity, travel and financial incentives were significantly more influential in their decision to work in the GCC than they were for counterparts with ties to the GCC. Alternatively, respondents with close ties to the GCC were significantly more influenced by cultural ties to and family in the region, than their counterparts from U.S. and Neither groups.

Satisfaction with GCC experience. families.

Table 14 presents satisfaction levels among respondents with regard to various aspects of their personal and professional lives, including an assessment of their spouse and children's adjustment to the region.

Characteristics of Respondents.

With regard to the satisfaction levels with their situation in the GCC, most respondents reported moderate to strong satisfaction levels with all aspects of their life. Research findings showed that respondents with close U.S. ties were the most satisfied, specifically with regard to professional opportunity, compensation, benefits, social life, and travel opportunities. Those with U.S. ties responded slightly more favorably to the questions related to cultural adjustment to the GCC for themselves and their families.

Table 14

Satisfaction with GCC Experience, by Regional Ties

Question	Total (N=194)		GCC (N=42)		Neither (N=100)		U.S. (N=52)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<i>Q48. Satisfaction</i>								
Professional	3.3	1.1	3.3	1	3.1	1.2	3.7	1.0**
Compensation	3.5	1	3.1	1.1	3.5	1	4	0.9**
Benefits	3.5	1.1	3.2	1.1	3.4	1.1	3.8	1.0*
Social	3	1.2	3.3	1.2	2.8	1.1	3.3	1.1**
Healthcare	3	1.2	2.8	1.2	2.9	1.2	3.2	1.2
Extra-curricular	2.9	1.2	3	1.2	2.8	1.3	3	1.2
Travel	4.1	0.9	3.8	1.2	4.1	1	4.3	0.6
Intercultural	3.7	1.1	3.6	1.2	3.7	1.1	3.6	1.1
<i>Q49. Adjusted Well</i>								
Self	4.4	0.8	4.2	1.1	4.4	0.8	4.6	0.7
Spouse	4.1	1.2	3.9	1.4	4	1	4.3	1
Children	4.2	1.1	4	1.3	4.4	0.9	4.4	0.9
<i>Q50. Satisfied with current job</i>								
Academic freedom	2.9	1.2	3.2	1.1	2.7	1.3	3.2	1.1
Research	3.1	1.4	3.2	1.3	2.9	1.3	3.3	1.4
Promotion	2.7	1.2	2.8	1.2	2.5	1.3	2.8	1.2
Administration	2.8	1.2	3	1.1	2.7	1.2	3	1.2
Faculty orientation	3	1.2	3.1	1.1	2.9	1.3	3.2	1.2
Teaching load	3.1	1.4	3	1.3	2.8	1.4	3.6	1.2*
Facilities/resources	3.4	1.2	3.6	1.1	3.2	1.3	3.7	1
Committee work	3.4	1.1	3.6	1.1	3.2	1.1	3.6	1.2*
Interdepartmental communication	2.8	1.2	3	1.2	2.7	1.1	2.7	1.4

NOTE: All responses on a five-point scale, where 1 is not satisfied at all, 2 is slightly satisfied, 3 is somewhat satisfied, 4 very satisfied, and 5 is extremely satisfied.

*Significant difference among means of three groups, according to ANOVA, at the 5% level

**Significant difference among means of three groups, according to ANOVA, at the 1% level

Respondents from the Neither category showed the lowest levels of satisfaction with regard to their current position in the GCC. For all questions related to current position in the GCC, respondents from the Neither group reported lower levels of

satisfaction than respondents from the other two groups.

Respondents across all groups were least enthusiastic about to health care and extracurricular activities offered in the GCC.

Differences among Respondent Groups.

Four of the eight satisfaction variables related to overall experience in the GCC and two of the nine satisfaction variables related to current position in the GCC yielded statistically significant results. Respondents from the U.S. group reported significantly higher levels of satisfaction with regard to their professional life, compensation, and benefits. Respondents from both the GCC and U.S. groups reported significantly higher satisfaction with their social life in the GCC, compared to respondents from the Neither group.

With regard to the questions related to their current position in the GCC, respondents with U.S. ties reported significantly higher levels of satisfaction with teaching loads than their counterparts from the GCC and Neither categories. Finally, respondents from the Neither group were significantly less satisfied with committee work than their counterparts from the other two groups.

Future plans. Table 15 summarizes the respondents' answers to questions related to future career plans, such as remaining in the GCC, continued mobility, repatriation, and retirement.

Results in Table 15 show that respondents would rather renew their contract at their GCC IHE than return to the U.S. academic job market or work at another IHE in the GCC. This seems to indicate that, overall, respondents from all groups were sufficiently

content with their personal and professional lives in the GCC to remain in the region for an undetermined period of time. There were no statistically significant differences among the three respondent groups for the questions related to future plans.

Table 15

Future Plans, by Regional Ties

Question	Total (N=194)		GCC (N=42)		Neither (N=100)		U.S. (N=52)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<i>Future plans</i>								
Q52. Would renew contract	3.9	1.3	4	1.2	3.7	1.3	4.1	1.2
Q53. Would work other IHE this country	3.1	1.3	3.3	1.3	3	1.4	3.3	1.3
Q54. Would work other IHE in the GCC	3.1	1.3	3.1	1.3	3.1	1.4	3.1	1.3
Q55. Return work in U.S.	3.1	1.2	3.4	1	3	1.2	3.1	1.2

NOTE: All responses on a five-point scale, where 1 is definitely not, 2 is probably not, 3 is maybe, 4 probably, and 5 definitely.

Push-Pull Factors Affecting Mobility Decisions

The previous set of analyses described how the total set of respondents replied to each of the items on the survey, as well as how respondents in the three categories, *vis-a-vis* ties to the GCC, differed in their responses to survey items.

The next series of statistical analyses was conducted to understand in more detail the relative importance of push-pull factors and the relationships between certain respondent characteristics and the push-pull factors affecting mobility decisions.

Relative Importance of Push versus Pull Factors. One of the questions this study has addressed is relative importance of push and pull factors in mobility decisions of U.S. faculty working in the GCC. More specifically, data were examined to determine whether U.S. academics were more influenced to work in the GCC based on the push of

the weak U.S. academic job market, or more attracted to the region by a variety of pull factors, including financial incentives, professional development opportunities, international experience, travel and other variables.

Figure 3 below visually displays the average influence of the push factor, the weak U.S. job market (2.9) and the 12 pull factors, on the decision to pursue or accept an academic position in the GCC, together with their 95% confidence intervals. These averages were calculating using a one-way ANOVA ($N=2,174$, $R^2=27\%$, $p<0.0001$). The findings show that professional opportunity had the greatest influence (4.0) on mobility decisions among U.S. academics working in the GCC, followed by financial incentives (3.9), travel opportunities (3.9) and international experience (3.6). The graph depicts the divide between a set of very influential pull factors and a second group of pull factors that had less influence. The average of the pull factors that are most influential in mobility decisions is 3.73 while the average of the remaining pull factors is 2.10. These two sets of pull factors are both significantly different in influence from the push factor, ($t=-7.12$, $p<0.001$ for non-influential factors, and $t=7.25$, $p<0.001$ for influential factors, according to a one-way ANOVA).

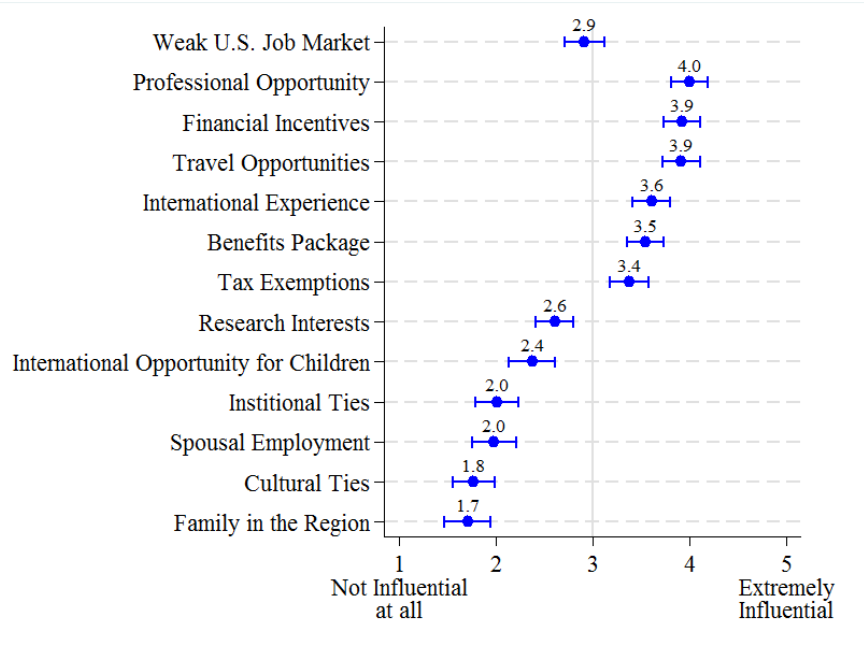


Figure 3 Average Influence of Push and Pull Factors

A two-way ANOVA revealed that some of the effects we see above are more prominent in some heritage groups than others ($N=2,174$, $R^2=31\%$, $p<0.0001$). Results are shown in Figure 4 below with their 95% confidence intervals. The pull factor, travel opportunities, is more influential for those without ties to the GCC. On the other hand, the pull factors of cultural ties and family in the region were much more influential for those with ties to the GCC.

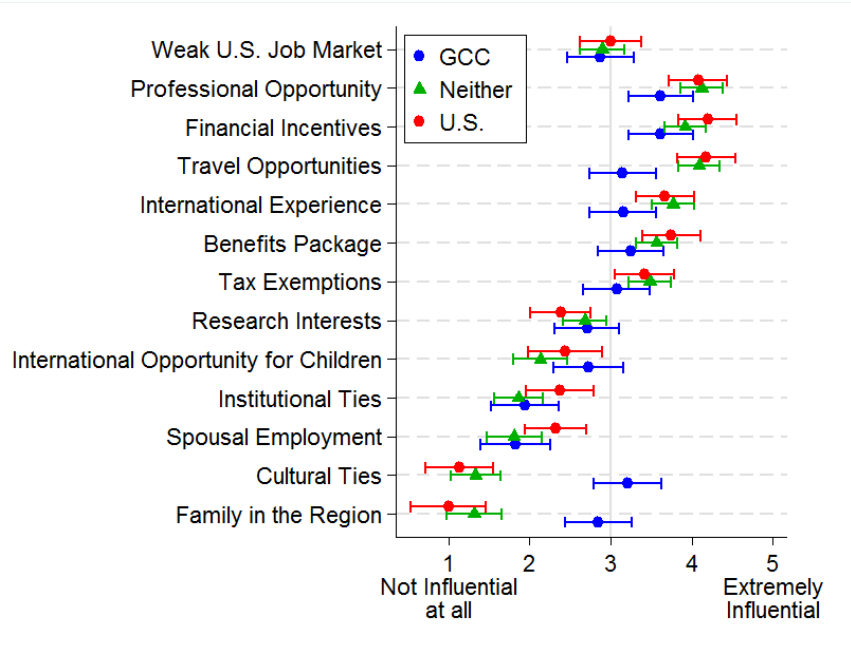


Figure 4: Average Influence of Push and Pull Factors, by Heritage Ties

While the analyses above provide a general depiction of the influence of each push and pull variable on the total group of respondents, it does not reveal differences due to variables other than cultural ties. For instance, were the effects of the results above affected by factors such as marital status, age, and gender?

To answer questions such as this, multivariable linear regression was used. For each factor a model including heritage ties, marital status, gender and age, along with each of the situational variables, was fit, and variables not significant at the 5% level were removed. Normality of the model residuals was assessed using the Kolmogorov-Smirnov test. The results of multivariable linear regression are outlined below.

Push Factor—Weak U.S. Job Market. Three situational variables were found to have a significant relationship with the push factor of the weak U.S. job market.

The first of these three situational variables was the type of recruitment: "How Participants Heard of the Opportunity to Work in the GCC (p -values for heritage ties 0.65, marital status 0.56, gender 0.98 and age 0.52, respectively). This variable had a significant relationship with the weak U.S. job market ($N=172$, $R^2=9\%$, $p=0.0002$). Results are presented with their 95% confidence intervals.

As shown in Figure 5, subjects who heard about the opportunity to work in the GCC through institutional ties were less influenced by a weak U.S. job market (mean=1.9) than those who found the opportunity to work at a GCC IHE through an online job search (mean=3.4). The other subjects were fairly neutral on the influence of the U.S. academic job market (mean=2.6).

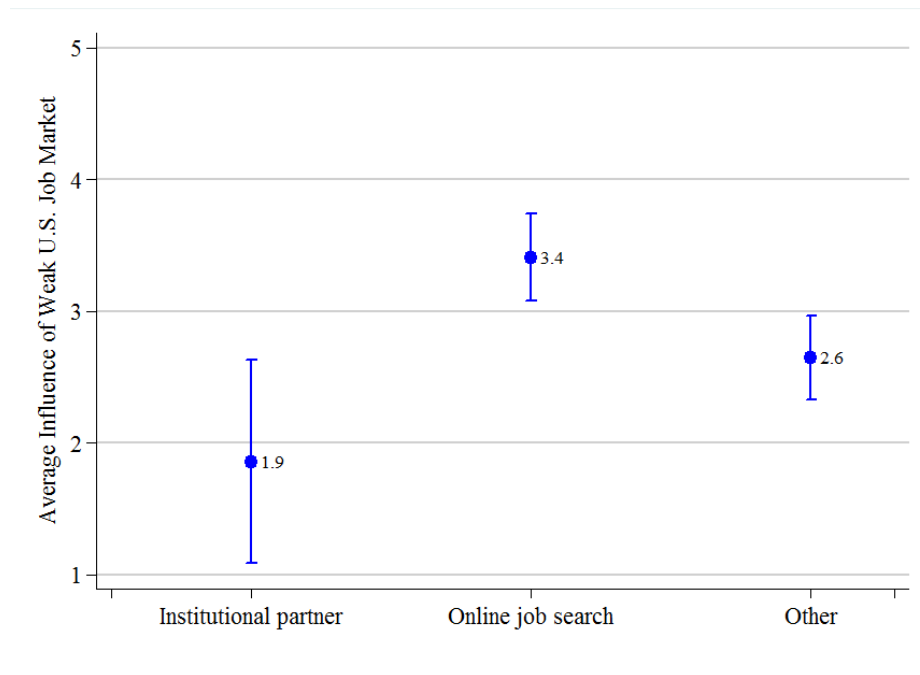


Figure 5 Average Influence of Weak U.S. Job Market, by How Participants Heard about the Opportunity to Work in the GCC

The second situational variable that is related to the push of the weak U.S. job market was previous academic rank (p -values for heritage ties 0.94, marital status 0.49, gender 0.78 and age 0.81). As shown in Figure 6, participants who previously held a high academic rank (Administration, Associate/Full Professor, Researcher) were less pushed ($N=172$, $R^2=11\%$, $p<0.0001$) by the U.S. academic job market (mean=2.1) than the remaining participants of lower previous rank (Lecturer/Instructor/Adjunct/ESL, Graduate Student, Assistant Professor). That latter group was significantly more influenced by the U.S. academic job market (mean=3.3). Results are presented with their 95% confidence intervals.

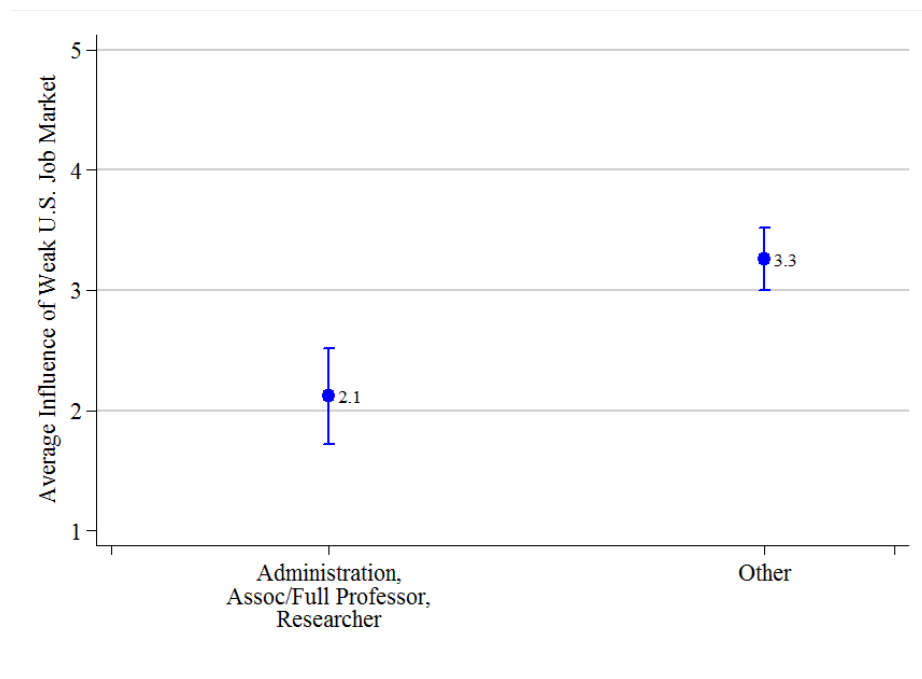


Figure 6 Average Influence of Weak U.S. Job Market, by Academic Rank

The last situational variable affected by the push factor of the weak U.S. job market was having or not having a position to return to in the U.S. (p -values for heritage

ties 0.65, marital status 0.42, gender 0.96 and age 0.16). Figure 7 shows that subjects who did not have a job to return to in the U.S. were more influenced (N=172, $R^2=3\%$, $p=0.009$) by the U.S. academic job market (mean=3) than those who had a job in the U.S. to which they could potentially return (mean=1.9). Results are presented with their 95% confidence intervals.

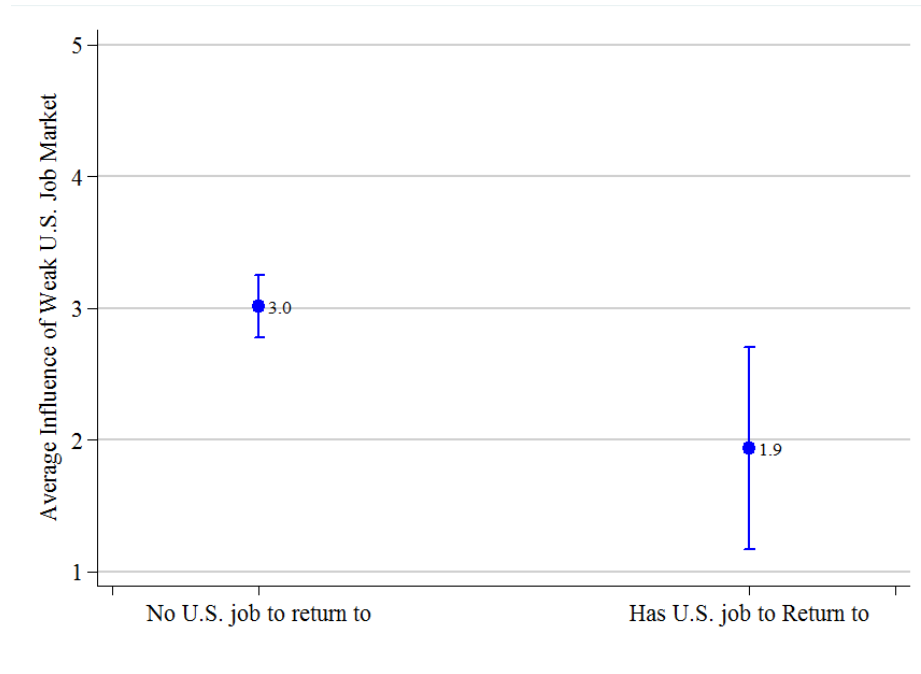


Figure 7 Average Influence of Weak U.S. Job Market, by Job to Return to in U.S. **Pull factor—professional opportunity.** One variable, dependent children, was found to have a significant relationship with the pull factor of professional opportunity (p-values for marital status 0.90, gender 0.36). Figure 8 shows that individuals with dependent children and strong ties to the U.S. were more influenced (N=192, $R^2=5\%$, $p=0.0029$) by professional opportunity than others (mean=4.2 vs. 3.7). Results are presented with their 95% confidence intervals.

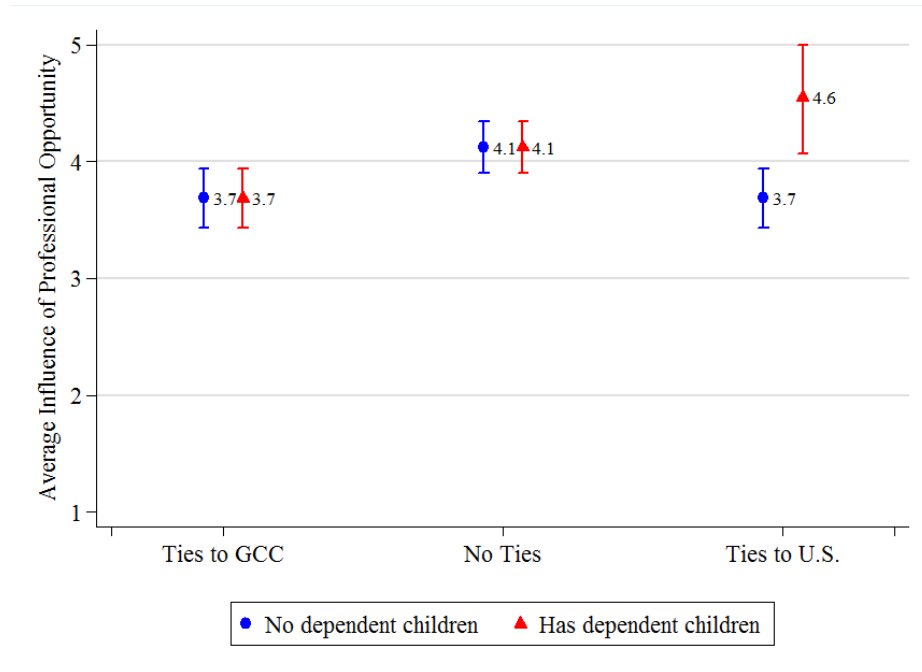


Figure 8 Average Influence of Professional Opportunity, by Dependent Children and Heritage Ties

As shown in Figure 9, as age among all participants increased, the influence of professional opportunity decreased, as did the number of dependent children ($N=189$, $R^2=6\%$, $p=0.0011$). Results are presented with their 95% confidence intervals. This is a logical result as older, more experienced faculty are more likely to be well-established in their academic careers and less driven by professional opportunity. Furthermore, they are more likely to have grown children that are no longer dependents compared to younger colleagues.

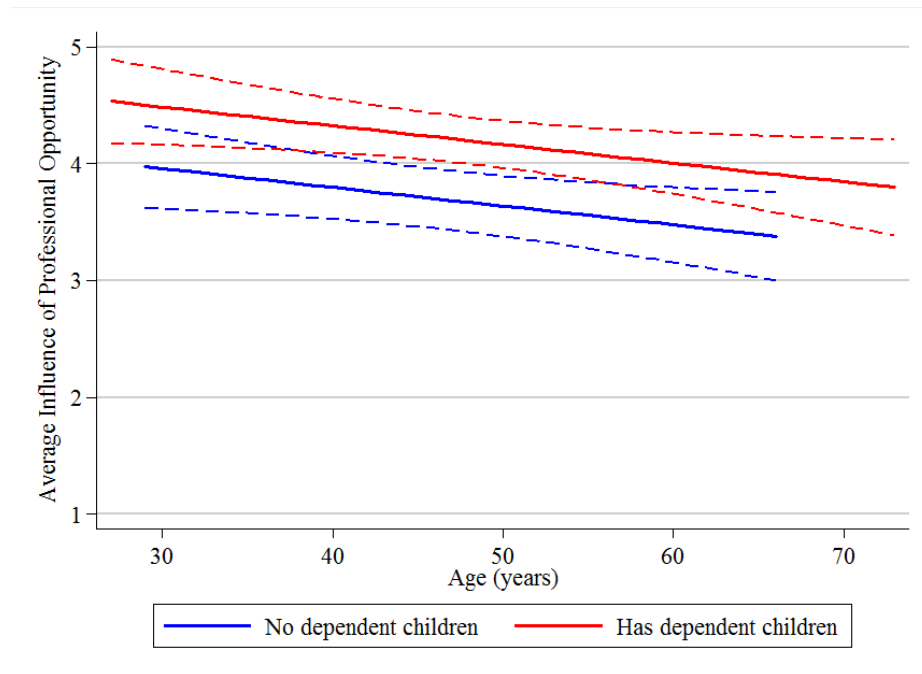


Figure 9 Average Influence of Professional Opportunity, by Age **Pull factor—spouse employment.** The influence of spouse employment was also important as presented in Figure 10, together with their 95% confidence intervals (*p*-values for heritage ties .91, and age 0.86) Married males whose wives were employed in the GCC were somewhat less influenced by spousal employment (mean 2.3), while married females whose husbands were employed in the GCC were most influenced by spousal employment (mean 3.7) (N=139, R²=37%, *p*<0.0001).

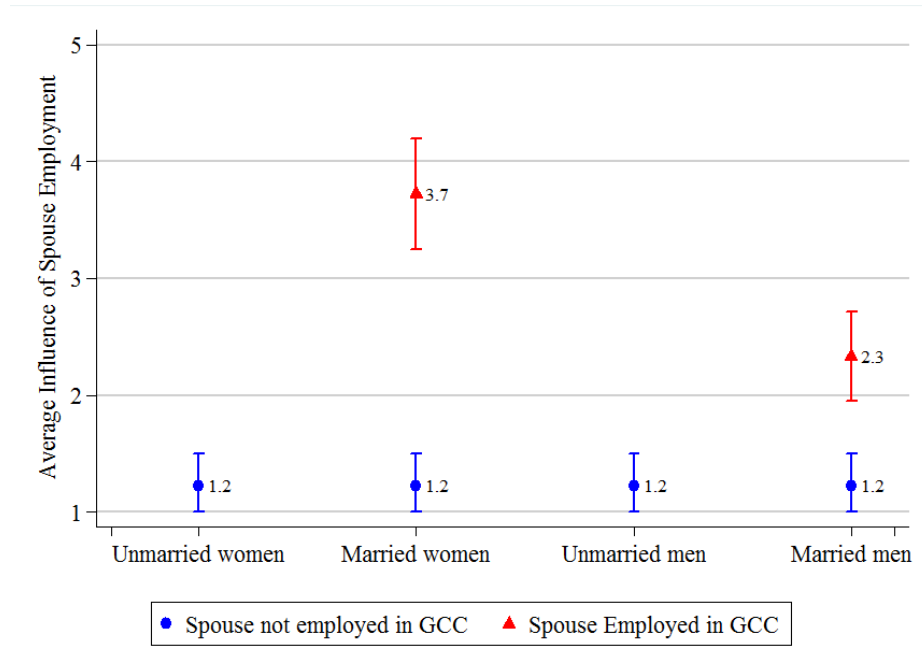


Figure 10 Average Influence of Spouse Employment, by Spouse Employed in the GCC

Pull factor—travel opportunities. The influence of travel opportunities had a significant relationship with three situational variables.

Participants who did not hold a Ph.D. were more influenced by travel opportunities (p -values for heritage ties 0.0001, marital status 0.054, gender 0.72 and age 0.11) ($N=190$, $R^2=15\%$, $p<0.0001$) than those with a Ph.D. (mean 4.4 vs. 3.7). As Figure 11 shows, individuals that did not have a Ph.D., nor ties to the GCC, were most influenced by travel opportunities. Results are presented with their 95% confidence intervals.

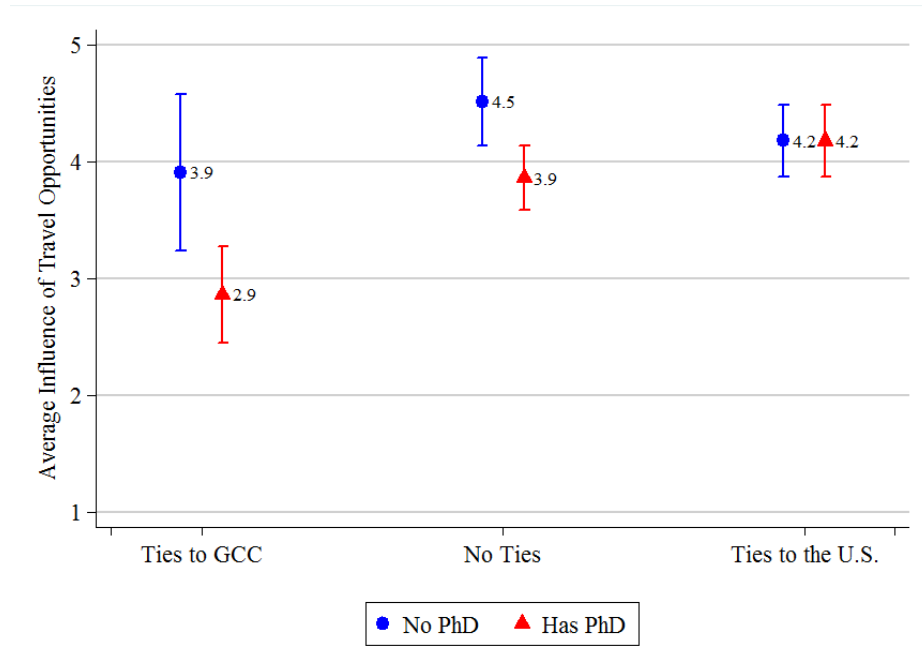


Figure 11 Average Influence of Travel Opportunities, by Participants with a PhD and Heritage Ties

Furthermore, as shown in Figure 12, participants without ties to the U.S. who spent more than 50% of their time on research (p -values for marital status .13, gender .53, and age 0.8) were less influenced ($N=189$, $R^2=21\%$, $p<0.0001$) by travel opportunities than others. Results are presented with their 95% confidence intervals.

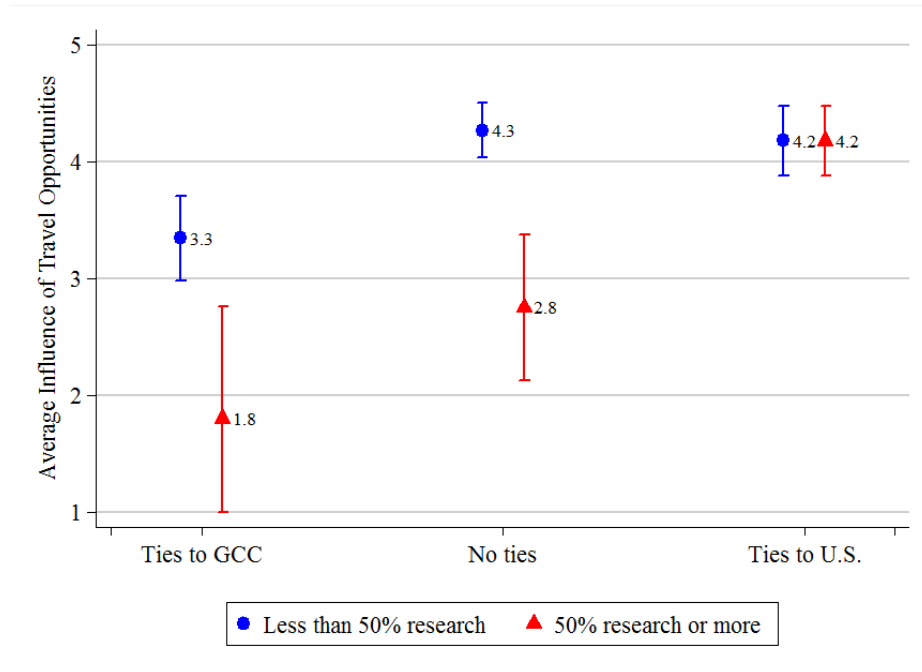


Figure 12 Average Influence of Travel Opportunities, by Time Spent on Research

Those with ties to the GCC were less influenced (N=190, $R^2=10\%$, $p<0.0001$) by travel opportunities than respondents from the other two groups (mean 3.2 vs. 4.1).

Pull factor—family in the GCC.The influence of family in the GCC was an obvious pull for respondents with GCC ties (p -values for heritage ties <0.0001 , marital status 0.005 , gender 0.40 and age 0.42 , respectively). Figure 13 shows that those with ties to the GCC were more influenced ($N=127$, $R^2=38\%$, $p<0.0001$) by family in the region than those without family in the GCC or those with strong ties to the U.S. (mean 2.8 vs. 1.3 vs. 1.0). Individuals that were both married and had ties to the region were most influenced by family in the region. Results are presented with their 95% confidence intervals.

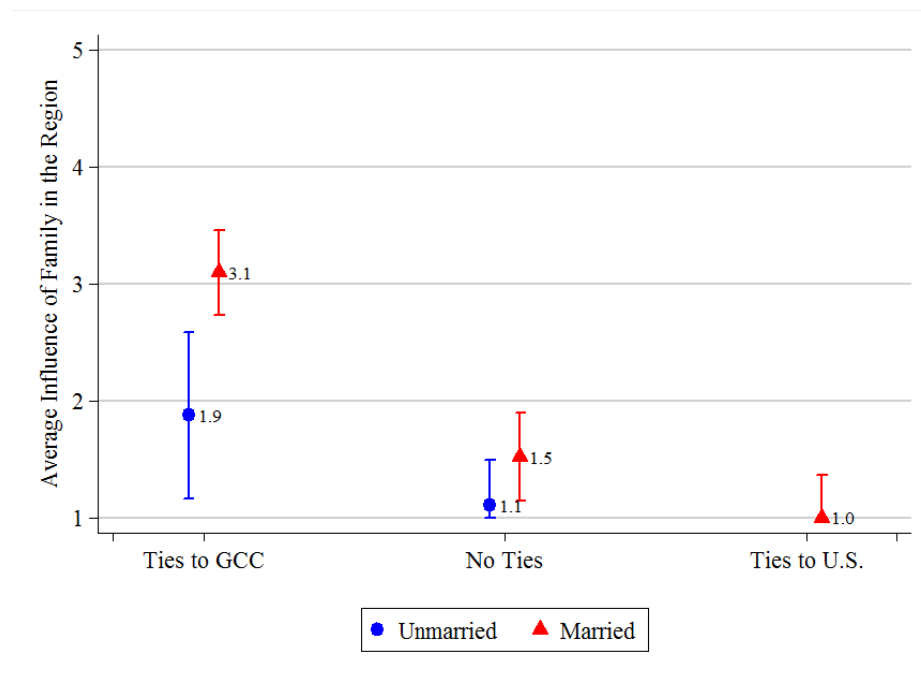


Figure 13 Average Influence of Family in the Region, by Marital Status and Ties to the GCC

Satisfaction

The last part of the survey addressed the respondents' satisfaction levels with various aspects of their personal and professional life. Responses to this series of

questions were considered when addressing one part of the final research question related to future career plans, specifically with the qualitative data gathered through interviews in the second phase of the study. Figure 14 below displays the average satisfaction levels with different aspects of personal and professional life in the GCC, according to one-way ANOVA (N=3,130, $R^2=8\%$, $p<0.0001$). Results are presented with their 95% confidence intervals.

As represented in Figure 14 below, respondents were clearly most satisfied with the travel opportunities offered by living in the region. High levels of satisfaction were also reported for compensation, benefits, and intercultural experience. Respondents were least satisfied with promotion policies, interdepartmental communication and administration at their institutions. These results are consistent with earlier findings related to the influence of push/pull factors in that respondents remain more enthusiastic about the factors which initially attracted them to the position in the GCC, namely, the intercultural experience, international travel, professional opportunity and financial incentives, than the everyday realities of the position, most notably administrative matters.

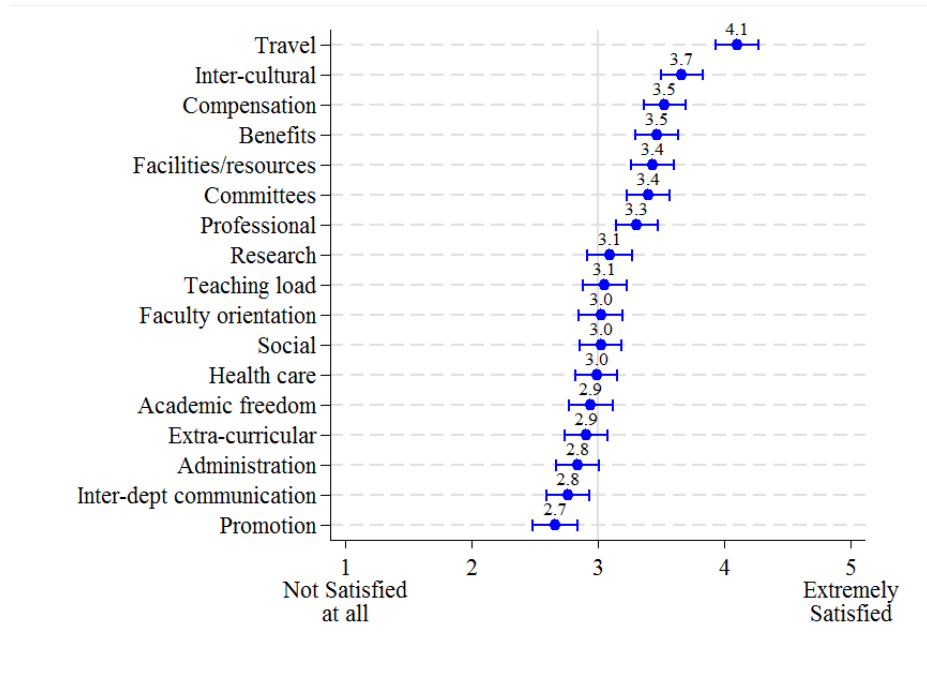


Figure 14 Average Satisfaction Levels of Personal and Professional Life

A two-way ANOVA was used to determine whether or not these satisfactions levels differed according to heritage ties ($N=3,130$, $R^2=9\%$, $p<0.0001$). Figure 15 shows that those with ties to the U.S. were more satisfied with their compensation, benefits, and teaching load than those with ties to the GCC. Results are presented with their 95% confidence intervals.

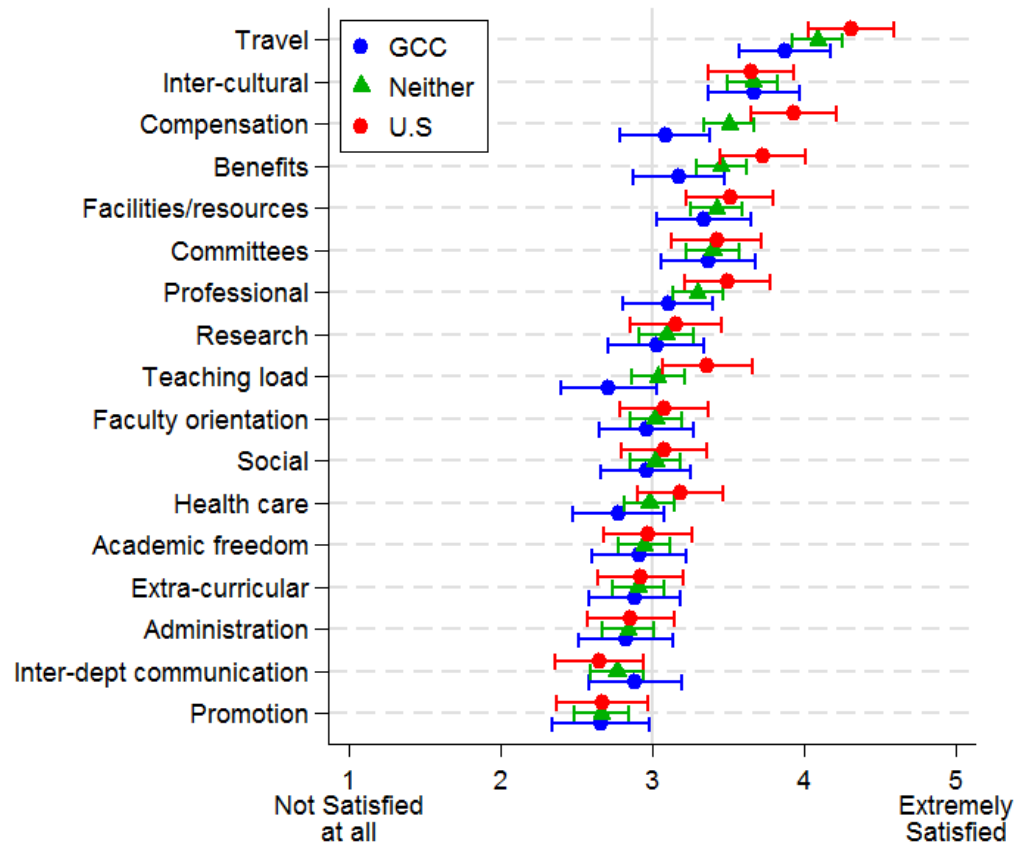


Figure 15 Average Satisfaction Levels of Personal and Professional Life, by Heritage Ties

Finally, personal and professional satisfaction levels among participants were analyzed using multivariable linear regression modeling. This allows us to analyze relationships between satisfaction and several explanatory variables.

Satisfaction factor – professional opportunities. Having ties to the area and dependent children both had a significant impact on the level of satisfaction in professional life (p -values for marital status 0.62, gender 0.06 and age 0.21, respectively) ($N=190$, $R^2=8\%$, $p=0.0008$). As shown in Figure 16, those with dependent children and ties to the U.S. had the highest level of professional satisfaction (mean 4.2) and those

with ties to the GCC without dependent children had the lowest level of satisfaction with professional life (mean 2.8). Results are presented with their 95% confidence intervals.

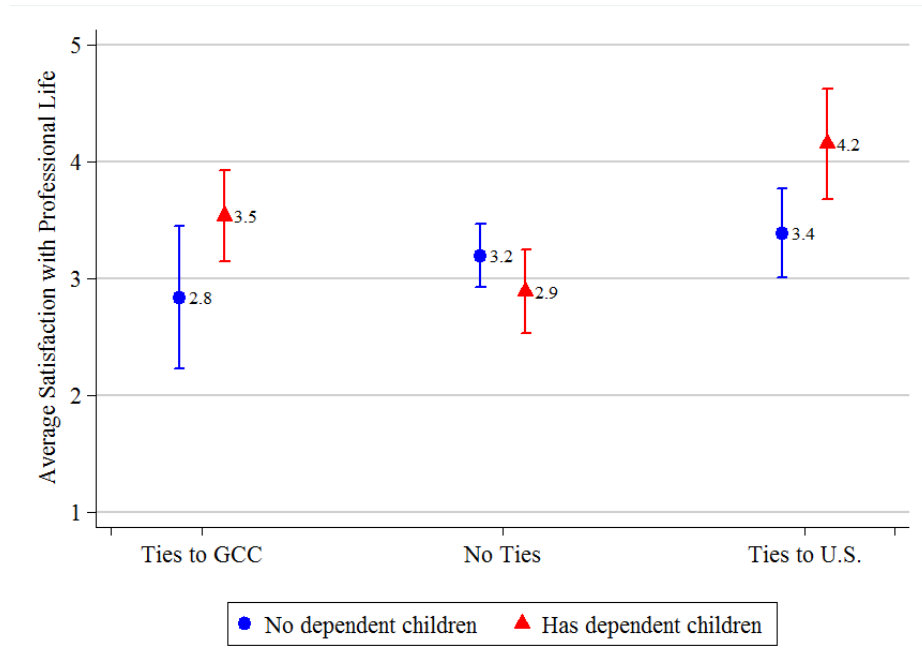


Figure 16 Average Satisfaction with Professional Opportunities, by Ties to the Region and Dependent Children

Satisfaction factor – travel. Satisfaction with travel opportunities depended significantly on whether or not subjects had family in U.S. and what their ties were to the region (p -values for marital status 0.18, gender 0.05 and age 0.15) ($N=192$, $R^2=7\%$, $p=0.0018$). Figure 17 shows that the most satisfied with travel opportunities were those with family in the U.S. without ties to the GCC (mean 4.3). The least satisfied were those without family in the U.S and without ties to U.S. or GCC (mean 3.6). Results are presented with their 95% confidence intervals.

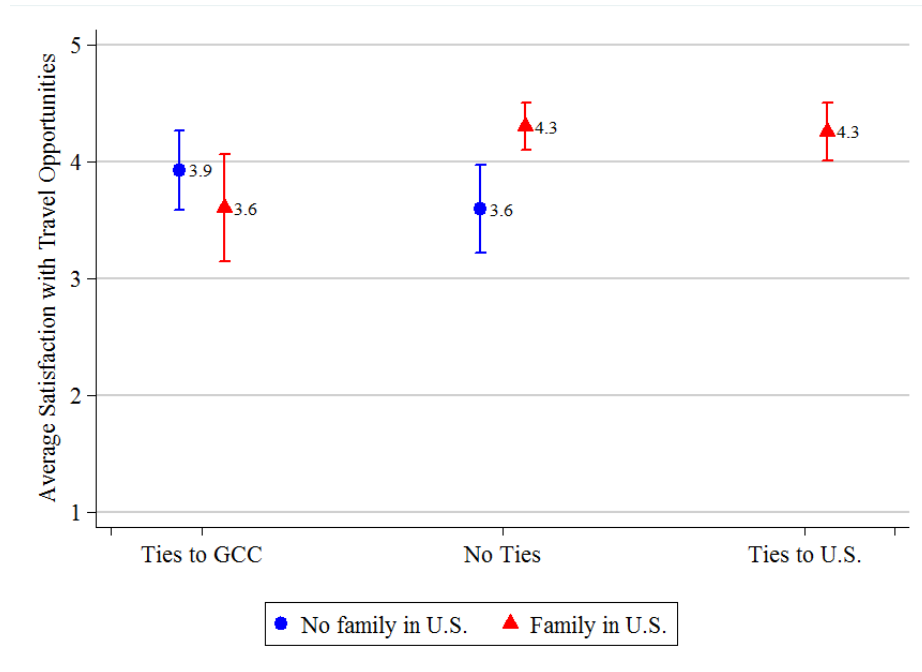


Figure 17 Average Satisfaction with Travel Opportunities, by Ties to the Region and Family in the U.S.

Satisfaction with travel opportunities depended significantly on the amount of time spend living outside of the U.S. previously (p -values for heritage ties 0.16, marital status 0.28, gender 0.10 and age 0.26) ($N=191$, $R^2=7\%$, $p=0.0019$). As presented in Figure 18, the most satisfied with travel opportunities were those who had not lived outside the U.S. before (mean 4.5), followed closely by those who had only been outside the U.S. for less than 1 year (mean 4.2) or more than 20 year (mean 4.1). The least satisfied were those who had been outside the U.S. for between 5 to 15 years (mean 3.7). Results are presented with their 95% confidence intervals.

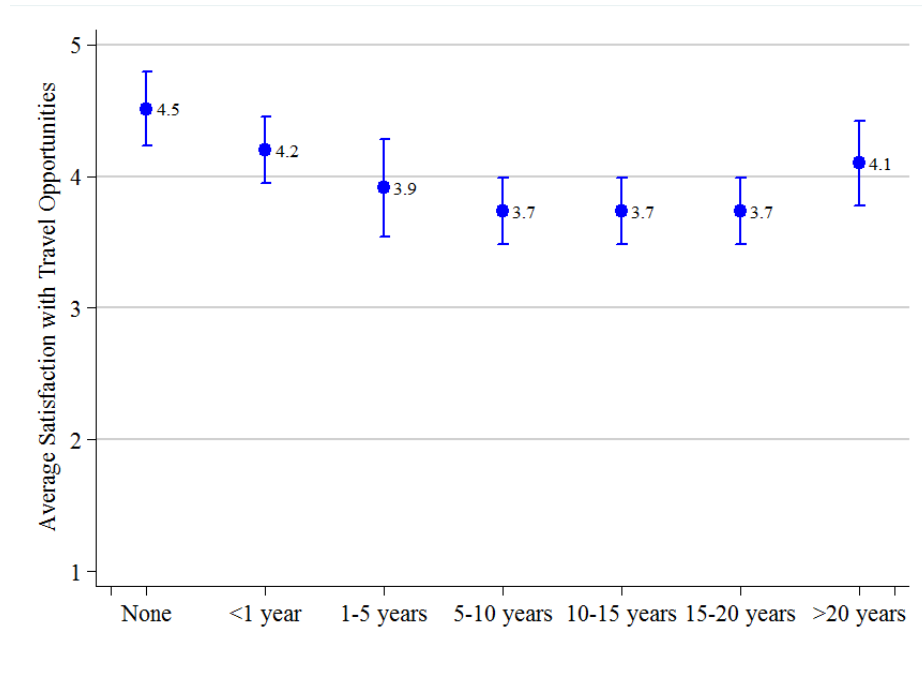
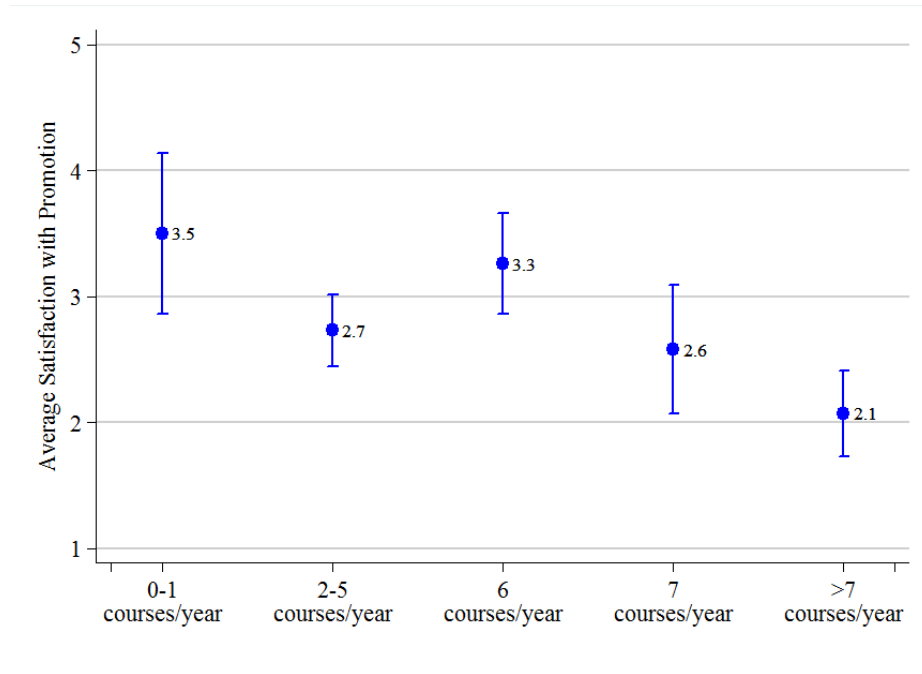


Figure 18 Average Satisfaction with Travel Opportunities, by Previous International Experience

Satisfaction factor – promotion. Satisfaction with promotion also varied significantly by teaching load (p -values for heritage ties 0.37, marital 0.05, gender 0.26 and age 0.84) ($N=164$, $R^2=12\%$, $p<0.0001$). Finally, as shown in Figure 19, those teaching more than seven courses per year were the least satisfied with their promotion opportunities (mean 2.1), whilst those with none or one course per year were the most satisfied (mean 3.5). Results are presented with their 95% confidence intervals.



*Figure 19 Average Satisfaction with Promotion Opportunity, by Teaching Load***Conclusion**

The findings show that the pull factor of a weak U.S. job market had a moderate influence across all three heritage groups. The U.S. job market was less influential than a series of push factors (professional opportunity, financial incentives, travel, international experiences, benefits package, and tax exemptions), but more influential than a second group of pull factors, namely: research interests, international experience for children, institutional ties, spouse employment, cultural ties and family in the region.

Within the group of pull factors, professional opportunity was the most influential across all groups, followed closely by financial incentives and travel. Cultural heritage ties and family in the region were least influential across all groups, due, in part, to the size of the group of respondents with GCC ties, 22%.

Through closer examination using linear regression modeling, distinctions among

the three groups, and significant relationships with the different variables are more evident.

The push factor of the weak U.S. job market had a significant relationship with three variables, how respondents heard about the position in the GCC, academic rank, whether or not the respondent had a job to return to in the U.S., in that: 1) respondents that found their position through an online job search were much more influenced by the U.S. job market than respondents that heard about the opportunity through institutional ties; 2) early-career academics were more pushed by the U.S. job market than more experienced academics; and, 3) respondents that did not have a job in the U.S. to which they could return were more influenced than those that did.

The pull factor of professional opportunity was found to have a significant relationship with dependent children and age. Respondents that were married with ties to the U.S. were most influenced by professional opportunity. Secondly, the influence of professional opportunity decreased as age increased.

The push factor, spouse employment, was found to have a significant relationship with having a spouse employed in the GCC. Married females with spouses employed in the GCC were more influenced by spouse employment than married males.

The influence of the push factor, travel, was significantly greater for individuals without a PhD than for those with a PhD. Similarly, individuals who spent more than 50% of their time on research were less influenced by travel than those that devoted less time to research.

Finally, family ties in the GCC were most influential for married respondents with GCC connections.

In the final part of this section, satisfaction levels with various aspects of their personal and professional life were analyzed. As a whole, respondents were most satisfied with travel opportunities associated with their work in the Gulf and least satisfied with promotion policies, interdepartmental communication and administration.

Upon closer examination, there were a few significant relationships between satisfaction levels and situational variables related to personal and professional life. First, the influence of professional opportunity on satisfaction levels was significantly related to heritage ties and dependent children. Respondents with dependent children and ties to the GCC or the U.S. were most satisfied with professional opportunity, while those with GCC ties and no dependent children were least satisfied.

Satisfaction with travel was highest for individuals with either no previous international experience or less than one year of previous international experience. Respondents least satisfied with travel had an average of 5-15 years of prior experience abroad.

Finally, satisfaction with promotion was significantly linked to teaching load, where individuals with high teaching loads were less satisfied with promotion and those with lower teaching loads were most satisfied with promotion.

Interview Results

As outlined in the previous chapter, interviews were conducted with a purposeful sample of 21 individuals. For most of the interviewees, the decision to accept or pursue employment in the GCC could not be attributed to any single factor, but instead, resulted from the consideration of multiple factors and contextual circumstances. In line with the push-pull framework conceptualized by Lee (1966) the stories and shared experiences of the interviewees indicate a group of eight concurrent forces, or primary motivations, that influence mobility decisions. Of these eight forces, or themes, seven are pull factors and only one, the perceived lack of opportunities in the U.S. academic job market, is a push factor. Additionally, there were a number of "intervening obstacles or personal factors," of a more contextual nature, that either facilitated or inhibited a mobility decision.

Primary Motivations to Accept an Academic Position in the GCC

The eight primary themes which emerged from the analysis were as follows: cultural-heritage ties; financial incentives; professional opportunity; international experience for self or children; research interests or love of the region; spouse transfer; and U.S. academic job market. Motivating factors were presented in relative order of importance as determined by the frequency of mention and the emphasis placed on each factor by interviewees.

Cultural-heritage ties. As expected, primary motivators varied, in large part, by the personal circumstances of the individual, his or her cultural background and upbringing, and, specifically, any existing familial connections to the region or other countries in its proximity. Overwhelmingly, for individuals with a cultural/heritage tie to the region, identified earlier in the chapter as part of the GCC group of participants, the

primary motivation for seeking employment at an IHE in the GCC was for their children to have exposure to Arabic culture, to learn the language and religion, be raised in an Islamic society, and/or to be close to family members living in the area. The following three quotes demonstrate decisions to work in the GCC region that were culturally-motivated. In such decisions, children were almost always an important part of the equation.

The big motivation now, well, part of it is the research. But part of it is our kids. I want them to have Arabic. It's probably the best gift I can give them in terms of their early education, is to be able to be bilingual. All the rest of the stuff they can pick up later. But the language is important. As I know from my own case, to get it when you're young. So, we'll be here long enough for the kids to speak Arabic and then from there it's wide open. (Male faculty member)

That's one of the reasons we thought that the move here would be a good one so they could pick up the language (...) The pros were living closer to where other family members live and expose the children to their root culture. (Female faculty member)

The reason I came is because my kids are growing up. The oldest was 11 years and he didn't speak any word of Arabic, so basically, I said, let me go back and teach them Arabic, culture, religion and all that other stuff, then later if we want to come back, we can. (Male faculty member)

Even for individuals of mixed heritage who had spent most of their life in the U.S., there was still a strong cultural pull to experience life in the region and be closer to extended family members.

It was a mix of things. Certainly the better opportunities. I knew it would be easier to get a job in Kuwait, that it would pay better and be tax-free, and all those benefits. But, I think more than that it was the cultural side, I had been growing up in the States for more than 20 years and I wanted to come back and get to know my Kuwaiti side better. To only see them in the summers, and even often in the summers we would travel abroad. So I didn't feel as connected as I wanted to be. The language has always been an issue. Arabic has been a difficult thing for me. So I thought coming back here, maybe I could improve my Arabic, as well. Get to know my family better. If you're mixed race, especially if your family is spread out, you always feel like you're favoring one side of the family, depending on which area you're staying in. So, I felt it was time to come and favor this side of the family for a while. So those were my primary motivations. (Male faculty member)

Several interviewees, who had either served on departmental hiring committees or spent many years' experience working at IHEs in the GCC, commented that a considerable number of the candidates for faculty positions, and a significant percentage of the faculty body, included U.S. and Canadian citizens or dual citizens of Arabic descent with strong cultural-heritages ties to the region and, in many cases, immediate family members living close by.

There are plenty of people that are of Arabic descent that are also U.S. citizens that are here. For them, not only is it a good job financially, but also it's their culture and they're closer to where their relatives are. (...) I've seen this and I've been involved in many hiring committees for getting biology faculty here and the top candidates we have, in many cases, are U.S. citizens of Arab descent that want to live in a more Arabic culture and specifically want to raise their family in a more Arabic environment. My guess is that prejudice against Arabs in the U.S. is on the rise, and so there's even more motivation for these people to get out of the U.S. at this point. So, we're getting some top applicants, of people that are really stars in the U.S., that simply want to come here because it's a top school, but in an Arabic environment, and it's American, as well. So it appeals to them on many levels. There are a lot of people like that. (Male faculty member)

For one interviewee, the position in the GCC was a starting point with the long-term objective of returning to his native Jordan, given the right economic and political climate.

Because, my plan is basically to return to the Middle East. This way I can be close to Jordan so I can go and see my mom. So, the life is going to be sometimes here and sometimes there. Kuwait is not that bad. If Jordan had the same economy as Kuwait, I would settle in Jordan, I would have no problem. (Male faculty member)

Furthermore, non-Arabic, naturalized citizens of the U.S. with family connections in countries close to the GCC, for example India or Pakistan, had similar justifications for pursuing positions at IHEs in the GCC. With their home countries a relatively short flight from the GCC, these individuals were much better situated in the GCC to visit family, care for aging parents, or even position their spouse and children at "home" while commuting from the GCC.

So at the time, I was also married to an Indian woman, and we thought it would be interesting to be closer to India so that she could visit her family more regularly. (Male faculty member)

Engineering is very difficult, because engineers have labs and once they're established in their labs, they don't want to move. (...) Consequently, a lot of our engineering faculty are of Arab background but have been teaching in the U.S. for many years. So they love to come here because they work for a Western university, but can be two hours from Jordan, Syria or wherever. We have Pakistani, Iranian, Indian faculty, they're very close to home. (Male administrator)

While there was quite a bit of variance with regard to specific personal circumstances, what is clear is that any familial association within close proximity to the GCC region was a significant motivator in accepting a position at an IHE in same region. For those of Arabic descent, there were motivations to live close to family, to raise children within an Islamic society, and to learn the Arabic language. Positions in the GCC are often sought after by U.S. academics originally from countries throughout the larger Middle East and North African region due to the political stability, thriving

economies, and the rapid expansion of higher education in recent decades.

Financial incentives. Very different from the GCC group are the remaining participants who have no direct connection to the region and are attracted to work at IHEs in the GCC for different reasons. As outlined in the first chapter, the attraction of tax-free salaries and generous benefits packages that often include housing and other allowances, health insurance, tuition reimbursement for children's private schooling, and annual round-trip airfare to visit home is, in most cases and for all three groups outlined previously, at least a consideration that positively influences the decision to work in the GCC. The all-inclusive packages are often an enticement that is difficult to refuse and easily justified for at least a temporary or one-time contract. Such financial incentives seemed to be particularly appealing for interviewees who were 1) holding contract-based or temporary assignments in the U.S., 2) holding academic posts at IHEs that were hit hard by the financial crisis, or 3) who had families to support. One person without ties to the GCC commented as follows:

Honestly I'd say the main, the most important reason that I came to institution, was really that it was good financially. In terms of the overall salary, the other offers were comparable. There wasn't any significant difference in terms of overall salary. But in terms of take home salary, Institution was much better, in that it is tax-free, they are providing free housing, I get free utilities, they pay for a flight home, medical insurance is pretty good. So, in terms of take home salary, GCC institution was significantly better." (Male faculty member)

Interviewees who had worked as either visiting or adjunct professors prior to accepting their position in the GCC commented on the difficulties of supporting their families and struggling to make ends meet. For them, the higher salaries and benefits associated with positions in the GCC were very attractive.

I'm sure if I had been on a tenure-track position, I wouldn't have come here,

almost 100% sure, and I wouldn't have come here. But I was an adjunct, and I was teaching four courses a semester, which is full-time. (...) So, I'm doing well, very well, financially. That's probably the biggest, I hate to say, but I'm from a working-class family and I never had any kind of money. I was always sort of struggling. Even at the U.S. Institution, I was teaching four art survey class a semester. So, I was dealing with probably around 400 students a semester. My art survey class was like 300-360 students. And then I would have 2-3 other classes with 20-25 students. And I could only afford a car that was 10 years old and falling apart. I'm not so much into money, but it was very difficult to survive. So, here I'm doing quite well. (Male faculty member)

I actually had a job in the U.S.. But, I wasn't really financially solvent. Being a lecturer at a university in New York City with two kids is pretty hard. Getting a different job was a pretty much a financial necessity. I got my PhD in 2012, so this was my first job out of graduate school. So I was working to pay my way through graduate school, which is OK because I was a student, but not very sustainable. (Male faculty member)

One interviewee explained that he had had a later start in academia than most of his peers and had a family to support. The GCC position allowed him to offer his family a more comfortable life than what he would have been able to offer with a starting academic salary in the U.S.

I interviewed for lots of jobs when I got out. Here I had a wife and three kids. We had just gone to grad school late in life, so we were broke. All of the jobs were offering, what I considered to be very low salaries. Even though I thought the international experience would be great, the international experience together with the opportunity to make a little more money, at the time, as a grad student coming out of school, was very appealing. (Male administrator)

Similarly, for individuals carrying a lot of student loan debt, a position overseas was sometimes a temporary situation and a solution to becoming financially solvent in a shorter period of time. One individual without ties to the region commented:

Having graduated with immense loads of student debt that they need to pay off and this sort of allows them to pay off their debts sooner rather than later. It allows them to have a good life sooner rather than later. (Male faculty member)

While financial incentives were mentioned by many of the interviewees,

including those with cultural-heritage ties to the region, as a significant motivating factor to accept their position in the GCC; only a few said that they had made their decision solely based on the monetary incentives. One interviewee explained that financial considerations were only part of the decision to take the position in the GCC.

I think it's a mix of very pragmatic things that draws people here and very idealistic things. It pays well, we're living a lifestyle that we most certainly wouldn't live in the U.S. (...) That is attractive, I don't think that's the reason why we're here but it's certainly one of the things we enjoy about living here. (Male faculty member)

Finally, there were dissenting opinions expressed by a few interviewees, without ties to the region that financial considerations did not play any role in their decision to work in the GCC, and, in a few instances, salaries were equal or lower to those they had earned in the U.S.

When I left (U.S. institution), I knew that I was nearing the end of my career. So, I knew that financially this would be a risk. I still looked at my social security, what that would be at the end. You do have to do a little of the numbers, because you don't know where your life is going to end up. Sometimes when you look back on life, unless you take the risk, unless you seize the moment, you just don't know what's behind the next door. (...) I thought that I had more to gain than I had to lose. If and when I do retire, I will probably have a very lean retirement, but I certainly won't be lonely, I won't be without friends or memories. I might not have all the things. I don't drive a BMW anyone, I had two of them in my lifetime. That mattered so much less to me. (Female administrator)

The compensation was comparable, but the money is not tax-free, after \$84K it is taxed at the normal rate. Not to mention, no social security, no retirement program, no health insurance. I didn't take the foreign posting for the monetary incentive or the job security. You are working for a foreign government or entity; you can be terminated at anytime, without notice. (Male administrator)

More often than not, the financial incentives of accepting a position at an IHE in the GCC were a significant motivating factor for all three groups of participants. In most cases, the total compensation package (salary and benefits) at GCC institutions proved to

be more lucrative than what was offered at U.S. institutions. Interviewees who did not place importance on the financial incentives, or accepted salaries lower than or commensurate with what they had earned previously, were either in a later stage of their academic career or had worked previously in industry positions.

Professional opportunity. Among the major themes highlighted during interviews was the lure of professional opportunity and potential career advancement, including the ability to assume positions or responsibilities that may not have been available in the much more competitive environment of U.S. academia, particularly at an earlier stage in one's professional trajectory. With the enormous investment in higher education in the GCC in recent years, professional opportunity abounds for aspiring academics who wish to be a part of building and shaping the growth of institutions in the region.

After this meeting and hearing the passion and energy behind the vision the Chairman and the other BOT (Board of Trustees) member had for GCC Institution, I got excited and wanted to be part of helping them achieve their vision. (...) It was the challenge of the position and the opportunity to help achieve something I thought was very worthwhile that were the motivators." (Male administrator)

Similarly, another interviewee explained that, while initially attracted to the financial incentives of the position, it was when he grasped the significance of the work he would be doing and the opportunity he would have to be a part of making history, that the professional interests outweighed the financial motivations to accept the position.

I met with a handful of administrators who had been involved from the beginning. In one meeting in particular, I remember distinctly finally getting a sense of what an ambitious undertaking the whole institution was and also the kind of work that I would be doing as a professor coming in at the very beginning and the kind of work that would be involved in setting up a university, establishing an academic culture, and creating a curriculum, and working with the first year of students. I had never thought about the position in those terms until that meeting, but all of that stuff starting to seem a) like something that would be very exciting, and b) something that I would be good at. It was at that moment, when I had the realization of how special what they were trying to do was, the kind of work that would be involved for the faculty going in at the very beginning. That more than anything, is what made me really want the job. (Male faculty member)

Another individual commented that the position in the GCC was an extraordinary opportunity to experience a rich teaching environment, specifically for his field of study:

I was an Assistant Professor. Initially what brought me here was the opportunity to teach. I enjoy the students immensely. And it was a great opportunity. Where else can you teach international politics in a room full of Arabs, Iranians, Syrians, Iraqis, and West Point students. That's the main thing. That would be number one. (Male administrator)

One interviewee communicated disillusion with his previous teaching experience at different institutions in the U.S. and considered the position in the GCC to be a career advancement.

For me, it's a good school. They're doing a good thing. When I was at U.S. institution, it was not a good school. So it was moving forward in my profession." (Male faculty member)

Similarly, another interviewee expressed the professional benefit of being associated with his particular institution in the GCC, a branch campus of a prestigious institution in the U.S.

Being affiliated with GCC institution philosophically, is a very good thing for me in all sorts of ways. I knew from the beginning that even though I would be in Abu Dhabi, there would be a regular stream of U.S. institution faculty coming out to Abu Dhabi, which has been the case, so there has been plenty of interaction with U.S. institution professors." (Male faculty member).

The possibility of assuming a leadership role in some sort of professional activity or institutional building was frequently mentioned as a positive aspect of their position in the GCC. Examples cited of such endeavors included the opportunity to build a student support center, lead an accreditation initiative, head a department, develop institutional curriculum, or serve on hiring committees. Most interviewees stated that these types of professional opportunities probably would not have been obtainable had they remained in their previous positions in the U.S., not only because of the level of competitiveness, but also because U.S. institutions are older and much more established.

For someone at my stage of my career, having the administrative role that I do, it's probably pretty unusual, because I don't think anyone in my cohort is doing the same things. (...) This is a new university and so young people need to step up into administrative roles and other leadership roles earlier than they might be expected to elsewhere. At (U.S. institution) no one was ever going to think that I would be a good department head. It just wasn't going to happen. There were far too many people with 10-15 years' experience on me who would be doing those things. It would have been a long time before I would have stepped into those type of administrative roles at U.S. institution. (Male faculty member)

Being in several leadership roles (Program Chair, MBA Director) may not have been possible at U.S.-based institutions which are more developed and have long-standing qualified members of the faculty capable of undertaking such positions. (Male faculty member)

Definitely. I got to create our Learning Center at that time, I got to create it from scratch. It has since been renamed, but I got to create and be the Director for six years. (Female faculty member)

Different from the aforementioned opportunities for professional growth that played a role in the decision-making process, interviewees commented on unique

opportunities that arose after they had already settled into their positions in the GCC that enriched their experience and added to their professional satisfaction. The small size of most GCC countries, with the exception of Saudi Arabia, provided unique occasions for faculty members to interact with diplomatic corps or other prominent figures that make visits to the region, through either embassy or university-organized events. These connections often led to enhanced professional opportunities.

One of the great things about Kuwait is that it's also so small. So, you can get access to people and institutions that you wouldn't have as easy elsewhere, in the States or any sort of European country. To give you an example, last month the U.S. Embassy called me, and they're like, we have an Officers training program that we do, it's like a capstone program for the officers across the U.S. military, and they send them around to different countries, Afghanistan, Saudi Arabia, Pakistan, and then Kuwait, and they have to meet with a cross-section of society, and one of the groups they wanted to have them meet with was academics to give them sort of a primer on Kuwait's history and politics and everything else. And so the Embassy calls me to meet with, (...) a four-star general who used to run NORAD in the States, and officers from across the Armed Forces, and they're asking me to give them some kind of insight about Kuwait. That kind of thing wouldn't happen in the States (...) someone of my age, my career, those kind of opportunities wouldn't have availed themselves." (Male faculty member)

I'm a regular contributor to Al-Jazeera television, also. There's not that many American political scientists here. So whenever there's a story about Obama or America, they call me up. That's fun. That's something that I would not have done in the U.S.. We had lunch with the U.S. Ambassador on campus last week. At most places, that's a rarity. (Male administrator)

Still, conversations with interviewees suggested quite a bit of variance with regard to professional opportunity based on institution. More administrative and leadership opportunities seemed to be available to U.S. academics at IHEs that were U.S.-based, while at some of the public and national IHEs administered by locals, the perception was that preference was given to GCC nationals for such opportunities. Two interviewees acknowledged the advantages of working for an IHE in a smaller country with regard to

the level of competition, but commented on preferences given to GCC nationals to fill administrative positions.

You might say that it's a smaller pond here, in some sense, so I think you can stand out for particular research accomplishments. But I think that the administrative roles, they go to the people who don't rock the boat very much. I think if you're willing to do that, then they do exist, it's probably easier to get certain administrative roles. Although I should say that there is a very strong preference for Kuwaitis. So it's much more likely that a Kuwaiti would get an administrative position over an expat, even if they're less qualified. (Male faculty member)

And because it's such a young institution, if you have any administrative acumen, they suck you in quickly, and especially if you're a Kuwaiti, to do administrative stuff. So, just in the short time since I've been here, I've served in various administrative capacities, and now I'm a department head. I've only been here two years. (Male faculty member)

Overall, a significant number of interviewees expressed enthusiasm about the professional opportunities available in the region. That excitement was most evident among academics working at U.S.-affiliated institutions. The experience of being a part of institutional building from the ground level provides a deep sense of professional accomplishment and satisfaction, an experience that would have been much more difficult to find within U.S. academia at an early stage in one's career.

International experience for self or children. Another primary driver mentioned by the majority of participants was that of having an international experience either for oneself or for one's children. These conversations centered on the idea that an international experience would not only be personally fulfilling, but also could benefit one's career and enrich the lives of their children. This motivation was particularly important for individuals that had neither strong ties to the GCC or the U.S.

I would say first it was the cultural, international experience. Then it was the salary and the benefits, were very attractive, taxes, that's part of salary. (Male

faculty member)

I've always wanted to live abroad. My husband literally worked everywhere, he's worked in Africa, Venezuela, here, he's literally worked in every corner of the globe that has an oil well. And periodically, when he was working with someone he was consulting for, they'd ask if he'd be interested in taking a residence position. And I was always the one to say, "Yes, let's do it, let's take the kids abroad that would be amazing. " For one reason or another it never worked out. I was always very much fond of the notion of being a foreigner somewhere, I just always thought would be really cool, not visiting, but living and coping as a foreigner. (Female faculty member)

I knew this would probably be the only four years that we could be mobile, when I could take all three of my children with me and we can all be away. We always planned that the last four years of my daughter's high school, which coincides with his (husband's) retirement and having the flexibility to move to another job, because he was working in the government and he fully retired about six months before we came here. So, we knew that if we were going to make a move or experience living outside the U.S., it would have to be after he had retired. So it was something we planned to do, yes, we wanted to move. (Female faculty member)

Similarly, the desire for a new adventure and international travel were a dominant theme throughout the interviews. Many interviewees mentioned the appeal of the positioning of the GCC region, which facilitated travel to different continents:

My wife and I love to travel and that was really one of the main motivators for coming here. There's probably no better place in the world to base yourself. It's very close to Africa and Europe and Asia. It's a great place to travel from. We don't want to save all this kind of travel until we retire and we're 65 years old, and we can't make that trek to the top of the mountain." (Male faculty member)

We both felt that this kind of adventure was not something we were going to do on our own. And it was the right time of our life to do it, we had just had a baby and sort of an offer for a pre-made adventure was being presented to us, and we thought it would be good for us to do this. That's one thing that made it very attractive. (Female faculty member)

For some, the decision to follow an adventure abroad was easier to make without the responsibility of considering dependent children or parents in need of care.

We had spent our whole lives in Texas. We were open to doing something different. We were ready to do something different, not that it had to be this

different necessarily. We were open to moving overseas. We didn't have any kids. We still don't have any kids. Logistically, that made it easier to move. We didn't have to think about schools or things like that. Our parents are still healthy, so we didn't need to worry about taking care of our parents at the moment. So there were some other life circumstances that made it a little easier to come over. (Male faculty member)

My parents had died. My children were your age and no grandchildren. So we were free. So, I decided to take a job overseas just for the adventure, the places to travel. So, I don't really have any ties here. I'm not retiring from anywhere. So, that's why I decided to come overseas. (Male faculty member)

Of the individuals who expressed travel and adventure as a primary motivation for accepting a position in the GCC, financial incentives were still a significant consideration in several cases. One interviewee commented that she and her husband were looking for a new adventure, but absent an attractive financial package or at least one commensurate with what they had in the U.S., they most likely would not have considered a position abroad.

I want to say novelty, but we would not have done novelty without the financial benefit. In other words, I would not have said, I'm so bored, I'm going to do Peace Corps work in Africa. I wasn't going to do that. It turned out that this particular situation was novel, but it was also lucrative. It's novel, it's lucrative. That sounds reasonable." (Female faculty member)

In contrast, other interviewees placed more importance on the international experience and adventure, in a couple cases, regardless of the financial compensation.

As a result of undertaking a study abroad program in connection with my graduate degree program over 20 years ago, I committed at that time eventually to pursue a career opportunity abroad. It was as simple as there being a suitable position open in my academic discipline at the time, and I did not fully take into consideration at the time any of the benefits others might have considered in selecting the GCC, e.g. tax benefits, free housing, etc. I simply wanted an international experience abroad and that in itself was the primary motivator. (Male faculty member)

You reach a point in life when you realize that there is only so much time left and is the challenge still there? Because if it's not, then to what extent am I growing. I sort of had that restlessness. (Female administrator)

The attractiveness of an international experience for one's self or one's children was clearly evident throughout the interviews. While interviewees placed varying degrees of importance on this particular motivating factor, the idea of having a new adventure abroad, being exposed to another culture, and traveling internationally were all considerations that factored positively into the decision of each one of the interviewees.

Research interests or love of the region. Several interviewees commented on the importance of specific research interests in the region as the primary motivation for taking an academic position in the GCC.

As I mentioned my research interest was in the issue of Arab democracy. That's something that's much better studied in this than in the States. And I always felt that there was a dearth of scholars focused on the Middle East that were studying it from within the Middle East. So, I knew that I wanted to come back here if for nothing else because I knew my research interests would be better served here. (Male faculty member)

Professionally, I wanted to work in tropical ecosystems. I was interested in working with tropical ecosystems as a marine biologist. Here in the UAE, they have mangroves, they have sea grasses, they have coral reef, they have tropical reef fish species. And, if I had gone to California, I would not have been as interested in working with those ecosystems. Potentially, I could have written grants to travel from California to the tropical pacific or the Caribbean, or these sort of things. But here, I only have a one or two hour drive and I can get to tropical environments which I'm more interested in studying. So that was another part of the decision. Of the three places where I had job offers, this was the only one that had easy access to a tropical marine environment. (Male faculty member)

One participant mentioned his prior studies of the Middle East and a desire to be a part of the economic growth and expansion of higher education characteristic of the region.

Because I wanted back in the Middle East, and in the Middle East, nowadays, the Gulf is where things are happening. In academia. In terms of where academic institutions are really developing more rapidly than other places, in terms of economy and social development, things like that, this is where things are going. And I had a fair amount of knowledge about the Gulf from my old experience. I did my Master's degree on Oman, in spatial market systems and economic geography, it's called macro marketing. So, it just felt like a good place to come if I want to be at the forefront of economic progress, social progress, developments in academia. The Gulf has got the money so they're putting it into developing educational systems. (Male faculty member)

Finally, another interviewee expressed an interest and love of the culture as her primary motivation to accept the position in the GCC, despite having a secure, tenured position in the U.S. A previous experience in the Middle East prompted her to look for a more permanent position in the region.

I had an opportunity in 2001 and 2002, those summers, my Dean asked me if I knew anyone who could go to Lebanon, the Lebanese American University, and help their School of Arts & Sciences' Education department establish a Master's program (...) And I fell in love with the region. The people. And so that for me was a life changing experience. So, I had acquired a great affection, attachment and curiosity. It was just a terrific buzz, emotionally and intellectually (...) There was just an existential pull for me to come back to this region. (...) I had tenure, I had retirement, I could have stayed there forever. But there was this other pull. And so when this opportunity came up, (...) it wasn't Lebanon, or Jordan, or Syria, the places I had been, it was here on the Arabian peninsula. I noticed too, there were a lot of Lebanese on staff. And that was close to my heart. (Female administrator)

A few interview participants stated that research interests were the primary motivation for accepting their position in the GCC. These individuals cited specific research interests that were better served working at an IHE in the region. Similarly, one interviewee had an intellectual interest and attachment that attracted her to a position in the Arab world.

Spouse transfer. The most pragmatic of the primary motivation themes was that of a spouse transfer. Two interviewees accepted their position in the GCC to accompany

their spouse, the primary breadwinner, to the region as a result of a job transfer or new job opportunity. Both had held positions in the U.S. outside of academia, and without similar career opportunities in the GCC, expanded their job search to local IHEs.

One day, my husband came home and said he was being transferred. He works for a company that does acquisitions all over the world. They specifically work with universities all over the world, and he had always worked in Latin America, so all the acquisitions were always there, and because we lived in Miami, it was very easy for him to come and go. But then his company opened up universities in Saudi Arabia, so he was required to move. (...) So, we were asked to come to Dubai, because the offices are in Dubai but the universities are in Saudi Arabia. So, I had to leave my job and come here. (Female faculty member)

My husband got recruited here to the UAE and I tried to look at the landscape to see if I could stay in the drug development field because I really enjoy it, but there isn't any infrastructure for anything like that here. I knew before coming here that I might have to do academia. (Female faculty member)

For these two individuals, their job search did not begin until they arrived and settled in the GCC. Consequently, they joined their IHEs as local hires, which, within the regional context usually means that they were offered a different contract with few, if any, benefits. One participant commented on her dissatisfaction with the contractual differences between local and international hires, as well as a perceived gender bias. One respondent expressed regret about having to leave her career in scientific research:

If I had known, maybe I would not have made the move. But the situation here is very different. Women don't get anything. Women are not offered the same kind of advantage in jobs. Especially when you're a spouse and you came with your spouse. If you are recruited from the outside, it's a different story, but if you're already here locally, it's terrible. They know it. There are no benefits because my husband has benefits (Female faculty member)

In the case of these two interview participants, their decision-making process and overall experience was quite different from the rest of the interviewees.

U.S. academic job market. Approximately a third of the interviewees mentioned

the lack of promising employment prospects within U.S. academia as a motivation for seeking an academic position in the GCC. More specifically, references were made to hiring cuts during the 2008 global financial crisis, state budget cuts, deteriorating employment conditions such as salary freezes and higher teaching loads, and the overall context of a perceived diminishing U.S. academic job market. Job shortages, specifically during the years following the 2008 financial crisis were often cited as part of the reason individuals expanded their job searches to include foreign-based positions. In many cases, it wasn't until a job search resulted in little to no prospects that individuals began to look for other options. Many times positions in the GCC were encountered by pure happenstance, either through an online job search or through recruitment at a professional conference. The following three quotes illustrate varied experiences of U.S. academics and their perceptions of professional opportunity within U.S. academia.

It was a combination of lures, or carrots and sticks(...) But at the same time at (U.S. Institution), we were getting more draconian budget cuts, workloads were going up in terms of teaching and other activities, and raises were non-existent. So, for example, I won an NSF grant and an NIH grant to the tune of almost \$2 million dollars. My raise from U.S. Institution that year was zero. The message was sort of clear. Then when I actually did have a raise, several years later, it was marginal. Not to mention, there was very little support within my department working in my area, Chemistry. It was not a place where I felt like there was a culture of excellence and so basically I started looking around and was exploring opportunities. Then I saw this and it ended up being the one that took off the most. (Male faculty member)

So I finished my PhD in December 2009 and I actually at that point was a Visiting Assistant Professor at U.S. institution. 2009 was kind of the dark days of the financial crisis and a lot of universities were pulling their positions I had good interviews at schools in the States, I interviewed at BYU, Minnesota, George Washington, George Mason. I think I had eight or 10 interviews, which was pretty good that year, but I think all but one of those schools ended up pulling their position before they actually made an offer to anybody. Again, dark days of the financial crisis, so there just were no jobs available in North America. (Male faculty member)

The U.S. job market certainly had something to do with it. I doubt we would be here if had gotten a job offer from a very elite Philosophy program in the U.S.. (...) I think the lack of other really impressive options was a part of it. (...)I think that in the early stages, it was more the case that the lack of other options is what made me take that phone call with GCC Institution seriously. (Male faculty member).

The position of one interviewee was that the U.S. academic job market was satisfactory. There were jobs available, but the salaries were not nearly as competitive as those offered in the GCC and not sufficient to support a family, especially for those individuals getting a later start in academia.

That was 2005. The job market was pretty good. Certainly Political Science was easier than History or English. All the jobs were fine for a 27 year old coming out of grad school, but I was 40. I was 45, actually. I needed something more. (Male administrator)

One interviewee was confident he would find more promising job prospects in the GCC based not only on his credentials, but also his dual U.S.-Kuwaiti citizenship. It is widely known that hiring GCC nationals within the private sector is part of a national agenda, and candidates with GCC citizenship often receive preferential treatment.

So it didn't look very attractive in the U.S. by the time I graduated. And most of the people that I graduated with were struggling a lot. So it wasn't the primary motivation but it was certainly one of those things that was factored into the decision, because there is a gross difference between what can be earned and what jobs can be secured there versus here. And also because I have the dual background, getting a job in Kuwait was pretty much a sure thing, just by virtue of being a Kuwaiti with a Ph.D. and because I'm a highly qualified Kuwaiti and I wasn't really worried about being able to get a job here. (Male administrator)

Research findings in this study seem to indicate that faculty of specific academic disciplines find it more challenging to find academic positions in the U.S. and may be more inclined consider opportunities abroad. A lack of promising job prospects tends to be a theme that was mentioned more frequently by academics working in the humanities

and liberal arts disciplines. The quotes below provide some evidence that there could be more saturation of the job market for positions within the humanities or liberal arts, essentially disciplines for which there is not a clear alternative career path within industry.

I think the reason is there is less opportunity in those disciplines than in Business disciplines. Also, if you have a PhD in a Business discipline, you can also go into industry. So it's much more marketable than a PhD in History, Literature or Philosophy. (Male faculty member)

It wasn't so promising. At the time, it really wasn't. When I first started teaching, between 1994-98, every year I was applying for positions because I was only in one-year contracts, because I was a visiting academic, until I was offered the tenure-track at U.S. Institution. (...) I cannot tell you how many jobs I applied for, and I think I only interviewed, let's say out of 30-40 applications that I sent out during that time, I probably one had 2-3 interviews. So, it was tough, it was tough. (Male faculty member)

Finally, a couple interviewees suggested that growing numbers of academics are discovering academic positions abroad and considering them as a viable option to a career in U.S. academia. This is consistent with the literature (Altbach, Altbach, Reisberg, & Rumbley, (2009); Kim, (2009) on an increasingly visible trend toward a global academic marketplace.

My take on U.S. professor positions is that, if you're really, really good, then you can end up with a good position. (...) And for those people that are sort of mid-level prestige professors, like I would be, for example, the job offers are, in terms of salary, benefits, and long-term employment prospects, are really not as good as they should be. That's just a problem that's inherent in higher education in the U.S. these days in general. What's going to happen is that more and more people are going to be discovering overseas opportunities where the salaries are better and the long-term employment is better. If you're a mid-level prestige professor in the U.S., you may struggle to get a good position and if you actually think outside of the U.S., you may actually come up with something there. I think that's going to happen more and more in the future. (Male faculty member)

A considerable number of participants noted a weak U.S. academic job market as

a motivating factor to accept an offer at an IHE in the GCC. Some held adjunct or temporary academic positions, while others were employed at U.S. institutions that had been hit by budget cuts and salary freezes. Finally, there were others who were new to the academic job market and did not find promising opportunities in the U.S.

Other Contributing Factors

Everett Lee's (1966) work on push-pull factors also includes what he refers to as intervening obstacles and personal factors—additional considerations that play a secondary role in the decision to migrate. The research from this study of U.S. academics in the GCC points to additional factors of a more temporal or contextual nature that could either facilitate or inhibit the decision to migrate. A cluster of these factors were of a more personal/emotional nature, while others were more related to pragmatic or professional concerns. Personal/emotional factors, either positive (facilitators) or negative (concerns) included family matters such as aging parents or the impact on children, lost time with friends and family, ethnic or religious identity, and prior international experiences that had been transformational in some way. The cluster of practical or professional factors included institutional links, the ability to teach in English, research-related concerns, job security, and tenure.

Personal/emotional factors.

Prior international experience The most significant positive personal/emotional factor that facilitated the mobility decision was associated with a previous international experience that was transformational in some way. A wide variety of examples were highlighted in the conversations about interviewees' lives, including a work or study abroad experience, a foreign spouse or stepparent, and international travel or living experiences at an early age. The common thread among this group of interviewees is that their prior international exposure made the idea of an international academic position more viable. They were more inclined to have an international position on their professional radar and seemed to have a better likelihood of anticipating and successfully adapting to the different cultural environment.

I had, I had spent time abroad in college. And my husband had also taught summer courses in Germany and done a sabbatical in Australia. This didn't seem like such a big deal. (Female faculty member)

I had a contract from the U.S. Department of Defense to deliver graduate programs on military bases in Europe. (...) I spent one year in Turkey and one year in Greece. (Male administrator)

As a result of an undertaking a study abroad program in connection with my graduate degree program over 20 years ago, I committed at that time eventually to pursue a career opportunity abroad. (Male faculty member)

I had grown-up with an Egyptian stepfather and my mother married an Egyptian man when I was very young, so the idea of the Middle East wasn't daunting to me at all. We had come every summer to Cairo, Egypt, so the idea of living in the Middle East didn't bother me at all. (Female faculty member)

I had originally planned to spend most of my career in the Middle East, but I started out going to East Asia because I went to a conference when I was just going into the job market, the Chinese University of Hong Kong recruited me. (...) I ended up staying for most of my career. (Male faculty member)

My first trip was to Taiwan to teach English there for two years. So, I have lived

in Taiwan before and I've spent a lot of time in China before, and in India and other places, too. (Male faculty member)

Let's see, my wife is American, but she's actually from Haiti. (...) We're sort of an international household. (Male faculty member)

I was born in Saudi Arabia. I lived there until I was 17 and left to the States. All of my adult life is all in the U.S.. I was born there, but my ancestry is Syrian. My parents are Syrian. I was Syrian before I was naturalized. (Female faculty member)

I was born in Seoul. I came to the U.S. when I was 10 years old. (Male faculty member)

The most frequently articulated commonality among the diverse group of interviewees was that of some type of transformational international experience, relationship, or connection. The diversity of international connections is apparent through the individual narratives; however, the common link was that these international experiences and connections had a positive influence or a facilitating effect on the decision to work abroad.

Family considerations. Specific family context was almost always a consideration among interviewees. Consideration of the health and welfare of one's parents was frequently mentioned as part of the decision-making process to initially accept a position so far away, and also cited as a reason to leave their position abroad and return to the U.S.

I wouldn't be surprised if what ends up, assuming everything goes well professionally, I wouldn't be surprised if what ends up putting the limit on our time here is just our parents getting older. Right now they're all healthy and it's easy for them to travel here. But, it could happen anytime. Let's say in 5-10 years, as they get older and it gets harder for them to fly and they just have health parents and we just feel we need to be near them. My wife's an older child, so there are no siblings to look after them. I have one brother but he also lives far from my parents. And so I can see that being the cause of our coming back. But that could easily be 10 years away or more. It's hard to predict, of course, with

health stuff and aging parents. (Male faculty member)

My mother had very late-stage cancer. That was the hardest thing was sitting down and talking to her about it. (..) when I told her about the job, she said, "you have to do this for your security and your son's" and I said, but if something happens to you, I might not be able to be here on the spot. I was able to make sure she had really, really good care and a good living circumstance, but I decided I needed to take the job. (...) It was a hard decision because I knew that the likelihood was that I wasn't going to be back when the end came. I had friends that were watching over her, but that was a very difficult decision. (Female faculty member)

Consideration of their children with relation to the timing in their schooling, for example, was also mentioned by a couple participants. While others, without ties to the GCC, commented that they had concerns about being so far away from their friends and family and missing out on too many of their major life events.

The cons against coming here, number one I would be away from friends and family. So, that's been an issue. I've missed lots of graduations, and weddings, and these sort of things. I have a fairly large family and I haven't been home to participate in these things because I'm way over here and I can't fly over there all the time. And I knew that would be a problem that I worried about initially. (Male faculty member)

Whatever the specific individual context, family situations and responsibilities were almost always a consideration that played into the decision to accept a position in the GCC.

Ethnic/religious identity. In one instance, an interviewee expressed initial concern about his Jewish ethnic/religious identity and the uncertainty of what it would be like living in an Arabic society.

I'm Jewish and I didn't know what it would be like to be Jewish in the Middle East. About half of the administrators that I met were Jewish, and they had spent a lot of time there, some were even some were Israeli. They said, correctly, that it wouldn't be an issue. (...) That was a concern of my family's 'you're Jewish, can you go?' (Male faculty member)

It is probable that other participants had similar concerns when they contemplated a move to the GCC region, but did not vocalize them during the interview. Due to the very personal nature of one's ethnic/religious identity, interviewees may have preferred not to discuss this type of concern absent a direct question on the subject. While no questions about religion were posed to interviewees, avoidance of the topic of religion in discussion would not be unreasonable given both the sensitivity around the subject in the region and particularly acute political tensions.

Practical and professional factors.

Institutional link. One of the most important facilitating factors for accepting a position in the GCC was previous work experience or familiarity with an institutional partner or home campus. Interviewees who mentioned institutional links also noted that they had heard about the opportunity through university announcements or from colleagues who had already taken posts abroad, as opposed to an online job search. Prior knowledge of institutional associations provided a sense of security that their employment conditions would be safe and that there would be support for the transition.

Then, one day, there was a departmental email that got circulated around, 'As you may or may not know, U.S. institution is started a campus in Qatar and if anyone is interested, they're looking for someone that can teach English composition and technical writing.' And I thought, that's what I want to do. And I applied. And I was going to be working for U.S. institution in the Middle East which I thought was ideal, because I could still work for a U.S. institution. (Female faculty member)

Plus, we had the built-in advantage that it was our own university, it was the place where I was already working, I just transferred to a new location. (...) Because it was U.S. institution, it gave us more confidence that it was going to work. That was a big benefit for us. (...) We did, several of our friends had already moved over and worked on the campus before we came. We weren't unfamiliar with the project. (Male faculty member)

In contrast, individuals who accepted positions at IHEs in the GCC without any U.S. institutional link seemed to take more precautions in the sense of securing a backup plan, such as taking a leave of absence to test the waters in case the position in the GCC did not work out.

A colleague of my husband's, a good friend that he had known for about 10 years, was working in the UAE and was looking to recruit professors, and my husband wanted to move. (...) So we thought, let's go do this for a few years. (...) This seems like a really safe thing to do. The way it started was that my husband took a leave of absence for 18 months. He actually came over here six months before I did. (Female faculty member)

Familiarity with a U.S.-affiliated institution in the GCC, either through previous employment or professional connections, significantly reduced the level of uncertainty associated with working in the GCC. Individuals without the same level of institutional knowledge seemed to be more cautious about their decision.

Ability to teach in English. Many of the interviewees were native English speakers, and their ability to consider employment in the GCC was largely contingent on the use of English as the mode of instruction at GCC IHEs. At least one interviewee mentioned that the ability to teach in English (his native language) was a consideration that allowed him to expand his academic job search outside of the U.S.

Again, tough days with the financial crisis, not a lot of positions out there. I looked at North America, the UK, and former outposts of the British Empire: Singapore, Hong Kong, Australia, New Zealand, South Africa, the Emirates was on the list, too. As long as I could teach in English, we considered it. (Male faculty member)

The expansion of a global academic job market has been facilitated by the widespread of use of English as a medium of instruction at IHEs around the world.

Research-related concerns. A few of the interviewees mentioned concerns related to the ability to make progress with their research program. Part of the concern was related to the ability to keep up with research at their GCC institution while maintaining higher teaching loads, especially among faculty working at IHEs with an obvious emphasis on teaching and less support for research. Other concerns were related to overall research support at GCC IHEs, including availability of research grants, the lack of scholars in their field working in the region, the absence of graduate programs and, consequently, the lack of graduate students to assist with research.

So when I made the decision to come here, I knew that the teaching load was going to be fairly high, and at that point, I really only wanted to research, and I knew my research program would suffer, not only due to lack of time, but also due to the lack of support. There wasn't nearly as much laboratory space, and they didn't have a master's or Ph.D. program, and they still don't, so I don't have people to help me out and do research as well. So compared with some of my colleagues that have stayed in the U.S. at institutions with master's and PhD programs, my research in terms of publications has suffered. (Male faculty member)

In some instances, interviewees expressed that they were pleasantly surprised with the amount of research support their institution provided; however, the research clearly indicated wide disparities among the different GCC IHEs in terms of the level of support for research. Branch campuses and other GCC IHEs with a close affiliation to a U.S.-based institution provided their faculty with more support for research, in addition to requiring much lower teaching loads. This difference was emphasized by more than one interviewee.

My current institution has made great strides in offering research support to faculty including decreased teaching loads, competitive research grants, on-going support from the Office of Research, and financial support to attend and present research papers at academic conferences. Whilst the other two (GCC) institutions encourage research in 'form' rather than 'substance' and have the audacity to use

the absence of research to prevent faculty from being promoted consistent with best practices. (Male faculty member)

There was a very generous research budget, because, of course, one of the things I was worried about was being isolated from the sort of people in the philosophical community that I know and the sort of people that it's important for me to be in contact with career-wise. There is a very generous research account, unheard of for a junior philosopher that would allow me to travel back to the U.S. several times a year to go to conferences and meet with the kind of people I needed to meet with. (Male faculty member)

Similar to the clear disparity among institutions based on support for research, teaching loads varied significantly based on the IHE and its research agenda. Institutions affiliated with a research university in the U.S. had significantly lower teaching loads compared with those at IHEs without some sort of U.S. affiliation. Similarly, there were higher expectations to produce publishable research and acquire federal grants for faculty employed at IHEs with a U.S. affiliation (branch campuses).

Here when I first got hired in, it was supposed to be going to 3:3, but then they shifted policy a little bit and it's gone to 3:4. It's under discussion now to have dual tracks for people who are a little more productive in research, they may go to 3:3, but nothing like the research universities in the States, where you've got 2:2 or really productive people might just have 1:1, or something like that. But, I've always taught a heavy load. Seven courses a year here is a light load compared to what I did in Thailand. (Male faculty member)

The standard teaching load is 2:1 a year, which is very low. And that was another thing that was very attractive about the initial job offer and has made it easier to do all those extra things, only teaching three courses a year. So, the teaching load is light and the classes are small, I haven't taught classes bigger than 15 students. (Male faculty member)

Typically, our faculty would teach, if you're on a rolling contract, assistant, associate or full professor, you teach four courses a year, including summer. Here's the reason. If you're going to recruit really high quality faculty, you have to make it worth their while. If we just wanted to bring someone to teach classes, we could give them a 3-3 course load, but then we would get basically teachers. Our faculty do research, we have \$130 million in outside-funded research, so they're expected to produce research and the lower course load really helps that." (Male administrator)

Some participants anticipated difficulties making progress with their research program while working in the GCC. Such concerns seem to be valid, as there was clearly significant variation among the GCC institutions with regard to support for research, research expectations, and teaching loads.

Job security and tenure. One of the most significant obstacles to recruiting and retaining faculty at GCC institutions seems to be that of long-term job stability and the absence of tenure. Similarly, retirement plans often entered into the decision-making process, especially for individuals at a later stage in their career. Perceptions of job security varied considerably. Clearly, interviewees working at GCC IHEs without any kind of U.S. affiliation seemed to be more concerned about job security and contractual-based work than their counterparts employed at IHEs with a U.S. affiliation, but there were also dissenting voices from the same institutions.

I don't think there's good job security here at all. I've seen colleagues come and get escorted out of the country so fast it makes your head spin. Security isn't really intact here. (Male faculty member)

The big issue is tenure that does worry me. (Assistant Professor, Kuwait, Male)

I didn't take the foreign posting for the monetary incentive or the job security. You are working for a foreign government or entity; you can be terminated at anytime, without notice. (Male administrator)

Here they don't have tenure. I had a three-year contract when I first came. Then, around March, my contract wasn't up until January, but they came to me around Feb-March and offered an open contract, which I describe as tenure, Arabic-style. (Female administrator)

It's not tenure-track, it's a 3-year rolling contract. But, I mean, frankly, you have to be pretty bad to not have your rolling contract renewed. It's more difficult to get promotion, but to get your rolling contract renewed and stay here, at least in the College of Arts & Sciences where I am, it's not that hard. (Male faculty member)

If you are good and you achieve high standards, then they'll offer a three-year contract. For me personally, it's not really whether it's a one year or a three year, it's not that relevant. I know that if I get a three-year contract I have to be committed to the university for three years. I'm more worried about me being committed to the university for three years. (Male faculty member)

Conversely, some of the GCC institutions that are branch campuses offer return rights, and one institution offered both tenure and a two-year severance package in the event that the university or a specific department ceased to exist. The latter institution was an exceptional case in terms of the level of job security it offered to faculty.

If they're tenured at the main campus, then they have a right of return. We probably have about 10 faculty members in that position right now. We don't have tenure here. We have 3 and 5 year rolling contracts. Five if you're a full Professor. So we have fairly good job security. As long as the State of Qatar stays interested in what we're doing. (Male administrator)

The contracts all included a kind of included a golden parachute so if either the university folded or the Philosophy department was discontinued, first that they would make every effort to place me (at the U.S. campus) and if that didn't work, I would receive two years of full salary and benefits to help me transition to another position. And that was a big deal because when I signed on, the university didn't even exist, it was all on paper. It was a new thing, it had no track record and there was no guarantee that in any given moment the crown prince was not going to change his mind and start funding something else. This and the contract made U.S. feel like we were not putting our financial situation at risk. (Male faculty member)

A few interviewees stated that they felt more job security in their positions at GCC IHEs because of the more relaxed research environment.

I got the sense that my job security in the long term was going to be better here. In the U.S., you have to be fairly productive in terms of your research output and you have to oversee other master and doctor degree students. I just felt, from a long-term job security perspective, that I was sure that I could really succeed here at AUS and I felt that it would be better to be a medium-sized fish in a small pond, than a medium-sized fish in a big ocean. I knew that if I came here I would be much more appreciated. (Male faculty member)

Clearly, there was some degree of uncertainty involved for all participants who

accepted a position in the GCC, regardless of the institution. Individuals working at U.S. affiliated institutions seemed to have less at stake, but, regardless, most U.S.-affiliated institutions reserved return rights only for faculty holding tenure at their home campus. Individuals that desired the security of tenure or an open-ended contract had more to risk.

Future Plans

Similar to the mobility decision to accept an academic post in the GCC, interviewees commented on their plans for the future. In many cases, the same motivations and considerations presented hitherto were referenced when discussing future plans. Interviewees fell into one of four different categories: remain in the GCC long term or indefinitely, immediate or short-term repatriation to the U.S. and/or a return to U.S. academia, continued mobility within the GCC or beyond, and retirement.

Remain in the Region Indefinitely. Over half of the interviewees commented that they had stayed much longer in the GCC than they had originally intended. Several interviewees who were highly motivated to work in the GCC for the professional opportunity commented on both their personal and professional adjustment and highlighted the advantages of remaining in the region for an extended period of time.

Quality of life. Most of the participants who plan to remain in the GCC for an indefinite period of time commented on the family-friendly environment in the region and the slower pace of life that allowed them more time to spend with family. The availability of domestic help was especially important for participants with small children, and less demanding research expectations were of particular importance to individuals working at IHEs with lower teaching loads and a greater emphasis on research.

That's the best part about the four years here, the travel, and also, really the fact that as a mother, I have much more time with my children. The four years here has been equivalent to the first ten years of their life in terms of spending time with them and being a mom. (Female faculty member)

It's a very family-friendly place and lots of the institutional structures are set up to make family life really good. The schools are great and the various clauses in the contract that I mentioned in the contract make being here with a family really easy. (...) We didn't know what it would be like to raise children here and that's another thing that we've been pleasantly surprised about, about how family-friendly it is in various ways. (Male faculty member)

When I initially came here, I was thinking more about five to six years (...) but then over time, it's become actually more appealing over time to stay here. (...) To the point that, now, I wouldn't be interested in going back to the U.S. and I would be happy to stay here for quite a long time. (Male faculty member)

The agreement with my wife was to try for at least five years (...) I don't think that's going to be long enough unless I find another gig where domestic labor is really cheap. I don't think she's going to give that up terribly easily. Moving back to the U.S. at this point in time is pretty much a no go. (...) Lifestyle wise it is

better. The housemaid thing. (Male faculty member)

Satisfaction with the overall quality and pace of life, most notably for individuals with dependent children, was a factor that contributed positively to remaining in the region.

Social networks. Quality of life in the GCC, especially for individuals without close ties to the GCC, is often enhanced by close social networks, affiliation with a tight-knit expat community, and the excitement of developing friendships with people from all over the globe. Interviewees who expressed their intention to remain in the region long-term often commented on the positive nature of their social lives and networks. Interviewees mentioned having more time to develop friendships, as well as the ease of meeting colleagues on campus, at embassy or university-sponsored cultural events, and/or at their children's international schools.

We've got a great community here on campus. We've got some great friends that we've met. All of the faculty live here on campus, actually (...) We have great friends that we invite over for dinner or we go to their place. We take vacations with people that live here on campus whenever we have a holiday. (Male faculty member)

Similar to comments on the more relaxed pace of life, interviewees remarked positively about close social networks and time to enjoy them.

Vacation and international travel. Nearly all of the participants commented at length on the opportunities for international travel and the generous vacation time awarded at their IHEs. The ease of global travel is frequently cited as one of the primary motivations for remaining in the region. Not only does the strategic location of the GCC region—situated between three major continents—facilitate exotic international travel opportunities, but also the extra discretionary money from higher salaries, fewer expenses, and generous vacation allowances all provide families with increased possibilities for discovering the world.

So, we travel on average about three trips each year. My son is 9 years old and has traveled to 35 different countries in his life. We've had some really good experiences. (Male faculty member)

So summer time, and this is another huge benefit to this position is that I have my summers off, so my vacation starts in early June, and lasts until usually the first or second week of September. That's uninterrupted free time to do whatever the heck I want. (...)This isn't one of the reasons I initially came here, but it certainly is one of the reasons I'm happy to stay in this position. (Male faculty member)

And so, we're able to get back to the States for three months in the summer. Frankly, we see our family more now than when we lived in America. We see our family a lot. (Male, Faculty member)

Certainly, every person here would tell you that they've traveled a lot more here than they would have ever in their entire life. And I don't say this haughtily, but we sometimes have trouble of thinking of somewhere to go. Anywhere within an eight hour flight, we've already been there. (Male administrator)

Interviewees spoke enthusiastically about their exotic travel experiences. Not surprisingly, the ease of international travel was a major motivation to continue working in the region.

Safety. Finally, one participant commented on the safety of the region and how that had given her children more independence and positively influenced the family's quality life.

My oldest likes it here because it's much more of an empowering place than the U.S., because it's a small city, it's safe, and they have a lot of freedom and independence that they would never get in the U.S., at least in the metropolitan place where we live in Virginia. (Female faculty member)

The very low crime rates in the region are a definite positive point, especially for individuals with children.

Job security. In addition to the personal benefits to remaining in the region, interviewees also commented positively about long-term job security. Interviewees with plans to remain in the region expressed professional satisfaction with their IHEs. Participants commented on more relaxed research environments and overall work-life balance.

One of the things that's made this comfortable, and made this a nice experience here is to be at a place where I feel I can exceed expectations. (...) The research that I do is of a higher quality than what a lot of faculty here are able to do. So I feel I've been able to exceed expectations here and that's comfortable. I know that there are some people that respond to really high levels of stress, but that's not something that I would want. I know what the expectations would be at some of the elite universities in the States, and I think I would be looking at 60-80 weeks, no vacation, work all summer, total rat race. While there are some career advantages to that, I'll take the work-life balance that I've got over here. (Male faculty member)

While some interviewees expressed concern about the absence of tenure in the region, others felt that they would have better longevity at their GCC institution because of the more relaxed environment, mainly in terms of research expectations.

Positive institutional and classroom experiences. Furthermore, interviewees who planned to remain in the region long term had very positive experiences overall with their institution and their students.

The best thing about working here is that the students are absolutely fabulous. They are the ones that you interact with and they recognize that you're giving them something that they've never had before. (...) Every class has slackers, but for the most part, they are very enthusiastic and willing to learn, very open-minded. The 17-18 year old students that I interact with are as hip or more hip to the ways of the world than most Americans are, by far. Economically, they're rich kids. They've traveled the world more than most Americans have, and they know what's going on. They all speak English probably better than I can. They're all bilingual, most of them are trilingual. These are smart kids. (Male faculty member)

They are very generous and polite and hold you in this degree of respect that I don't think I get in America. (Male faculty member)

They love to talk politics and they see the classroom as a place where they do it safely. We have fantastic discussions. The classroom is very diverse. At our main campus, I've taught freshmen classes with 200 students. Here, the biggest class I ever taught had 24 students. So you have a lot smaller, a lot more intimate classes. Students in this region, they spend a lot more time with the professor. It's just a different experience, but it's actually a better experience. (Male administrator)

Individuals who had adjusted well, both personally and professionally, and who reported an overall positive experience, felt there was no compelling reason to leave the region or look for work at a U.S. institution.

I have entertained it (the idea of going back to the U.S.)... But, there's no real reason to. I like the community here, I like my students. My wife likes it here. My son likes it here. There's no real compelling reason to go back. So, we'll be here for a while, probably, unless something changes. In the last 12 years, it's been pretty comfortable. Good opportunities. Like I said, I like my colleagues, I like the community of (GCC Institution). There's no real reason to pull U.S. back to the States. (Male faculty member)

I think our commitment now is pretty indefinite (...) I would have to get a very good job offer in the U.S. to tempt us to move to the U.S. at this point. It could happen, but I'm not applying for jobs, I'm not even interested in applying for jobs.

I would have to get a very good offer out of the blue in order for us to consider leaving at this point. (Male faculty member)

We'll be here longer than five years, it's an open-ended contract. It's for as long as I wish to stay. I don't have any plans to leave anytime soon. Even after the five years. (Male faculty member)

Once interviewees and their families were settled into their lives, institutions and communities, the desire to return to the U.S. was less appealing over time, absent any significant negative experience.

The U.S. academic job market. Once professionally established at a GCC IHE, the perceived challenges to re-entering the U.S. academic job market seemed to further deter many interviewees from leaving the region. One interview mentioned the difficulty of finding two academic posts in the same location in the U.S.

It's not that easy, Philosophy, it's not a big department. In one city, they're only a few dozen posts available, even in a big city like Los Angeles. So, it's not easy for us to find a place in one city. (Male faculty member)

Another commented on the highly competitive academic job market in the U.S. or the difficulty of finding a commensurate salary or package.

Higher education, especially in my field right now, it's inundated with young PhDs. The state of higher education is different than it was when I first got started. It's not easy to find a job. There are a lot of pressures involved, a lot of research pressures. It's not easy. Right now, I'm probably not very employable in comparison to all the qualified people that are a little more up-to-date with technology and trends. (Male faculty member)

Aside from minor frustrations related to traffic, the hot climate, health care, driving practices and similar things, for this particular group of interviewees, the advantages to remaining in the region seemed to far outweigh the benefits associated with returning to an academic position in the U.S.

Immediate or short-term return to the U.S. academic job market. The group

of interviewees planning to return to the U.S. short-term, within a year or two, commented on different factors, both professional and personal, that had influenced their decision, including overall dissatisfaction with their experience at their GCC IHE, completion of a contract or specific project, return transfer of a spouse, desire to be close to family again or start one's own family, and the desire to pursue a tenure-track position at a research institution in the U.S.

Dissatisfaction with experience. A few interviewees commented on general dissatisfaction with the overall experience at their GCC IHE, citing both student and institution-related disappointments or disagreements with administration. In this case, interviewees were employed at private institutions in one specific country, Kuwait. Among the commonly cited frustrations were a lack of support for research at their IHE, vague or unfair promotion policies, and apathy among students.

There are significant institutional problems, very significant institutional problems, which include things like promotion, (...) the process is essentially unknown, which reflects the universities and the institutions generally, I mean, nobody knows what they are. My sense is that it's very political, which is to say arbitrary and ad-hoc and based on some kind of power politics, whoever has particular decision-making authority. (Male faculty member)

They talk a good game about research, they understand the importance of research, but because it's so hard to recruit faculty out here, it means that the teaching loads remain high. And because it's such a young institution the administrative demands for those willing to take on that kind of thing are quite high, neither of which are rewarded in the same way as research (Male faculty member)

The biggest frustration I've had here has been with the students. And, it will be interesting when I go back to the States, to see if students are truly what I remember them to be, or I'm just being idealistic. I've found that the students here, they have a very strong sense of entitlement. And, I've done some research on critical thinking, and they're just not taught critical thinking skills. So, by the time I get them as seniors I'm trying to have them do evaluations and it just

doesn't work. It's almost like they're just pushed along. (...) I get a lot of pressure about that. (Male faculty member)

You can say what you want about an individual student, but if you have a system, where the students are not learning the content, then you have to look at the institution. I think that's the problem. I think that's disconcerting from a worker's perspective because they feel like their work doesn't have meaning and their efforts are not acknowledged. (Male faculty member)

Among the interviewees who expressed a desire to return to the U.S. at the end of their current contract or within a relatively short period of time, many commented on some type of disappointment with their situation in the GCC, usually related to their working environment.

Tenure-track position in the U.S. A few participants stated that their primary motivation to leave the GCC was to assume a tenure-track position at a research institution in the U.S.

I'm quite happy that I came here. I really think that it was a valuable experience for me and my family. But, I think I might have gotten the international bug out of my system(...) For research trajectories that I'm interested in pursuing, and potential professional advancement, ideas that maybe are not really viable here. (Male faculty member)

I didn't want to get too old to go back to a university in the States. In the States, people hit 65 and they retire. So, they feel that if they hire you in your 60s then you're not going to work for them very long. (...) So, that is one reason, I didn't want to get to be too much older. And I wanted to go someplace where I could actually achieve tenure. (Male faculty member)

I am looking for a longer-term commitment as my last teaching opportunity prior to retirement. (Male faculty member)

Some individuals with a desire to conduct research, and eventually achieve tenure, were interested in returning to the U.S. if their current institution in the GCC did not provide adequate research support.

Mission accomplished. In other cases, interviewees planned to return to the U.S. after accomplishing the specific objective associated with accepting the GCC position, whether for personal or professional reasons. Some examples cited were that of helping their IHE earn accreditation and giving their children the international experience or extended exposure to the Arabic language they desired.

We won't stay here permanently. The big motivation now, well, part of it is the research. But part of it is our kids. I want them to have Arabic. It's probably the best gift I can give them in terms of their early education, is to be able to be bilingual. We'll be here long enough for the kids to speak Arabic and then from there it's wide open. (Male faculty member)

Some of the interviewees planned to end their stint in the GCC according to their original plans, whether that was after a pre-determined period of time, or at the completion of some personal or professional objective.

Family-related pulls. The pull of family connections was also cited as a reason to return to the U.S. Furthermore, a few of the single participants mentioned the desire to return to the U.S. to, hopefully, begin a family. Other interviewees spoke anecdotally about the difficulty of retaining faculty members that are single.

We miss not being home for birthdays, not being there for Christmas, we can't make it to every funeral and every wedding. So we miss some of those events, and I think over time, those could accumulate and we might just say, you know what, we've missed a lot, we're going back. (Male faculty member)

I think that realistically, we're probably at the tail end of our stay here, just because, once your kids leave, it's not much fun. (Male administrator)

A number of the people that have been here and left, at least for the five years I've been here, at least a number of them have been single people who did not want to be single and felt like they didn't have as many options here as they would other places. And I think they were right to feel that way. It's not a great place to be single. (Male faculty member)

I think that single people that come here, it can be a bit problematic for them. Just

because of the different culture and sort of casual dating, obviously, is a bit harder in the Muslim world. (Male faculty member)

Different types of family-related pulls were mentioned as reasons to return to the U.S., most commonly, responsibilities related to aging parents, children that had grown and gone on to college, and the desire to be in an environment better suited for dating and beginning a family.

Continued mobility. A third group of interviewees expressed a desire to pursue academic positions in other countries or regions before returning to the U.S. In most cases, these were the same individuals whose primary motivation for coming to the GCC IHE was for a new adventure or international experience. Still, most interviewees had certain conditions that would need to be met in order to make another move, either the specifics of the position or the financial/benefits package.

I think so, yes, it would have to be equivalent or nearly equivalent pay and it would have to be an interesting and exciting place to live. If I were to leave this position, I wouldn't want to take a significant pay cut, and I wouldn't want to live somewhere that wasn't interesting. (...) I have a mental list of countries that I'd like to visit and if something came along and in some of these countries, for nearly equivalent pay and a secure position, one that wasn't temporary, yes, I could see myself working somewhere else. (Male faculty member)

I really like the Far East, I'd love to teach in the Far East somewhere, whether it be Sri Lanka or somewhere else. (...) Something like that, Singapore, Beijing, China, Thailand, Sri Lanka would all be cool. Any of those places would be fun. You wouldn't be doing it for the money, if you're going to do it for the money, you need to stay in the Gulf. I'm not interested in the money, I'm more about fun and human contact, can I bring something to you that you might value. (Female faculty member)

A position in another country, at another academic institution internationally, is an option on the table. (...) We'd try a different region. Maybe Asia, Europe or Africa. (Male faculty member)

Most individuals with continued mobility in their future plans, did not necessarily

have a specific country in mind, but were open to new adventures and opportunities either within the GCC or beyond. Those with foreign spouses sometimes expressed a long-term objective of living or retiring abroad in their spouse's home land or elsewhere.

Retirement. The final group of respondents stated that they were approaching retirement age and would leave the region to retire. Interviewees commented on health-related matters of their own or their parents, being ready to go "home," having satisfied their desire for an international experience, or completing a specific objective or project.

We're in our late 50s, we're not in our 20s. We've got the next 5-10 year plan and then it's something else. We're kind of at the end of our career and there are some other things that look like they'd be fun. (Female faculty member)

I'm very youthful, but I'm 65. So, at least, 5 years. If I can keep going, I will.(...) If I could stay 10 years, I would. That's how much I love the work. This whole area of education here, it needs help. And I think we're making a difference. (Female administrator)

One common theme with regard to future retirement was the anticipation that by working in the GCC and saving they could retire earlier or more comfortably than had they remained working the same period of time in the U.S.

This job is hopefully a means to allow me to kind of retire earlier than what most academics retire. (...)Or, at least, in my retirement, to go into teaching part-time and having my own practice part-time, something like that. Something to where I wouldn't need to worry about kind of the basic income because we're saving every month and we have investments. (Male faculty member)

Part of the reason we came really, at this part of our life, we're thinking ten years down the road. (...) We realized that if we came over here, and since they paid for housing, all of the money we would be paying for taxes in the U.S. and then a little bit more, we could just sock away into cash. For every year that we work here, it counts for about two years of working in the U.S. So, our idea about coming over here was to come over here and, that's five years we could take off. (Female faculty member)

Several interviewees expressed a desire to retire somewhere outside of the U.S.,

either because of a foreign spouse, the lower cost of living, a lack of attachment to the U.S., or just an affinity toward another country and its culture. Some of the individuals with plans to return to the U.S. either had a vacation home or strong ties to a particular state. Others were unsure about their future plans and where they would return to.

I want to retire in the South of France and tour around and sip coffee in cafes and enjoy my life there. Or maybe somewhere else where it's exotic and tropical where I can go scuba diving and snorkeling. (...) The U.S. wouldn't be bad, but it wouldn't be what I really want. (Male faculty member)

In 10 years, I hope I'm retired in Thailand, and I'll move out of Bangkok too, further south. I'm looking at a university town in South Thailand. (...) My wife is originally from south of Bangkok, but not that far south. I hope she will go along with moving there. (...) I don't feel much attachment to the States. (Male faculty member)

Like any other expatriate who has spent long periods of his/her life abroad, some of the interviewees expressed concern about returning to the U.S. and the anticipated reverse culture shock.

I think the hardest thing for me right now is not what I'm going to do work-wise but where I'm going to be. I don't know if you've been told this, but going home is difficult after being here for a while (...) A lot of people have told me that it's pretty miserable to go home for the first year. The sameness. (..) I really like the idea of Sri Lanka or the Azores, I really don't like the idea of Houston or College Station. I just really can't get my head around that at all. (Female faculty member)

For individuals leaving the region to retire, their decision to repatriate often had little to do with any sort of dissatisfaction with their experience in the GCC. Many times their specific retirement plans were still undetermined and included the possibility of additional time abroad.

CHAPTER FIVE-DISCUSSION

As indicated in the literature, very little research has been conducted on the topic of transnational academic mobility (Kim & Locke, 2010; Lerner, 2015; Pherali, 2012; Scott, 2015). This exploratory study addresses the dearth of information related to the motivations for academic mobility, specifically among U.S. academics. While different forms of mobility have been studied at length, no studies have investigated the mobility trends among U.S. academics and, more specifically, among U.S. academics who have gone to the countries of the Gulf Cooperation Council (GCC). Having privatized higher education only within the past three decades, the countries of the GCC are of particular interest because of the tremendous expansion and transformation within the higher education sector fueled by unprecedented investment in higher education. Examining the experiences and professional trajectories of a specific group of professionals, U.S. academics in the GCC, adds a new dimension to existing knowledge on transnational academic mobility.

The purpose of this study was to describe the profile of U.S. academics working at IHEs in the countries of the GCC and to identify the factors influencing their mobility decisions to and from the region. First, a profile of U.S. academics working at IHEs in the GCC is described and examined from the quantitative data gathered with a survey instrument. Secondly, statistical tests were conducted to identify personal characteristics or circumstances that had a significant relationship with the various push and pull factors influencing academic mobility decisions. Finally, in-depth semi-structured interviews were used to collect more detailed accounts and personal reflections on the participants' decision to work in the GCC, as well as their future career plans.

Profile of U.S. Academics in the GCC

The first research question posed was that of describing the profile of U.S. academics working at IHEs in the GCC. To answer this question, a survey instrument was used with questions related to personal and professional background, previous international experience, current position in the GCC, contract and position details, and overall satisfaction levels.

The findings from the initial survey data collected (N=194) indicate that the majority of U.S. academics in the region are married males. The average age for all respondents was 45. For purposes of analysis, three distinct sub-groups were identified: those with close ties to the GCC (22%), those with close U.S. ties (38%), and a third group titled "Neither" that didn't fall into either category (50%). One of the surprises in the research was the large percentage of individuals who fell in the "Neither" category. The findings suggest that individuals within this category are either naturalized citizens (13%) or have spent a significant period of time abroad. According to the data, 39% of participants in the Neither category had spent more than 5 years abroad, compared to 22% of the participants with U.S. ties.

In terms of professional background, 64% of respondents held Ph.D.s and nearly all (97%) held at least one degree from an IHE in the U.S. A majority (62%) had worked previously at an IHE in the U.S. and held faculty rank (55%). About a third (34%) had previous administrative experience, and 10% had already retired from an IHE in the U.S.

Only 20% of all respondents had no international experience prior to their current position in the Gulf. A majority (64%) had 1 year or more of previous experience abroad. Even within the U.S. group, over half of respondents had spent one year or more

living abroad. Notably, this percentage was much higher for respondents within the Neither category (71%). About one fifth of respondents had previous experience in the GCC, for an average of 6 years. Finally, about one third of respondents had worked previously in other regions of the world, with the highest percentages in Asia and Europe.

Most of the respondents (71%) were employed at IHEs in the United Arab Emirates (UAE), the country with the highest number of IHEs employing Western academics. Of the remaining respondents, 16% were employed in Qatar and 11% in Kuwait. There were no participating institutions from Bahrain, and only 2% of respondents were employed in Saudi Arabia and Oman, a disappointing result. The vast majority of respondents (83%) were employed at one of six institutions: American University of Kuwait, American University of Sharjah, New York University-Abu Dhabi, Texas A&M Qatar, United Arab Emirates University, and Zayed University. Academics employed at Zayed University (35%) accounted for the largest percentage of total respondents.

The vast majority (83%) of respondents were hired internationally. Most respondents reported having fixed contracts, approximately 3 years in length. The average period of time employed at their current GCC institution was 4.4 years. Only 15% of respondents worked at institutions linked to an IHE in the U.S.

Respondents were pretty evenly spread across discipline, with the largest group representing liberal arts (25%). With regard to academic rank, the largest group of respondents were Assistant Professors (36%), followed by Associate/Full Professors (29%), ESL instructors (16%), Lecturer/Instructor/Adjunct (11%), and Administration (8%). Both teaching loads and percentage of time devoted to research varied

considerably by position and institution.

Given the dearth of both data and research on U.S. academics living and working abroad, this is an initial contribution to the area of transnational academic mobility, specifically related to U.S. academics. Such information may be both useful and interesting to other academics, working stateside or abroad, and also to academic administrators charged with the responsibility of recruiting U.S. academics to IHEs abroad.

Summary of Major Findings

Among the different stories and reflections of the 21 interviewees, their motivations for accepting an academic post at an IHE in the GCC varied considerably. To summarize, individuals who fell into the "GCC" category were, as expected, motivated to work in the region because of cultural-heritage ties and a desire to expose their children to Arabic language and Islamic culture. Interesting enough, the overall findings related to primary motivations of academic mobility were quite reflective of Osland's Metaphors of academics working abroad, outlined in Chapter 2.

While salaries and other financial incentives were nearly always cited as one of the considerations in their decisions, most interviewees stated that their decision was influenced by multiple factors. Money alone was not a major motivator for a long-term stint abroad.

Professional opportunity, specifically for new academics, was a significant motivation to accept a position in the GCC. Several interviewees highlighted opportunities that allowed them to acquire significant administrative experience, like serving as department chairs or working in other administrative posts that would have

been reserved to senior-ranking faculty in the U.S.

Some individuals were so motivated by the opportunity to work abroad and have an international experience, that they either accepted a lower-paying position or gave minimal consideration to the financial rewards when making their decision. A few individuals who had earned tenure in the U.S. left the security of these positions without much concern. These individuals were either nearing retirement or had spent much of their career abroad and were comfortable working strictly on a contract basis.

Prior international experiences played a significant role in the molding of an individual's career. In fact, prior international experience seems to be one of the most significant indicators of individuals who are predisposed to the idea of taking an academic position abroad, in the case of this study, in the GCC. Opportunities in the GCC seemed to attract individuals who, at some point in their life, have had some sort of international experience or intercultural exposure. This exposure is not limited to travel and could be through one or more of the following interactions: a previous study abroad experience, a family member's experience abroad (a sibling's foreign service work was one example cited), a spouse or stepparent from another country, international travel as a child, a spouse's work-related travel abroad, foreign language study, interest in foreign literature and cultural studies, and an early childhood abroad before coming to the U.S., among other examples.

In many cases, the primary motivation for U.S. academics to leave the GCC was largely related to the same considerations or motivations for coming. Nearly all of the interviewees commented that they had stayed in the GCC longer than they had originally intended. In most cases, this was primarily because of a successful adjustment in the

region or a reported comfortable lifestyle, along with the professional satisfaction derived from their academic post. Conversely, there were individuals who had less satisfying experiences and planned to leave the region at the end of their contract or on a short-term basis. Clearly, the particular institutional environment and contractual agreement played a significant role in terms of individuals' satisfaction and desire to remain in the region.

A few interviewees actively explored the idea of returning to the U.S. and applying and/or interviewing for different posts in the U.S. Several individuals reported finding that their current position in the GCC was better suited for them in terms of compensation and relaxed research expectations. At least two others found positions in the U.S. that were better suited toward their long-term professional goals, sometimes with better compensation. Success at finding a position in the U.S. after working in the GCC seemed to vary considerably, and it seems that those individuals who were relatively content with their positions in the GCC did not work as hard to pursue opportunities in the U.S. In most cases, an individual was not fully satisfied with some aspect of their life in the GCC, albeit personal or professional, if they were returning to start another academic position in the U.S.

Married individuals, overall, appeared to adjust better in the region and several interviewees commented on the family-friendly nature of the region. It was also mentioned that singles tended to have a more difficult time assimilating due to conservative cultural norms around dating and the fewer opportunities for singles of the opposite sex to mingle. Single women seemed to fare very well in their positions in the GCC, although a couple of female interviewees mentioned salary disparities were common and sometimes mandated by local laws. Still with the other benefits to working

in the region, it still appeared to be a viable option for single working mothers to support their children in the GCC.

The rich diversity of the narratives of the 21 interviewees exemplifies the deep complexity of mobility decisions among U.S. academics.

Primary Motivations for Mobility to the GCC

The last two research questions addressed the extent to which certain personal characteristics and circumstances and specific push-pull factors influenced transnational mobility decisions among U.S. academics.

As the results of the study indicate, primary motivations for accepting an academic position in the GCC vary by group. For the GCC group, the primary motivations to work in the region were financial incentives and professional opportunity, and, to a slightly lesser degree, the benefits package, familial ties, and international experience. As expected, the primary difference between the GCC group and respondents from the other two groups was the level of influence familial and cultural/heritage ties had on their decision. While these two factors were not important for the other two groups, they weighed fairly heavily for the GCC respondents, most notably to those who were married with dependent children. In several cases, familial connections as far away as Europe and South Asia proved to play an important role in mobility decisions to the Gulf. Academic posts in the GCC provide the perfect scenario for Arab-American academics, many of whom were born in the Middle East and naturalized in the U.S., to return to raise their children within an Islamic cultural environment, care for aging parents, and/or be close to extended family members. Finally, GCC respondents were much less influenced by travel than those in the other two

groups and slightly more influenced by the international experience for their children.

For the group with U.S. ties, the motivations to work in the GCC were quite different. The findings show that this group was motivated primarily by financial incentives, travel, professional opportunity, and, to a slightly lesser degree, international experience and the benefits package. Respondents in the U.S. group with dependent children were the most influenced by professional opportunity. The influence of a weak U.S. job market was a factor but was not indicated as a primary motive and did not weigh as heavily in their decision as the attraction of pull forces. Across all groups, the impact of the weak U.S. job market was greater for early career academics than their tenured counterparts.

One explanation for this result could be an unconscious resistance to identify with such a categorization or a reluctance to admit, albeit anonymously, that one was unable to find work in the U.S. academic job market. For those individuals who could not find an academic position in the U.S., there might be some resistance to check the box that says they could not find a job. The terminology may not have appealed to survey participants, i.e. the negative connotation of a "weak" job market. Finally, individuals may have focused on the positive and exciting aspects of accepting a job in the GCC, as opposed to the negative influences of a difficult domestic job market.

Similar to the U.S. group, the Neither group was primarily motivated by travel, professional opportunity, financial incentives, and international experience. The Neither group was slightly more attracted by travel than the U.S. group and slightly less attracted by financial incentives than the U.S. group. There were a few important distinctions between these two groups. The Neither respondents had fewer institutional ties than the

U.S. group. Furthermore, U.S. respondents, who were all married (100%), were more influenced by spouse employment and international experience for their children.

Role of Professional Opportunity

Overall, professional opportunity had the greatest influence on the decision to take an academic position in the GCC. For early career academics, opportunities in the GCC were often the best option available at the time of their job search, sometimes immediately following graduation and other times, after several years in an arguably dead-end adjunct position. For more seasoned academic professionals, the opportunity in the Gulf was usually more related to a new challenge, the lure of international experience, or an opportune moment to take a "victory lap" (Wilson, 2009, p. 6).

For many early career academics, their decision to work in the GCC was not only a ticket to enter academia, but also an opportunity to take part in shaping newly established IHEs. Several respondents commented on the possibilities to grow professionally and assume positions and responsibilities—contributing to the creation of their curriculum, molding governance structures, heading up departments, or directing centers—that may have been out of reach within the context of U.S. academia, particularly at an earlier stage in their career. One interviewee commented on how his experience in the UAE had molded his career:

That's been one of the biggest differences for sure in terms of the shape my career has taken. So I've been the program head of Philosophy from the very beginning, which has been like chairing a small department especially over the past few years. I was also chair of the undergraduate curriculum committee, which would be very unusual for a junior professor (...) As I said, that was one of the things that attracted me to the job was having the opportunity to play that type of role. Even a senior professor, one gets hired into an institution that already had its ways of doing things, so you can make little tweaks here and try to change things a little bit, but we had opportunities way beyond that, because we had no structures. We

had a curriculum that had been handed to us but we were then told, we could make our own, an academic culture and systems of faculty governance to set up. So I've been very involved in all of that, and I'm still involved in all of that. It's one of the things I really like about the job. (Male faculty member)

Furthermore, to have these opportunities within a strikingly different cultural milieu only added to the excitement. As somewhat of a novelty in the small GCC countries, some respondents reported being approached to speak as an expert in their field. In addition to their full-time academic positions, respondents recounted opportunities to speak on television, write for local newspapers, participate in Embassy-sponsored events, or connect with ambassadors, heads of state, and other prominent figures with whom an interaction at home would be highly improbable.

Perceptions of a weak U.S. academic job market and the absence of, at least, equally promising job offers go hand-in-hand with the discovery and lure of better professional opportunities in the GCC. A few individuals commented that the lack of attractive job offers in the U.S. had led them to expand their job search outside of the U.S.

Individuals who have been in the GCC for several years may have had difficulty recalling exactly how they initially started looking for a position in the GCC. Certain events or circumstances may no longer be prominent in their minds after several years working abroad, and they may recall the more positive aspects of their job search, such as the lure of an international opportunity, than the negative aspect of a tight U.S. job market.

In a similar vein, survey responses from all three groups indicated that money mattered considerably; however, during interviews, it was apparent that lucrative salaries

alone did not have enough appeal to attract most academics to the region. A perceived dream job abroad or opportunity of a lifetime seemed to be more motivating than simply a higher salary and was certainly more interesting for individuals to discuss. In the same way, findings indicated that satisfaction levels among U.S. academics in the GCC were not contingent upon compensation and benefits alone, but were greatly affected by other aspects of their professional life.

Gender Matters

When explaining mobility decisions among U.S. academics, gender matters tremendously. Based on the literature, as well as the data collected for this study, female academics are under-represented within international academic circles (Ackers, 2004; Jöns, 2011). Female academics accounted for 40% of the survey responses, a figure that is reflective of the predominantly male faculty body at participating IHEs. The fact that there are fewer numbers of female academics in the GCC is consistent with existing literature on academic mobility and gender (Ackers, 2004; M. Baker, 2010; Cox et al., 2009; Jöns, 2011).

While female academics are less internationally mobile, they are not necessarily less interested in international opportunities. As the literature shows, female university students dominate study abroad participation (R. Paige, Fry, Stallman, Josić, & Jon, 2009; Williams, 2005) and, according to Jöns (2011), mobility among early career female academics remains frequent. In most cases, mobility of female academics is restricted by familial responsibilities. Established gender roles in which women are more likely to assume a disproportionate share of domestic work and child-care inhibit opportunities for mobility. According to Jöns, (2011), mobility among female academics decreases

dramatically around their mid-30s.

The literature also shows that within dual-career relationships or marriages, female academics often decline international opportunities for themselves, yet are more likely to follow a spouse abroad. This theme arose in the narratives of several female interviewees. Four of the 21 individuals interviewed were females who had followed their spouse to the GCC as a result of changes or advances in his career. This finding is further supported by the work of Ackers (2004) and Vohlídalová (2014), which shows female academics go abroad more often as "tied movers" than to follow their own career trajectory. In the case of this study, two female interviewees did not have a job prior to arrival in the region and were required to make career adjustments as a result of mobility. In these situations, women pursued academic positions at GCC IHEs once they had settled but were subject to less desirable contractual agreements, often excluding the generous benefits bestowed upon international faculty hires. One female interviewee commented on structural inequalities that exist at many GCC IHEs:

It's a law here in Qatar, females get paid 30% less than their male counterparts for the same job. That's a law, and they follow it. No females are making what their comparable male peers are making. And you've got to know that when you come over here, you've got to know that you're not an equal yet. You can't expect that. And I never let that bother me. (Female faculty member)

Evidence of this claim was further apparent in the research findings on spousal employment. While married females indicated that spouse employment was highly influential in the decision to move to the GCC, it was only slightly, if not at all, influential for male respondents.

Somewhat surprisingly, children did not deter mobility decisions. In fact, the presence of children within a family unit significantly encouraged mobility within both

the U.S. and the GCC groups. Many interviewees echoed these findings, stating that they were encouraged to work in the GCC in order to provide their children with an international experience. This contradicts Lee's (1966) migration theory, specifically that children act as an "intervening obstacle" *vis-a-vis* mobility decisions. Once abroad, respondents with small children were reluctant to leave, given the ease of finding inexpensive domestic help and child-care, a luxury not attainable in the U.S. Most of the interviewees with small children commented on the benefits of living in the GCC, which included a slower-paced lifestyle, family-friendly social environment, and affordable live-in domestic help.

The agreement with my wife was to try (living in UAE) for at least five years. (...) I don't think that's going to be long enough unless I find another gig where domestic labor is cheap. I don't think she's going to give that up terribly easily. Moving back to the U.S. at this point in time is pretty much a no go. (Male faculty member)

And as time has passed, she (respondent's wife) has become happier and happier with her situation in the UAE and more and more concerned about moving back to France (wife's home country), particularly from a financial perspective, but also from an ease of life perspective. Life is pretty easy. We have a nanny, for example, to help take care of the kids, and that wouldn't be feasible in France, it would be too expensive. Here we have someone to help take care of the kids, take care of the house. That's a big help. She does most of the work. I mean, we see the kids a lot but we have someone to take care of them when we're at work. We wouldn't have that in France. (Male faculty member)

In summary, female academics are less internationally mobile and, more specifically, they are under-represented at IHEs in the GCC. Women are more likely to follow their spouse abroad and less likely to initiate mobility based on their own career progression. Finally, children are not found to deter a mobility decision, as forecasted in older migration theories. On the contrary, children encouraged mobility decisions, most notably for academics in the GCC within the U.S.-tied group.

Previous International Experience Sets the Stage for Mobility

According to the findings, previous international experience sets the stage for academic mobility. A large percentage of the respondents indicated having some type of international experience prior to taking their current position in the GCC: 64% of participants had more than 1 year of previous international experience; 38% had more than 5 years previous international experience; and 26% had 1 to 5 years of previous international experience.

Despite all of the hype on internationalizing education at IHEs in the U.S., a very low percentage of those academics have worked abroad or even considered the option. While very little data has been compiled on the international experience of U.S. academics, what figures do exist suggest that they remain fairly insular. A 2007 survey of American professors by Cummings (2008) found that only one third of respondents had spent 1 year or more abroad after completing their undergraduate degree. Less than 20% had lived abroad for more than 3 years. In another survey conducted by the *Chronicle of Higher Education* (Wilson, 2009a) including nearly 2,000 faculty members in the U.S., 9% of respondents indicated they had held an academic position abroad for 1 year or more.

These figures suggest that the group of U.S. academics in the GCC is not representative of the larger body of U.S. faculty in that they had significantly more experience abroad prior to accepting their current post in the GCC. Findings indicate that previous international experiences are priming people to include academic positions abroad in a broader job search. Furthermore, interview data indicates that influential international experiences are not limited to previous study or work abroad, but include a

broader set of connections like transnational relationships, foreign spouses, and the international experiences of friends, family members, and colleagues. This indicates that the influence of an international experience is not held by a single individual but by a community. As an individual opens to international experiences, his/her community's interest and willingness to explore global opportunities also expands. Clearly for some individuals, connections to colleagues abroad, second-hand exposure to international experiences through personal contacts, or even literature, can all contribute to a curiosity and desire to experience life as an expatriate. One professor described a previous experience in Japan that had an impact on his career trajectory:

My wife and I had just come back from three months in Japan where I was a visiting faculty member at the Institute of Advanced Energy at Kyoto University for 3.5 months. She and I were sort of keen to try to replicate the experience and do a stint abroad. But after spending those three months in Japan, it became much more interesting and attractive. I thought, 'wow, this could be something really cool, what an interesting thing to provide for my kids.' My wife's relatives, her uncle was in the Foreign Service. So, her cousins all grew up in really funny places, Moscow, Ecuador, among other Southeast Asian countries. She was very interested in trying to go abroad and live abroad. I would say that she was probably a pretty big component of the driving force for taking a position abroad. (Male faculty member)

Prior international experience, in any shape or form, seemed to indicate a higher likelihood for a U.S. academic to consider an international academic career as a viable option to a U.S.-based one. Support of this claim is evident in both the interviews and the survey data. For the latter, the large percentage of individuals in the Neither category (50%) suggests that individuals with substantial international experience are more likely targeting these type of global academic careers.

Evidence of this claim is also in line with literature related to the effects of study abroad on future career paths. Prior research has shown the long-standing impact of

study abroad on career decisions (Franklin, 2010; Norris & Gillespie, 2009; Ostanina, 2005; R. Paige et al., 2009). A higher percentage of study abroad alumni pursue careers with an international dimension than individuals who did not have a study abroad experience (Norris & Gillespie, 2009), and former study abroad students have a heightened interest in foreign cultures and are more likely to look for opportunities to go abroad again (Hansen, 2010; Murphy, Sahakyan, Yong-Yi, & Magnan, 2014; Williams, 2005).

Finally, previous international experience may help academics feel more comfortable with cultural difference and mobility, especially to an area so far from home. For those born outside of the U.S., the idea of living abroad is even less intimidating. As one academic, a naturalized U.S. citizen born in Peru commented:

Back in the 80s, when terrorism was starting in Peru, that's when we went to the U.S. (...) I do remember not speaking a word of English, other than yes or no. Maybe that's why it's so easy for me to go anywhere and adjust. Once you've left your country and adjusted anywhere else, you know what it takes. I just have to learn this, this and this, take me anywhere and I'll be fine. (Female faculty member)

In summary, the findings of this study indicate that U.S. academics that have already had some type of transformative international experience are more likely to consider a position abroad than other faculty members who lack that international exposure. While these experiences were not pushing or pulling academics abroad, they had a facilitating effect or positive influence over individual decisions, enabling them to be more responsive to job opportunities abroad. Evidence of this claim was supported by both the narratives of interviewees and the survey data on previous international experience.

Global Academic Labor Market

The growth of cross-border education worldwide and the expansion of higher education within the context of the GCC have created a global demand for academics. The academic job market is becoming more global as more institutions adopt global recruitment strategies for attracting top talent (Altbach et al., 2010; Kim & Locke, 2010).

We recruit globally. Faculty don't care where they're from as long as they're at the top of their field. If they're a junior hire, they need to demonstrate the potential to conduct excellent research and also be excellent teachers at the undergraduate level. (Male faculty member)

Despite the lack of reliable data and research on academic mobility, as Scott (2015) states, "There is a consensus that the proportion of academic staff is increasing, that academic mobility is becoming a more pronounced characteristic of modern higher education systems" (p. S59). For early career academics, particularly those who were looking for their first position after the 2008 world economic crisis, the U.S. academic job market lacked promise. Respondents cited budget cuts, salary and hiring freezes, and the overall shortage of tenure-track positions as the impetus for broadening their job search beyond the U.S.

In search of better opportunities, more individuals are considering transnational academic careers, and they are finding them online. Through the use of information and computer technologies (ICTs), online social networking sites, and global professional connections, individuals are taking initiative to shape their own international academic careers.

Findings showed that a significantly higher percentage of individuals found their position in the GCC as a result of an online job search (42%) or through professional

networks (31%) than through institutional ties (9%) or direct recruitment (8%). This finding seems to indicate that the majority of academic expatriates are acting independently, without institutional support, when they search for and accept academic posts abroad. This claim is well-supported by a growing body of literature on self-initiated expatriates (SIEs) (Doherty, Richardson, Thorn, et al., 2013; Richardson, 2006, 2009; Richardson & McKenna, 2002). Doherty, Richardson, and Thorn (2013) define self-initiated expatriates as "individuals who elect to go overseas independently, rather than on international assignments for an employer, regardless of motive or duration" (p. 13).

Furthermore, as presented in Altbach (2004), Olcott (2010), and Miller-Idriss and Hanauer (2011), the increasing use of English as a medium of instruction at IHEs around the world has facilitated cross-border education and, simultaneously, made the academic job market much more global.

The explanation for why more U.S. academics are *not* pursuing opportunities abroad is embedded in institutional and national contexts that may restrict career progression and deter mobility decisions (Kaulisch & Enders, 2005). For many individuals who were interviewed, concerns about long-term job stability were tangible. Among the concerns expressed were: the possibility their academic experience outside of the U.S. would be regarded as inferior; challenges of returning to a tenure-track position in the U.S.; obstacles to keeping up with research programs due to, in some cases, higher teaching loads and a lack of resources, facilities, or support staff; and job security and lack of tenure. Existing research signals that an extended stint abroad is detrimental to academic career progression (Richardson, 2009; Richardson & Zikic, 2007). The long-

term career impact of an extended academic post in the GCC was more of a concern for early career academics who maintained the hope of returning to a tenure-track position in the U.S. One interviewee commented:

I think there might be some prejudice against foreign universities, relative to the U.S., which is actually something that I was unaware of when I came here. The idea of having a bad university, or a foreign university that was maybe subpar.
(Male faculty member)

As revealed in the interviews, there were major differences with regard to each one of the concerns above based on institutional affiliation. Clearly, institutions with a research mission were much more inclined to offer faculty substantially lower teaching loads, as well as adequate financial and administrative support.

Even yet, there was some degree of risk involved for all participants to take their academic position abroad. When possible, individuals reported "hedging their bets" by beginning a stint abroad while on sabbatical or a leave of absence. Individuals who worked at an institution operated by a foreign entity and not linked to a U.S. institution had the most at stake in terms of job security with contracts that could be terminated without notice. Others who moved from a home to a branch campus were usually only guaranteed a right of return if they were tenured faculty.

Interviewees who expressed a high degree of professional satisfaction at their institutions in the GCC had weighed the pros and cons of remaining in the GCC with regard to long-term career progression. In many cases, they chose to keep their international career characterized by work-life balance and adequate levels of job security in exchange for a high-pressure research environment and tenure in the U.S. The decision to remain in the region long-term was fueled by all of the positives associated

with their position abroad, primarily quality of life, more time for family, endless opportunities for international travel, close social networks with colleagues and other expatriates, less research pressure, and the ability to exceed their institution's expectations. One interviewee, who had already given up on the idea of returning to the U.S. to look for a tenure-track position, commented:

I think that I would probably, after being here for a while, I would probably need to write off some of the top-tier schools that I had an opportunity to go to once upon a time. I think that if I had graduated in a better job market, I could have ended up at Minnesota, George Washington, BYU, some of those schools that I interviewed at. I don't think that would be a possibility for me at this point. But, I've really got great work-life balance over here, and if I came back to the States, I know what it takes to work at those universities, because I have a few friends that work at some of those places, and I'll keep my life at a lower-tier school than try to play the game for tenure at those places. (Male faculty member)

Individuals who were satisfied with their professional situation reported little desire to leave the region. The general consensus from interview and survey data was that respondents were more interested in renewing their contracts abroad (mean=3.9) than returning to U.S. academia (mean=3.1) and that they had already stayed abroad longer than they originally intended. One professor commented that "as long as we (self, spouse and children) are happy here, there is no real compelling reason to think about returning to the U.S." In fact, survey data shows more respondents as saying they *might* return to the U.S. than they *definitely* will return to the U.S. The average answer is probably. U.S. academics may be further discouraged from returning home because of the perceived, and arguably real, challenges to finding an academic position at home.

In conclusion, the literature indicates that for most U.S. academics, a disconnect with U.S. academia, particularly an extended sojourn abroad at a foreign-operated entity, is too professionally risky and that this results in low levels of interest in positions

abroad. However, there are indications that this may be changing. In a study of over 1,000 professors in the U.S., Cummings and Bain (2009) write, "The academy is differentiated between an older generation that is more national in its teaching and a younger generation, more exposed to global issues, that is more international" (p. 113). Similarly, in a 2009 *Chronicle* article, Wilson (2009b) notes changing attitudes among young faculty members with regard to opportunities abroad. The academic market will continue to grow to accommodate the expansion of higher education, and, as a result, academic careers will become increasingly global. As professional communities become increasingly virtually connected, awareness of academic positions abroad, as well as connections to expatriate academics, will continue to grow.

Implications for Policy and Practice

Now that the push and pull forces attracting U.S. academics to the GCC region have been examined, it is reasonable to ask what the future might hold for this group of professionals. Will GCC IHEs continue to recruit U.S. academics or will they gradually be phased out as GCC countries push labor nationalization initiatives?

Among respondents, there was a general consensus that there will continue to be a future for U.S. academics at IHEs in the GCC, at least for the foreseeable future. Some interviewees suggested that it may not be as promising as it has been the past two decades as some IHEs move toward employing more GCC citizens. Western-educated Arabs from countries close to the region are also an attractive solution to address shortages of labor, as they demand lower salaries and share cultural affinities. This prediction is consistent with the literature on building indigenous higher education capacity as outlined in Larsen et al. (2004). Interviewees mentioned large-scale projects, such as Education

City in Qatar that will eventually move from being a cluster of U.S.-based branch campuses to one large Qatari-administered institution.

The future for expatriate faculty in the region is not good. The regional trend is to grow their own faculty and employ more of their own people. This is somewhat of a double-edged sword that would mean no diversity in faculty. There is very little diversity with their students, so the lack of diversity and the concomitant views and approaches to problems may leave the graduates with a limited scope. Hopefully, they wouldn't want to squeeze out long-standing expatriate faculty. (Male administrator)

It's hard to put a finger on, but you know a change is going on. My employer is beginning the exit strategy. We're not going to be here more than 5-7 years (...) I think that all of the American universities are on a phase-out. We're into our contract of 10 years, and I think all of the American universities are very much the same. (...) I think that Americans and Brits and all kinds of people will always come over here to work, but they'll be working for a Qatari-administered institution, they won't be working for a U.S. branch campus. (Female faculty member)

The people who indigenize, or become local, will always have a place. The short-term ones who come here for a 3-year contract or something like that, and then go off, that's going to decline. (...) I don't think they could run a whole university system without foreigners yet (...) Most of the movement on that is in the private universities, which rely heavily on foreigners. I think what will happen in Kuwait is there will be a little more integration with the broader Arab region, and there's plenty of good academics in the Arab world. A lot of our academics here are Arab-American, they're naturalized Americans, but they were born in various Arab countries (...) So I think the trend is going to be toward more Arabization in the long term, which could include American citizens. And they will probably want a certain number of non-Arab Americans coming through, too. (Male faculty member)

Still, interviewees seem to agree that, at least for the time being, there remains a scarcity of local academics and, consistent with the predictions of Chapman (2010) and Rupp (2005), GCC countries will continue to have a demand for foreign academics.

It seems that there is quite a lot of opportunity for expatriate professors in Kuwait. There are very few Kuwaiti professors. I support, generally, the idea of indigenizing the labor force, particularly the university system. (...) But, I'm not sure that that significantly affects job prospects because there aren't that many Kuwaiti professors. (Male faculty member)

While the future of U.S. academics in the region remains uncertain, interviewees agreed that, despite indigenization or even Arabization initiatives, the demand for academics will surpass local capacity and the need for U.S. and other expatriate academics to fill academic positions will continue.

Limitations of the Study

The study has several limitations. First, it was restricted to the experiences of U.S. faculty and administrators at 16 IHEs in the GCC. The findings of this study provide insight into the factors motivating their academic mobility decisions, but cannot be generalized to a larger population. The study included only expatriate faculty holding U.S. citizenship (including dual citizenship) and did not examine the experiences of sizeable expatriate groups from other parts of the world, most notably the UK, Canada, and Australia.

Ideally, the study would have included more institutions, specifically those situated in Saudi Arabia, Bahrain, and Oman. While 25 IHEs were targeted, in the end, only 16 participated in the study. No institutions from Bahrain were included in the study, and only a handful of academics working in Saudi Arabia and Oman participated.

Of the 231 completed surveys, only 194 were 70% or more complete. Higher response rates at participating IHEs were desired.

Data and statistics on the number of U.S. academics working in the region, or in each country, were housed within government agencies that either restricted public access to the data or were nearly impossible to communicate with due to bureaucratic structures and general unfamiliarity with research inquiries. Some official figures were obtained by the Commission on Academic Accreditation in the UAE, but still, detailed statistical data

was restricted to the public. Finally, the time difference between the U.S. and the Gulf complicated communication between the researcher and individuals at the targeted institutions.

The researcher's access to faculty was dependent on the cooperation of an institutional facilitator.

There were further hurdles with individual IRBs at participating GCC IHEs. Communication with many of the large national universities was challenging and often their IRB processes were long and unclear. The data collection process was drawn out for a longer period of time due to unforeseen complications with the IRB processes at the different institutions, changes in staff and institutional facilitators, and other unexpected obstacles.

Finally, my own cultural perspectives and beliefs, as well as my personal experience working at an IHE in Kuwait may have influenced my interpretation of interview data. Furthermore, my identity as a female, Anglophone American, may have hindered my ability to gain access to faculty and necessary approvals at some institutions.

Directions for Future Research

As cited frequently throughout recent studies (Altbach, 2006; Franklin, 2010; Kim & Locke, 2010; Miller-Idriss & Hanauer, 2011; Scott, 2015), very little research has been conducted on transnational mobility. This study adds to the research of mobility trends among professionals, specifically those working within academia. It is an important addition to existing literature on transnational academic mobility, specifically which of U.S. academics working at IHEs in the GCC, which is a particular group that has not been previously investigated.

The findings may provide useful information to U.S. academics exploring the option of a transnational career or to institutional recruiters in IHEs abroad who are looking to hire U.S. faculty. The work may also be of interest to academics currently working abroad, as well as scholars of transnational academic mobility, globalization, international labor and human resources, migration, and international education.

The topic of a global academic marketplace is both timely and relevant and merits further research in its myriad forms and circumstances. Further investigation is needed on the professional implications of transnational academic mobility, mainly the post-mobility experience and the ability to return to tenure-track positions in the U.S. Similarly, more research is needed to address the lack of scholarship on gender and international academic mobility.

Additional research is needed on the experiences of U.S. academics abroad, from their professional life as an expatriate, to their adjustment and repatriation. Within the context of the GCC, it would be interesting to explore the future of academic expatriates as these countries work toward the indigenization of their own labor force, including the higher education sector. The novelty and uncertain future of IHEs employing academic expatriates in the GCC, alone, merit ongoing research. As the presence of large numbers of expatriates is questioned and debated among political circles in the GCC, new developments could eventually lead to less favorable laws governing various aspects of expatriate life. Furthermore, structural changes within the institutions of higher education employing large numbers of expatriate academics, (changes in leadership, governance, and/or contractual changes), could all have adverse effects on the future or attractiveness of working in the GCC for academic expatriates.

Finally, in light of recent political turmoil in Syria, Iraq and beyond, both with the growth of the Islamic State of Iraq and Al-Sham (ISIS) and long-standing tensions throughout the larger Middle East, it remains to be seen if real or perceived security concerns could ultimately deter U.S. and other academics from considering employment in the GCC, or divert their interests to other parts of the globe.

With or without attractive, professional opportunities for U.S. academics in the GCC, ongoing research will be needed to stay abreast of a rapidly expanding global academic labor market and the emergence of new opportunities for academic expatriates from the U.S. and beyond.

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APPENDICES

Appendix A.

Supplementary Tables

Table A1 Targeted Institutions of Higher Education in the GCC

Institutions by Country	Institution Type	Participation	# U.S. Faculty 2012-13
BAHRAIN (1)			
University of Bahrain	Public	Declined	10
KUWAIT (2)			
American University of Kuwait	Private	Accepted	35
Gulf University for Science and Technology	Private	Accepted	30
OMAN (2)			
Modern College of Business & Science	Private	Accepted	5
Sultan Qaboos University	Public	No IRB response	5
UAE (9)			
Abu Dhabi University	Public	Accepted	20
American University in Dubai	Private	Accepted	30
American University of Sharjah	Public	Accepted	50
Masdar Institute of Science and Technology	Private	Accepted	20
New York Institute of Technology	Branch	No response	20
New York University Abu Dhabi	Branch	Accepted	40
Rochester Institute of Technology	Branch	Accepted	3
United Arab Emirates University	Public	Accepted	15
Zayed University	Private	Accepted	40
QATAR (8)			
Carnegie Mellon University	Branch	Declined	30
Community College of Qatar	Public	No response	15
Georgetown University SFS - Qatar	Branch	Accepted	25
Northwestern University in Qatar	Branch	Accepted	30
Qatar University	Public	No IRB response	15
Texas A&M University at Qatar (TAMUQ)	Branch	Accepted	80
Virginia Commonwealth University	Branch	Accepted	50
Weill Cornell Medical College in Qatar	Private	Declined	30
KINGDOM OF SAUDI ARABIA (6)			
Alfaisal University	Private	Accepted	20
King Abdullah University for Science and Technology	Public	Declined	30
King Fahd University for Petroleum and Minerals	Public	Declined	20
King Faisal University	Public	No response	20
Prince Mohammed University	Private	No response	20
Prince Sultan University	Private	No response	30
Total			638

Appendix B.

Institutional Review Board Approval

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Human Research Protection Program
Office of the Vice President for Research*

*D528 Mayo Memorial Building
420 Delaware Street S.E.
MMC 820
Minneapolis, MN 55455
Office: 612-626-5654
Fax: 612-626-6061
E-mail: irb@umn.edu or ibc@umn.edu
Website: <http://research.umn.edu/subjects/>*

December 27, 2013

Tiffany L Lehn
14273 N. 101st Street
Scottsdale, AZ 85260

RE: "Academic Mobility: the Transnational Flow of US Academic Staff to
Institutions of Higher Education in the Gulf Cooperation Council (GCC)"
IRB Code Number: **1311P45826**

Dear Ms. Lehn

The referenced study was reviewed by expedited review procedures and approved on December 26, 2013. If you have applied for a grant, this date is required for certification purposes as well as the Assurance of Compliance number which is FWA00000312 (Fairview Health Systems Research FWA00000325, Gillette Children's Specialty Healthcare FWA 00004003). Approval for the study will expire one year from that date. A report form will be sent out two months before the expiration date.

Institutional Review Board (IRB) approval of this study includes the consent form received December 6, 2013 and recruitment materials received December 27, 2013.

The IRB would like to stress that subjects who go through the consent process are considered enrolled participants and are counted toward the total number of subjects, even if they have no further participation in the study. Please keep this in mind when calculating the number of subjects you request. This study is currently approved for 750 subjects. If you desire an increase in the number of approved subjects, you will need to make a formal request to the IRB.

The code number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

As the Principal Investigator of this project, you are required by federal regulations to inform the IRB of any proposed changes in your research that will affect human subjects. Changes should not be initiated until written IRB approval is received. Unanticipated problems and adverse events should be reported to the IRB as they occur. Research projects are subject to continuing review and renewal. If you have any questions, call the IRB office at 612-626-5654.

Driven to DiscoverSM

On behalf of the IRB, I wish you success with your research.

Sincerely,

A handwritten signature in black ink, appearing to read 'CD', is positioned below the word 'Sincerely,'.

Christina Dobrovolny, CIP
Research Compliance Supervisor
CD/bw

CC: Deanne Magnusson

Appendix C.

Survey Instrument

CONSENT FORM

Academic Mobility: the Transnational Flow of US Academics to Institutions of Higher Education in the Gulf Cooperation Council (GCC)

You are invited to be in a research study of academic mobility among US Academics working at institutions of higher education throughout the GCC. You were selected as a possible participant because you are a US citizen working at an institution of higher education in the GCC region. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Ms. Tiffany Lehn, a doctoral candidate in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota.

Background Information

The purpose of this study is to identify the factors influencing academic mobility, specifically that of US faculty and administrators to institutions of higher education in the countries of the GCC.

Procedures

If you agree to be in this study, we would ask you to do the following things:

Complete an electronic survey with approximately 60 questions. If applicable, allow a follow-up interview to be audio recorded and transcribed.

Risks and Benefits of being in the Study

This study has no risks. The benefit of participation is access to a summary of the research findings.

Confidentiality

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records. Study data will be encrypted according to current University policy for protection of confidentiality. Audio-recorded interviews and interview transcripts will be stored on a password-restricted personal laptop accessible only to the researcher. Audio recorded interviews will be transcribed and kept on the researcher's personal laptop for one year.

Voluntary Nature of the Study

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or your home institution. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions

The researcher conducting this study is Tiffany Lehn. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact Ms. Lehn at 1-480-241-2635 or tlehni@yahoo.com. The name of the researcher's advisor is Dr. Deanne Magnusson and her contact information is magnu002@umn.edu, 612-626-9647.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature: _____ Date: _____

Signature of Investigator: Tiffany Lem Date: 2-13-2014

Personal Background

1. What is your gender? (Mark one.)

- (1) Male
- (2) Female

2. What is your age? (Indicate in years.)

3. Were you born in the United States? (Mark one.)

- (1) Yes
- (2) No

4. Are you a dual citizen? (Mark one.)

- (1) Yes
- (2) No

5. Did you spend the majority of your formative years (ages 2-16) in the United States? (Mark one.)

- (1) Yes
- (2) No

6. What is your native language? (Mark one.)

- (1) English
- (2) Arabic
- (3) Persian
- (4) Hindi
- (5) Urdu
- (6) Other _____

7. What is your marital status? (Mark one.)

- (1) Married
- (2) Single (never married)
- (3) Separated
- (4) Divorced
- (5) Widowed

Academic Mobility: the Transnational Flow of US Academics to Institutions of Higher Education in the Gulf Cooperation Council (GCC)

Thank you for your participation in this survey of US faculty and academic staff employed at higher education institutions in the GCC. Completion of the survey should take approximately 20 minutes. Your responses will be used as part of a research study at the University of Minnesota on the topic of academic mobility decisions among US academics, specifically those working in the countries of the GCC. Be assured that your responses are strictly confidential. You will not be asked to provide your name on the survey. All responses are anonymous. All data are aggregated and data will not be analyzed on an institutional level.

If you are married, please answer questions 8-12. If you are not married, please skip to question 13.

8. Has your spouse accompanied you to the GCC for your current position? (Mark one.)

- (1) Yes
- (2) No

9. Is English your spouse's native language? (Mark one.)

- (1) Yes
- (2) No

10. Is your spouse of Middle Eastern descent (i.e., Arabic, Persian, or other)? (Mark one.)

- (1) Yes
- (2) No

11. Is your spouse currently employed in the GCC? (Mark one.)

- (1) Yes
- (2) No

12. Does your spouse currently work at the same institution as you? (Mark one.)

- (1) Yes
- (2) No

13. Is either your mother or your father of Middle Eastern descent? (Mark one.)

- (1) Yes
- (2) No

14. In which country do most of your immediate family members live? (Mark one.)

- (1) United States
- (2) A GCC country
- (3) A country in close proximity to the GCC
- (4) Other _____

15. Do you have one or more dependent children? (Mark one.)

- (1) Yes
- (2) No

If you have one or more dependent children, please answer questions 16-18. If you do not have one or more dependent children, please skip to question 19.

16. Does at least one of your dependent children live with you in the GCC (i.e., children under the age of 18)? (Mark one.)

- (1) Yes
- (2) No

17. Please indicate whether or not you have dependent children enrolled in each of the school levels listed below:

	Yes (1)	No (2)
(1) Preschool	<input type="radio"/>	<input type="radio"/>
(2) Elementary school (K-6)	<input type="radio"/>	<input type="radio"/>
(3) Middle School (grades 7-8)	<input type="radio"/>	<input type="radio"/>
(4) High School (Grades 9-12)	<input type="radio"/>	<input type="radio"/>
(5) University	<input type="radio"/>	<input type="radio"/>

18. Does your contract include compensation for your child(ren)'s tuition expenses? (Mark one.)

- (1) Yes
- (2) No

Academic and Professional Background

19. What is your highest level of education completed? (Mark one.)
- (1) Undergraduate degree
 - (2) Graduate degree (M.A., M.B.A., M.S., or similar)
 - (3) Doctorate or terminal degree
20. Is one or more of your degrees from an institution of higher education (IHE) in the United States? (Mark one.)
- (1) Yes
 - (2) No
21. What was your last job title prior to coming to the GCC for the first time? (Mark one.)
- (1) President
 - (2) Vice President
 - (3) Provost
 - (4) Dean
 - (5) Head of Department/Chair
 - (6) Professor
 - (7) Associate Professor
 - (8) Assistant Professor
 - (9) Adjunct faculty member
 - (10) Instructor
 - (11) English Language Instructor
 - (12) Director
 - (13) Other _____
22. Have you ever held faculty rank at an IHE in the United States? (Mark one.)
- (1) Yes
 - (2) No
23. Have you held previous academic administrative positions? (Mark one.)
- (1) Yes
 - (2) No
24. Immediately prior to working at your current institution in the GCC, were you working at an IHE in the United States? (Mark one.)
- (1) Yes
 - (2) No
25. Did you hold tenure at your last place of employment? (Mark one.)
- (1) Yes
 - (2) No
-

26. Have you retired from your last place of employment? (Mark one.)

- (1) Yes
- (2) No

Current Position in the GCC

27. What is your current title/academic rank in your current institution in the GCC? (Mark one.)

- (1) President
- (2) Vice President
- (3) Provost
- (4) Dean
- (5) Assistant Professor
- (6) Associate Professor
- (7) Professor
- (8) Instructor/Lecturer
- (10) Other _____

28. If you answered Instructor/Lecturer for question #27, are you an English language instructor? (Mark one.)

- (1) Yes
- (2) No

29. For how many years have you been employed at your current institution? If less than one year, indicate one.

30. Were you hired locally or internationally? (Mark one.)

- (1) Locally (while living in your current country of residence)
- (2) Internationally

31. Is your current contract open-ended, fixed or of another type? (Mark one.)

- (1) Open-ended
- (2) Fixed
- (3) Other _____

32. If your current contract is fixed, for how many years have you been hired to work at your current institution?

33. Does your contract include a completion of contract bonus? (Mark one.)

- (1) Yes
- (2) No

34. In which one of the following academic disciplines do you work? (Mark one.)

- (1) Business/Management
- (2) Science/Engineering
- (3) Biological Sciences
- (4) Liberal Arts
- (5) Education
- (6) Design
- (7) Information Technology
- (8) Not applicable
- (9) Health Sciences
- (10) English Language/Literature
- (11) Other _____

35. Please indicate approximately what percentage of your time in your current position in the GCC is devoted to research activities. %

36. How many courses are you expected to teach over the course of an entire academic year (Fall and Spring)?

37. Did you previously work at an institution that is affiliated or has a partnership with your current institution? (Mark one.)

- (1) Yes
- (2) No

38. Do you have a job in the United States to return to after your contract at your current institution has ended? (Mark one.)

- (1) Yes
- (2) No

Factors Influencing Mobility

39. How did you first learn of the opportunity to work at an IHE in the GCC? (Mark one.)

- (1) Institutional partnership or branch campus
- (2) On-line job search
- (3) Personal/professional referral
- (4) Approached or recruited for the position
- (5) Other _____

40. How did you specifically learn of the opportunity to work at your current institution? (Mark one.)

- (1) Institutional partnership or branch campus
- (2) On-line job search
- (3) Personal/professional referral
- (4) Approached or recruited for the position
- (5) Other _____

41. Rate the degree of influence each of the following has had on your decision to accept your current position at an IHE in the GCC (Mark one choice for each.):

	Not at all influential (1)	Slightly influential (2)	Somewhat influential (3)	Very influential (4)	Extremely influential (5)	Does not apply (6)
a. Financial incentives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Unique professional opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Weak US job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Institutional link or partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Desire for international work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Cultural-heritage ties to the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Spouse employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Benefits package	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Tax exemptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Travel opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Family in the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. International experience for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Prior to your current post in the GCC, how many years have you spent living outside of the United States? (Mark one.)

- (1) None, this is my first time living abroad.
- (2) More than one year but less than 5 years
- (3) More than five years but less than 10 years
- (4) More than 10 years but less than 15 years
- (5) More than 15 years but less than 20 years
- (6) Over 20 years
- (7) Less than one year

43. Have you ever worked at another higher education institution in the GCC? (Mark one.)

- (1) Yes
- (2) No

44. If you answered **yes** for question #43, in which GCC countries have you been employed previously? Select all that apply.

- (1) Bahrain
- (2) Kuwait
- (3) Oman
- (4) Qatar
- (5) Saudi Arabia
- (6) United Arab Emirates

45. If you answered **yes** for question #43, how many years total have you spent working in IHEs in the GCC?

46. Have you ever worked at another higher education institution outside of both the GCC and the United States? (Mark one.)

- (1) Yes
- (2) No

47. If you answered **yes** for question #46, in which regions have you worked previously? Select all that apply.

- (1) Middle East/North Africa
- (2) Sub-Saharan Africa
- (3) Europe
- (4) Asia
- (5) Central/South America
- (6) Australia
- (7) Other _____

Overall Experience in the GCC

48. Rate your level of satisfaction with the following aspects of your life in your country of residence.
(Mark one choice for each aspect.)

	Not at all satisfied (1)	Slightly satisfied (2)	Somewhat satisfied (3)	Very satisfied (4)	Extremely satisfied (5)
a. Professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Benefits package	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to participate in hobbies, sports or extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Travel opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Intercultural experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. Indicate your opinion of the following statements. (Mark one for each aspect.)

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)	Does not apply (6)
a. I have adjusted well to life in my current country of residence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My spouse has adjusted well to life in our country of residence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child/children has/have adjusted well to life in our country of residence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. Rate your level of satisfaction with the following aspects of your professional life at your current institution. (Mark one for each aspect.)

	Not at all satisfied (1)	Slightly satisfied (2)	Somewhat satisfied (3)	Very satisfied (4)	Extremely satisfied (5)	Does not apply (6)
a. Academic freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Institutional support for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Opportunity for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Faculty orientation and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Instructional facilities and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ability to serve on committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Inter-departmental communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. To what extent has your experience in the GCC influenced your global perspective? (Mark one.)

- (1) Not at all influential
- (2) Slightly influential
- (3) Somewhat influential
- (4) Very influential
- (5) Extremely influential

52. Would you consider renewing or extending your current contract? (Mark one.)

- (1) Definitely not
- (2) Probably not
- (3) Maybe
- (4) Probably
- (5) Definitely

53. Would you consider working at another IHE in your current country of residence once your current contract has ended? (Mark one.)

- (1) Definitely not
- (2) Probably not
- (3) Maybe
- (4) Probably
- (5) Definitely

54. Would you consider working at another IHE in the GCC region once your current contract has ended? (Mark one.)

- (1) Definitely not
- (2) Probably not
- (3) Maybe
- (4) Probably
- (5) Definitely

55. Do you plan to work at an IHE in the United States when your current contract ends? (Mark one.)

- (1) Definitely not
- (2) Probably not
- (3) Maybe
- (4) Probably
- (5) Definitely

56. Please provide here any additional comments about your experience.

57. Would you like to receive an anonymous copy of the aggregated results of this survey? (Mark one.)

- (1) Yes
- (2) No

58. Would you be willing to participate in an interview with the researcher to further discuss your experience as an academic expatriate in the GCC? Interviews will be approximately 60 minutes in length and conducted via telephone or Skype at your convenience. (Mark one.)

- (1) Yes
- (2) No

Thank you for your time spent completing this survey!

Appendix D.

Interview Guide

QUESTIONS FOR SEMI-STRUCTURED INTERVIEWS WITH PURPOSEFUL SAMPLE OF US ACADEMICS WORKING AT AN INSTITUTION OF HIGHER EDUCATION (IHE) IN THE GCC

Decision to Work in the GCC

1. Please summarize your academic background (degrees earned) and professional experience.
2. Tell me more about how your interest working in the GCC developed.
3. What specifically attracted you to the employment opportunity at your current institution?
4. To what extent were financial incentives and benefits a part of your decision to work at your current institution?
5. To what extent did working conditions and the job market in US academe influence your decision to accept a position in the GCC?
6. In what ways will your academic career in the US be affected by your decision to accept a position in the GCC?
7. For what period of time do you plan to spend working outside of the United States?
8. What attracted you to pursuing a position in the GCC as opposed to a position in another country?
9. Please comment on any experience you have working at other IHEs outside of the United States.

Professional Experience in the GCC

10. In what ways has your work in the GCC differed from your experience in the United States?
11. Please describe any new administrative roles or responsibilities have you assumed in your work in the GCC.
12. Please describe institutional support you receive for any current research activity.
13. How is your professional time divided between research, teaching and institutional service?

14. What, if any, other work (consulting, tutoring, etc) are you involved in outside of your university-related work?
15. Please describe any unique professional opportunities that you have had at your institution in the GCC that you may not have had in the United States.

Personal Adjustment to the GCC

16. Outside of work, what activities do you enjoy in the GCC (current country of residence)?
17. Are you involved with an expatriate community? If so, which one(s)?
18. What have been some of the biggest challenges you have faced in adjusting to life in the GCC (current country of residence)?
19. If married, is it important that your spouse work, as well?
20. If married, what challenges has your spouse faced in adjusting to life in the GCC?
21. If you have school age children that have accompanied you to the GCC, how would you rate educational opportunities in the GCC compared to those back home?
22. What challenges, if any, has/have your child/children faced in adjusting to life in the GCC?

Future Professional Plans

23. Assuming you could renew your contract as many times as you desired, how long would you stay in your current country of residence or the GCC?
24. What other countries, if any, have you considered for future full-time employment?
25. Where do you see yourself in 5-10 years and what will you be doing?

Appendix E.

Cooperation Letters



April 9, 2014

University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd
420 Delaware St. SE
Minneapolis, MN 55455

Attention: IRB panel

Please note that Ms. Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of Abu Dhabi University to conduct the study entitled **Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC)**. As part of this study, Ms. Lehn is authorized to distribute an electronic survey to faculty and staff holding US citizenship at Abu Dhabi University and conduct individual interviews with consenting participants. Individual participation will be voluntary and at their own discretion.

We understand that our organization's responsibility is to distribute a survey link to faculty/staff holding US citizenship.

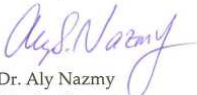
We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone besides the principal investigator.

If you have any questions, please contact Dr. Heather Friesen, Director of Institutional Research, at heather.friesen@adu.ac.ae.

Sincerely,


Dr. Aly Nazmy
Interim Provost

29 April 2014

University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE
Minneapolis, MN 55455

Please note that Ms. Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of Alfaisal University, Riyadh, Kingdom of Saudi Arabia to conduct the study entitled *Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC)*. As part of this study, Ms. Lehn is authorized to distribute an electronic survey to faculty and staff at Alfaisal University.

Best regards


29/04/2014

Mattheus F. A. Goosen
Associate VP, Research & Graduate Studies
Alfaisal University
Riyadh, KSA



جامعة الفيصل
Alfaisal University

Kingdom of Saudi Arabia
Riyadh, Almaa'thar
P.O. Box 50927
Postal Code 11533
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الموقع الإلكتروني: www.alfaisal.edu



Ms. Tiffany Lehn
Department of Organizational Leadership, Policy and Development
University of Minnesota

Reference: IRB 245

18th May 2014

Dear Ms. Lehn,

I am pleased to inform you that your research protocol entitled "*Academic Mobility: The Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC)*" (IRB 245) has been determined to pose minimal risk to participants and to qualify for Exempt IRB Review.

A copy of your IRB application and approval will be kept on file in the Office of Research for five years after the termination of your research project.

All the best,

Gautam Sen, Ph.D.
Vice Provost for Research and Graduate Studies



June 16, 2014

**University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE
Minneapolis, MN 55455**

To whom it may concern,

Please note that Ms. Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of The American University in Dubai (AUD) to conduct the study entitled Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC) as per the adjustments requested by AUD. AUD will distribute an electronic survey to faculty holding US citizenship at our university upon their prior permission.

Sincerely,

A handwritten signature in blue ink, appearing to read "P. Awad", is positioned below the word "Sincerely,".

Peggy M. Awad

Director of External Relations

P.O. Box 28282 | Dubai - U.A.E. | T: +971 4 399 9000 | F: +971 4 399 8899 | E: info@aud.edu | www.aud.edu



AMERICAN UNIVERSITY of KUWAIT
Office of the President

الجامعة الأمريكية في الكويت

American University of Kuwait
Mr. Tadd Kruse
P.O. Box 3323
Safat, Kuwait 13034

November 21, 2013

University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE
Minneapolis, MN 55455

Please note that Ms. Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of The American University of Kuwait to conduct the study entitled **Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC)**. As part of this study, Ms. Lehn is authorized to distribute a paper based survey to faculty and staff holding US citizenship at The American University of Kuwait and conduct individual interviews with consenting participants. Individual participation will be voluntary and at their own discretion.

We understand that our organization's responsibility is to distribute a paper based copy to faculty/staff holding US citizenship.

We reserve the right to withdraw from the study at any time if our circumstances change.

In conjunction with the University President, I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone besides the principal investigator.

If there are any questions, please contact me.

Sincerely,



Tadd Kruse
Assistant to the President for
Institutional Planning & Effectiveness

American University of Kuwait
Tel: 1802040 / (+965) 2224-8399 ext. 3004
Fax: (+965) 2571-5863
E-mail: tkruse@auk.edu.kw



**Georgetown University School of Foreign Service in Qatar
Institutional Review Board**

Date March 18, 2014

To: Tiffany L Lehn, PhD Candidate
University of Minnesota
14273 N. 101st Street
Scottsdale, AZ 85260

From: School of Foreign Service in Qatar
Institutional Review Board

Title Academic Mobility: the Transnational Flow of US Academic Staff to Institutions
of Higher Education in the Gulf Cooperation Council (GCC)"

IRB# Q-1311P45826

Annual Approval Date February 25, 2014

Expiration Date: February 24, 2015

Action Expedited Initial Review
Final Approval

Your above referenced protocol and consent form were approved through expedited review by Dr. Jeremy Koons, the Chair of the Institutional Review Board or the designee on February 25, 2014. This is to inform you that you may commence your project. Please note that this approval is granted for a maximum of one year.

Approval for this study is through February 24, 2015. The IRB requires that you submit an application for annual renewal at the end of the approval period and/or at study completion. Please note that this office will automatically terminate the project on the date stated above, unless reviewed and re-approved by the IRB. *It is the PI's responsibility to submit the application for annual renewal and the appropriate IRB forms at least one month before the expiration date.*

Please remember to:

1. Seek and obtain prior approval for any modifications to the approved protocol.
2. Promptly report any unexpected or otherwise significant adverse effects encountered in the course of this study to the Institutional Review Board within 7 calendar days. Please refer to the above mentioned date and protocol number when making inquiries concerning this protocol.

CC. IRB File

<input type="checkbox"/> Noted	
<input type="checkbox"/> Approved	DATE: 20/3/2014
<input type="checkbox"/> Approved	W/modifications:
<input type="checkbox"/> Approved	Exempt
<input checked="" type="checkbox"/> Approved	Expedited
Disapproved	
SFB-Q Institutional Review Board	

20 March 2014

University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE Minneapolis, MN 55455

Attention: IRB panel

We wish to confirm that Ms. Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of Masdar Institute of Science and Technology in Abu Dhabi, UAE to conduct the study entitled Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC). As part of this study, Ms. Lehn is authorized to distribute an electronic survey to faculty and staff holding US citizenship at Masdar Institute and conduct individual interviews with consenting participants. Individual participation will be voluntary and at their own discretion.

We understand that our organization's responsibility is to distribute a survey link to faculty/staff holding US citizenship.

The Ethics Committee of Masdar Institute has no objection towards this study. However, we reserve the right to withdraw from the study at any time if our circumstances change.

We understand that the data collected will remain entirely confidential and may not be provided to anyone besides the principal investigator.

Please do not hesitate to contact me if there are any queries.

Sincerely,



Stephen Lee
Director of Institutional Research and Effectiveness
slee@masdar.ac.ae
+971 2 8109330



February 23, 2014

University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE
Minneapolis, MN 55455

Attention: IRB Panel:

Please note that Ms Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of the Northwestern University in Qatar to conduct the study entitled **Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC)**. As part of this study, Ms Lehn is authorized to distribute an electronic survey to faculty and staff holding US citizenship at the Northwestern University in Qatar and conduct individual interviews with consenting participants. Individual participation will be voluntary and at their own discretion.

We understand that our organization's responsibility is to distribute a survey link to faculty/staff holding US citizenship.

We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone besides the principal investigator.

If there are any questions, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeremy Cohen", written over a horizontal line.

Jeremy Cohen, Ph.D.
Associate Dean for Academic Affairs
Senior Academic Officer

Northwestern University in Qatar

P.O. Box 34102
Education City
Doha, Qatar

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www.qatar.northwestern.edu



April 29, 2014

University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE
Minneapolis, MN 55455

Please note that Ms. Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of New York University, Abu Dhabi to conduct the study entitled Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC). As part of this study, Ms. Lehn is authorized to distribute an electronic survey to faculty and staff holding US citizenship at New York University, Abu Dhabi.

Regards

A handwritten signature in black ink, appearing to read "DMcG", with a long horizontal flourish extending to the right.

David McGlennon
Vice Provost of University Partnerships & Managing Director, NYUAD Research Institute

Abu Dhabi Office
New York Office

P.O. Box 129188 Abu Dhabi UAE +971 2 628 4000
19 Washington Square North, New York, NY 10011 +1 212 992 7200

ACADEMIC AFFAIRS OFFICE

November 13, 2013

University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE
Minneapolis, MN 55455

Attention: IRB panel

Please note that Ms. Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of Texas A&M University at Qatar to conduct the study entitled **Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC)**. As part of this study, Ms. Lehn is authorized to distribute an electronic survey to faculty and staff holding US citizenship at Texas A&M University at Qatar and conduct individual interviews with consenting participants. Individual participation will be voluntary and at their own discretion.

We understand that our organization's responsibility is to distribute a survey link to faculty/staff holding US citizenship.

We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone besides the principal investigator.

If there are any questions, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Todd Kent'.

C. Todd Kent, Ph.D.
Assistant Dean for Academic Affairs
todd.kent@qatar.tamu.edu
+974-4423-0179

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www.qatar.tamu.edu

30 April 2014

University Of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE Minneapolis, MN 55455

Attention: IRB panel

We wish to confirm that Ms. Tiffany Lehn, doctoral students at the university of Minnesota, has the permission of United Arab Emirates University (UAEU), to conduct the study entitled Academic Mobility: the Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council (GCC). As part of this study, Ms. Lehn is authorized to distribute an electronic survey to faculty and staff holding US citizenship at UAEU and conduct individual interviews with consenting participants. Individual participation will be voluntary and at their own discretion.

We understand that our organization's responsibility is to distribute a survey link to faculty/staff holding US citizenship.

The Ethics Committee of UAEU has no objection towards this study. However, we reserve the right to withdraw from the study at any time if our circumstances change.

We understand that the data collected will remain entirely confidential and may not be provided to anyone besides the principal investigator.

Please do not hesitate to contact Dr. Nagi Wakim, Dean of Graduate Studies, for any queries.

Sincerely,



Prof. Mohammed A. AlBaili
Deputy VC For Academic Affairs (Provost)

Provost

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provost@uaeu.ac.ae www.uaeu.ac.ae

نائب مدير الجامعة

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January 16, 2014

VCUQ-DO/AV/111/2014

University of Minnesota
Institutional Review Board
D528 Mayo Memorial Blvd.
420 Delaware St. SE
Minneapolis, MN 55455

Dear Sirs,

Please note that Ms. Tiffany Lehn, doctoral student at the University of Minnesota, has the permission of Virginia Commonwealth University in Qatar (VCUQatar) to conduct the study entitled, Academic Mobility: The Transnational Flow of US Academic Staff to Institutions of Higher Education in the Gulf Cooperation Council. As part of this study, Ms. Lehn is authorized to distribute a paper-based survey to faculty and staff holding US citizenship at VCUQatar and conduct individual interviews with consenting participants. Individual participation will be voluntary and at their own discretion.

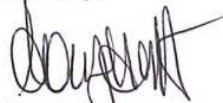
We understand that our organization's responsibility is to distribute a paper-based copy to faculty/ staff holding US citizenship.

We reserve the right to withdraw from the study at any time, if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone besides the principal investigator.

If there are any questions, please contact me.

Sincerely,



Gary L. Huff
Associate Dean of Administration, VCUQatar
huffgl@vcu.edu
(974) 4402-0677