Doctoral Dissertation

Branding Danang: The Role of Higher Education in City Branding

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Abstract

Danang, a growing city in Central Vietnam that hosted the 29th Asia-Pacific Economic Cooperation (APEC) ministerial meetings in 2017, is well known as a livable city and fantastic tourist destination by citizens and visitors. Being a Vietnamese pioneer in place branding, the municipality receives special attention from the state government to offer a unique mechanism for sustainable development. However, the city image-makers are struggling to attract investors and harmonize benefits for tourists and residents. Despite earning a strategic position for higher education, Danang has not recognized the importance of universities in city branding. With more than 30 HEIs, Danang has all the necessary conditions for branding itself as a university city. Looking at the success model of Tsukuba City and the potential of the University of Danang in connection to the government, the researcher believes that Danang can be promoted as a HEDs.

Therefore, in this study, I focus on branding Danang as a university city based on an identity–image match and enhancing the contributions of different universities. The dissertation consists of the contents that are published in various academic journals and international conferences. Notably, I presented them in the *International Conference on Management and Business* (COMB) 2019 (refer to section 1.2, 2.5) and the 4th *Annual Conference of the International Place Branding Association* (IPBA) in Volos, Greece (see 2.3.1, 4.4, 5.2). The previous version of Brand Concept Mapping (see 2.3.2, 4.6, 5.4) was introduced and highly evaluated in the *International Conference on Business and Finance: Accounting, Business and Management* (ICBF) in 2019. All these manuscripts are published in the conference proceedings and have international standard book numbers (ISBNs). In addition, information about the perceived image of Danang using the metaphor technique (2.3.2, 4.5, 5.3) and the role of Vietnamese universities in city branding (2.4.2, 4.7, 5.5) is publicized

in the *Journal of Asian Business and Economic Studies* and *Yokohama Journal of Social Sciences* by Emerald Publishing.

In this study, I apply a mixed methodology with a predominantly qualitative approach. Remarkably, this was the first time the metaphor elicitation technique was adequately conducted in city branding. The findings show high consistency between place identity and place image, thus showing the strengths of Danang as a livable growing urban and touristic city with friendly, modern, and open and tolerance people.

Although Danang has a core brand identity as a HED, no prestigious university appears in the perceived image of Danang without asking students the right question about tertiary education. In this study, I found that influential leaders are missing tertiary education as an essential element of place branding. Universities in Danang contribute to city branding in three aspects, city prestige, place identity, and academic tourism. Based on the results, I suggest differentiating Danang from other similar cities, especially to preserve its cultural values in the modernized context. Notably, the study contains some suggestions for the identification of Danang as a university city as a catalyst for city branding. Therefore, the study contributes to not only the theoretical background but also on the practical branding of university cities.

Acknowledgments

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List of Abbreviations

APEC	Asia-Pacific Economic Cooperation
BCM	Brand Concept Maps
HED	Higher Education Destination
HEIs	Higher Education Institutions
PCI	Provincial Competitive Index
UD	The University of Danang
VHEIs	Vietnam Higher Education Institutions
ZMET	Zaltman Metaphor Elicitation Technique

Chapter 1 INTRODUCTION

1.1 Research Context

Nowadays, cities are increasingly in cooperation and competition to attract resources for sustainable development. City promoters, under this competition pressure, adopt marketing as a tool for city development (Goovaerts, Van Biesbroeck, & Van Tilt, 2014) and attractiveness, in which image and reputation are critical components (Dril, Galkin, & Bibik, 2016). Place branding, therefore, has been utilized for place development all over the world (Allen, 2007; Cleave & Arku, 2015; Cleave, Arku, Sadler, & Gilliland, 2016, 2017; Hafeez, Foroudi, Dinnie, Nguyen, & Parahoo, 2016; Jensen & Richardson, 2005; A. H. J. Lee, Wall, & Kovacs, 2015).

The Resonance Consultancy Ltd. ranks among the world's best city brands in the six aspects of place, programming, prosperity, product, people, and promotion, forming the 6P criteria (The Resonance, 2017, 2018, 2019). Unfortunately, besides Saigon (Ho Chi Minh City), no Vietnam cities appear in the top 100 lists for 2017 based on these criteria. Among the top cities, London maintains its position as the "Capital of Capitals," with the notable characteristic of having over 40 HEIs located in the town. This result urges us to think about educational institutions, especially universities, as the locations or hubs where culture resides.

Notably, during the COVID-19 pandemic that has been spreading globally since early 2020, higher education has played a role in the practice of community empowerment (Saleh & Mujahiddin, 2020). This pandemic has caused the loss of hundreds of thousands of human lives, and it challenges places that rely on tourism to reorient because of tourism-related financial losses of up to $2.1 trillion USD (Hall, Scott, & Gössling, 2020). There is no tourism without mobility, but tertiary education is different. The novel coronavirus can boost remote medical education and the democratization of education (Ebrahimi, Ebrahimi, & Ashkani Esfahani, 2020). Despite losing billions of US dollars due to their reliance on international students, many universities have led the medical treatment or prevention measures related to the pandemic

(Witze, 2020). They reinforce the sustainability of localities in which higher education is the priority.

The evidence of the economic effect of higher education on the local development is shown in many countries. Lane and Johnstone (2012) argued that colleges and universities are considered economic engines and anchor institutions because they supply the workforce and act as incubators. For instance, the project in the Center for Environmental Solvents and Processes in North Carolina elevated North Carolina's economy by approximately $13.51 million per year over ten years. Another economic impact of universities is proved by INDECON (2019) in the case of Ireland, the EU's most highly-educated member state. Irish universities generated 21,801 full-time jobs (15,724 directories employed) and attracted 2 million visitors in 2017. They contributed €8,891 million to the Irish economy in the 2017–2018 period. Finish universities contributed €14.2 billion and 136,000 jobs (2016) to Finland's economy, which is equivalent to 6.6% of economic output and 5.5% of total employment, respectively (BiGGAR Economics, 2017). Similarly, Kelly, McNicoll, and White (2014) reported on the role of universities as enterprises in the UK. In total, UK universities create £95 billion for the national economy (equivalent to 1.2% of the GDP) (Bothwell, 2017).

With a dataset of 15,000 universities in over 1,500 regions from 78 countries, Valero and Van Reenen (2019) estimated that a 10% increase in a region's number of universities per capita is associated with a 0.4% increased future GDP per capita in the host region. This contribution is related to not only university expenditures but also human resources and innovative offerings.

The symbiotic relationship between universities and cities was mentioned by Bender (1988). This author describes the long history of universities from their medieval origins and early modern revitalization to the metropolitan university, and then modern ones. He emphasizes that both universities and cities originated in Medieval Europe based on the appearance of

universities in Bologna, Paris, and Oxford around the 1200s. He further states that they are closely associated with cultural advancement. In other words, universities provide coherence to urban culture, even though cities with scholastic and humanistic cultures can be built outside of universities. In the case of Florence, its achievements are nourished and preserved by its higher learning institutions. On the contrary, the first modern civic universities located in Leiden, Geneva, and Edinburgh rely on the strengths of the cities in which they are located. Similarly, New York University, which follows the utilitarian principle like London University (Bender, 1988), was also considered to be the university of the host city. Its graduates are prepared for public life before becoming metropolitans. Additionally, the institute emerged as a dynamic, urban, and academic establishment that eventually organized a political movement (Jay, 1988). Prestigious scholars at universities like the University of Chicago are also helpful in making people memorize the cities where they work.

Moreover, universities also adequately contribute to the sustainable development of their host cities. According to Kresl (2015), the initial purpose of US universities was to focus on scholarly life in small towns and rural environments (e.g., Harvard, Cambridge, Columbia). A high quality of life and local schools, low living costs, opportunities to collaborate with faculty members and student interns characterize attractive towns for business. In general, their success comes from university–business and community–government partnerships. Universities contribute to local economies through local projects, human resource offerings, entrepreneurship, and business incubation centers. Framed by sustainable development, university campuses are considered living laboratories with community engagement through experimentation (König & Evans, 2013). In this experimental approach, König and Evans (2013) focused on the importance of social learning.

According to Muñiz-Martínez and Cervantes-Blanco (2009), cities form identities for themselves as a function in a network society that can be the result of cooperation or competition to attain economic benefits. The authors' research shows that the international reputations of current cities result from positive immaterial culture, including cinema, popular celebrations, sports, literature, artists, music, and gastronomy drinks, or even from negative reputations, such as those related to wars and crime. Besides, cities differentiate themselves based on nature, tourism, metropolis status, economics, and other cultural assets. They are university cities like Oxford, Cambridge, Andrews (UK), Heidelberg, Tübingen, Göttingen (Germany), Salamanca (Spain), Coimbra (Portugal), Bolonia (Italy), Princeton, Berkeley (USA).

Although universities assume critical roles as culture creators and preservers, their potential for partnerships with cities has not been appropriately exploited (Klaic, 2012). Universities must change their patterns of collaboration due to increased pressure for local engagement in the global context. Among collaborative changes, knowledge exchange, student enterprise, and physical campus development are the salient deployments (Charles, Kitagawa, & Uyarra, 2014). Furthermore, universities participate in enlarging cultural content and public service media by organizing cultural festivals and promoting human rights and fundamental freedoms (UNESCO, 2017).

Danang, a livable tourist city and a pioneer in Vietnamese branding is struggling to create a consistent brand image to satisfy various stakeholders at the same time. Danang is promoted as a habitable city for citizens, an exotic city for tourists, and a dynamic destination for investors. However, the problem is that this multi-brand strategy seems to not be adapted to the location (Govers, 2011). As found by Merrilees, Herington, and Miller (2012), a place in which to do business requires more attributes than just a place to live, including convenient transportation and networking. Residents care about the sociocultural aspects of their cities

while business people focus on economic and technical qualities. Notably, city brands share cultural activities and business opportunities. As mentioned earlier, these attributes can be enhanced by heightening universities' role in forming place reputation. Given that universities contribute to city branding in touristic cities (S. P. B. Albino, 2015), Danang can rely on universities to harmonize various city audiences.

Furthermore, according to Diamond (2019), the place identity helps places to overcome any upheaval. For instance, facing the global pandemic in 2020, many localities must reformulate their identities to reduce their losses as much as possible, including Danang in the second wave of COVID-19 because it has plenty of locally-transmitted cases of coronavirus. Obviously, tourism has been proved not to be the spearhead economic sector in the long-term. Community consciousness is the best solution to society during the chaos. Collective consciousness can be developed along with tertiary education.

Nevertheless, education is declared as a priority area for national investment in Vietnam, higher education setting still confronts many challenges in the context of global integration, industrialization, and climate change. Citizens must be equipped with the knowledge, skills, and attitudes to compete economically; therefore, high-quality research and teaching universities play a critical role in building a knowledge-based economy. The declaring that higher education is a priority stated by the government has stimulated a competition within and between educational institutions (Sheridan, 2010). This growing competition has forced universities to promote themselves as prestigious for higher education. Besides concentrating on the determinants of the university choice, universities also borrow images of their host cities to approach prospective students. Many universities around the world utilize this approach to benefit from the name of their cities, such as universities in Massachusetts, Cambridge, London, Oxford, Chicago, Princeton, and California (Rekettye & Pozsgai, 2015). In Vietnam, many place names are included in university names (Can Tho University, Thai Nguyen University,

Hue University, Dalat University, Tay Nguyen University). Also, the names of most two prominent cities Hanoi and Ho Chi Minh are included to many university names. Universities in Danang also do not stand out of this fact. Many of them use the characteristics of Danang to promote student life (Entertainment Social Channel, 2017; H. Nguyen, 2016; Tra, 2017). The top reasons for studying in Danang typically include a peaceful coastal city, job opportunities, tourism places, beautiful scenery, friendly people, diverse cuisine, civilization, impressive bridges, and a suitable standard of living.

Danang promotes the University of Danang as a critical part in training human resources and conducting scientific research in Central Vietnam, with 21% of the workforce qualifications is forecasted to be university and college graduates by 2020 (Danang IPC, 2016). According to The University of Danang (2020), with its motivational role in Central Vietnam's sustainable development, its vision is to be a leading multidisciplinary university in the South East Asia. Currently, UD is number 401 of the 450 best Asian universities (QS University Ranking 2020 of Quacquarelli Symonds, United Kingdom), and 3/67 among Vietnamese universities (uniRank). Many student training programs were approved through external assessment by the Southeast Asian University Network Quality Accreditation and assured by international strategic partners. The University of Danang aims to be an advanced research university, one of Southeast Asia's top 50 universities and Asia's top 200 universities by 2035. Toward local development, the relationship between UD and the local government is emphasized, as declared in Resolution No. 43-NQ/TW (2019).

Additionally, higher education is especially appreciated by the government at both state and local levels in the declaration of vision of Danang (Danang UPI, 2013; Resolution No. 43-NQ/TW, 2019). With over 30 HEIs currently located in the city, Danang is preparing for the opening of seven additional universities. Remarkably, the local government obtained nearly 49% of the public land designated for education and training centers (1.174 ha) (Danang UPI,

2013), and 15% of the city's population will be made up by university and college students between 2030 and 2045 (Surbana Jurong, 2020). Hence, in this study, I aimed to brand Danang as a university city. An identity–image match approach was applied because of its positive influences on place brand adoption and reducing conflicts among target groups (Braun, Eshuis, Klijn, & Zenker, 2018).

1.2 Evidence of Place Branding Using Higher Education

Suitability in the case of Tsukuba Science City

On the basis of connectivity for livability and quality of life, world cities compete with one another to find solutions to urban issues. Asia was predicted to be home to three-fourths of the world's mega-cities by 2015 (Yuen & Ooi, 2010). Notably, Japan's cities distinguish themselves from others through their mixed culture (Carmona & Sakai, 2014). A successful case is Tsukuba Science City. Tsukuba City (population 239,747, area 283.72 km^2, population density 845 persons/km^2) in Ibaraki Prefecture is considered to be a unique locality in Japan. Its functions are usually carried out by prefecture governments. The city is well known as Tsukuba Science City (Tsukuba Kenkyū Gakuen Toshi), the center of scientific research and education (Wikipedia, 2019). Its orientation and managerial model have some similarities with those of Danang. The city develops based on knowledge, livability, and harmony within the environment.

Danang (population density 828 persons/km^2) can be optimistic about its potential to be promoted as a HED by learning the Tsukuba success model. Besides, the term "special city" of Tsukuba is similar to the concept of "direct-controlled municipality" in Vietnam, which means it is under the administration of the central government. The city is forced to change under the intervention of the Japanese government. The same occurs in the transformation of

Danang. Therefore, looking at the Tsukuba case is appropriate in the context of Danang, Vietnam.

Figure 1. Strategic location of Tsukuba Science City

Source: Tsukuba Global Innovation Promotion Agency (2015)

Tsukuba is originally famous for orange production. It is located in Ibaraki Prefecture, about 50 km northeast of Tokyo (refer to Figure 1). Its development is marked by the decision to reconstruct the agricultural area to become a research and education city outside Tokyo in 1963. This led to the enactment of the Tsukuba Science City Construction Act in 1970, wherein 43 research institutes and various educational establishments were built by 1980, and the Tsukuba Express (TX) railway link was built in 2005. This environmentally friendly city is currently a gathering place for research institutes and extracurricular activities, thus enriching universities so that their research is integrated with the emerging needs of the community and R&D activities across the public and private sectors. Although the Japanese population is aging, Tsukuba is still a learning city that attracts creative talents. It has over 215,000 young residents (in the 20–40 age group). Notably, the city is home to life-supported robotics research and holds the Tsukuba Challenge, an annual competition for robot builders (NatureJobs, 2010).

In the Tsukuba Global Innovation Promotion Agency (2015) document, Tsukuba is considered to be an innovative city with an international strategic zone that contributes to strengthening Japan's global industrial competitiveness. It aims to create a welfare society with medical development, personal care robots, algal biomass energy, nanotechnology, and a recycling system. This strategic role explains why nearly half of the state's R&D budget is spent in this international city. Forty-six national research institutes and two universities surrounded by more than 240 private research facilities show the salient characteristic of this world-leading site for government–industry collaboration in basic research (Dearing, 2010).
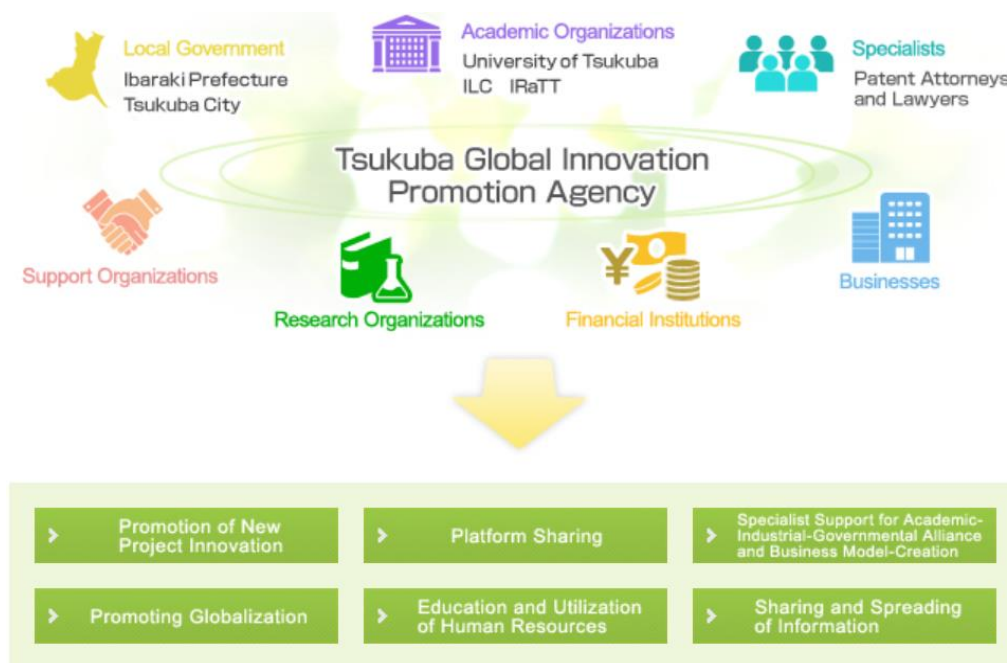
Figure 2. Tsukuba Global Innovation Promotion Agency Model

Source: http://tsukuba-gi.jp/en

On the official website of Tsukuba (http://www.tsukubainfo.jp), the city is introduced as hiving rich natural environments (Mt. Tsukuba and Lake Kasumigaura, the second-largest lake in Japan) and a warm climate that makes the environment comfortable. Its excellent performance brings Tsukuba about 7,000 foreign residents from more than 120 nations. Besides the critical role of Tsukuba in cultivating innovation and social contribution, another

mission of this city is to foster the next generation through the "best education in Japan" based on its attraction, safety, and convenience.

Sumikawa (2016) reported on the central city's achievements that make Tsukuba a leading innovation-friendly city, such as having over 100 R&D companies, over 200 startups, and four Nobel-Prize winners. The city development is remarkable due to its new industry–government–academia cooperation platform that involves promoting the role of Tsukuba Global Innovation Promotion Agency (TGI) in new project planning and providing research outcome and business support (see Figure 2).

Figure 3 illustrates this collaboration in more detail. As can be seen, the core cooperation shows the strong public–private linkage with the vital role of universities, supported by the Japan Business Federation and ministries (Ministry of Economy, Trade, and Industry (METI), and Ministry of Education, Culture, Sports, Science and Technology (MEXT)).
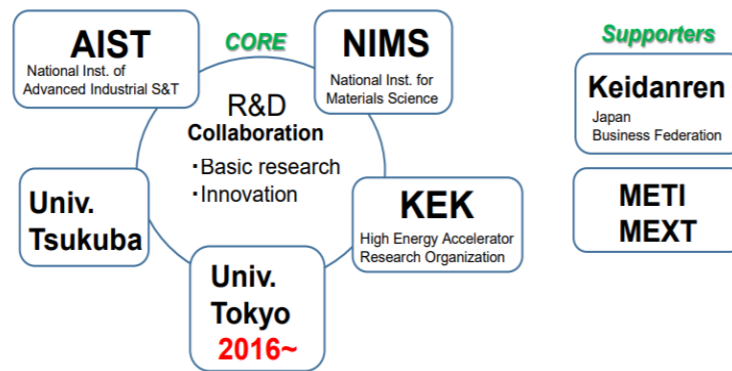
Figure 3. Platform for Open Innovation
Source: Sumikawa (2016)

The interaction between the private and public sectors was encouraged by the Research Exchange Promotion Act that was passed in 1987. It enables the participants of private enterprises to engage in research activities for national institutes and the joint-ownership patents, resulting in numerous joint research centers that promote collaboration between three parties. Key features of the Japanese Science and Technology Basic Plan are the initiatives to

acquire new knowledge and to improve higher education, youth-centric human resource investment, and human resource interchange (H. Y. Lee, 2002).

Successful elements of an academic city

There was a transition from government to governance in the successful case of Tsukuba Science City. The city governors plan the future in the long-term and look for the best ways to actualize their vision through specific projects. These projects are not merely on documents but offer instructions for different stakeholders to enhance their involvement and contributions. Information communication technology is considered a platform for smart government. However, the success of urban planning is not dependent on technologies but, rather, management mechanisms. Tsukuba City has an open mechanism for staff exchanges between the private and public sectors. It enables scholars to hold important positions in companies and to apply their research results in practice. Besides acting as connectors between academia and industries, at the state/central level, the government sponsors interdisciplinary projects and international collaborations. With the notable role of ministries, it can be said that Japan earned a unique reputation for knowledge-based innovation. Nevertheless, it cannot be denied that decisions about development are sometimes tradeoffs. At the beginning of the Tsukuba transformation, many residents objected to the proposed changes. Forced growth created the well-known global image of Tsukuba Science City.

According to the New Tsukuba Grand Design Review Committee (2010), three contributors (academia, industries, government), along with citizen groups, exchanged opinions on the future image of Tsukuba and strategies for its realization through the new grand design (see Figure 4). These cross-sectoral research activities requires the involvement of professionals in not only the natural sciences but also the humanities and social sciences. The design was intended to (1) a global base city that leads world innovation and (2) a vibrant

cultural creation city surrounded by rich greenery and spacious space. The first goal was realized through strategies including the promotion of R&D collaboration, the training and securing of human resources, the promotion of internationalization, and the strengthening of information transmission. The second goal was clarified in strategies and included reviewing land use in response to changes in urban structure, the creation and maintenance of urban landscapes and cultures, and the strengthen and enhancement of the transportation system. As can be seen, the first goal is the basis for a primary science and technology hub city or academic city. It cannot be successful without assurance from the second goal to attain harmony for sustainability.
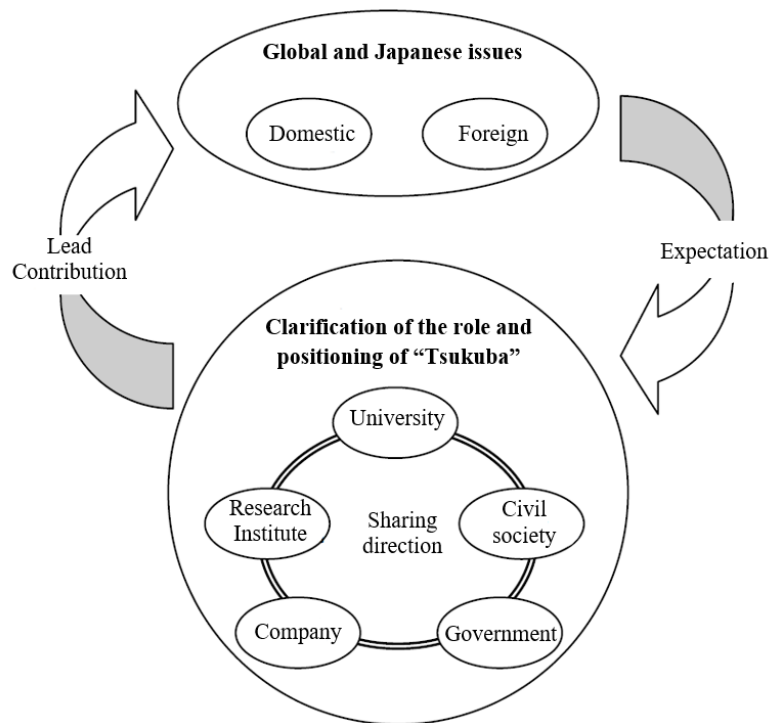
Figure 4. Conceptual diagram of "Aim of Grand Design"

Source: New Tsukuba Grand Design Review Committee (2010)

Tsukuba's philosophy is focused on fusing science (intellectual property), people (human resource), and harmonizing the city with nature and the countryside to lead and contribute to solving global and Japanese issues. In 2020, Tsukuba Science City was home to many research projects using the environment, energy, and economics (3E) Model, urban regeneration

infrastructure model, education/culture/health model program, and environmental conservation model. "Science City," therefore, means the international city of science, technology, and education. Regarding human resources, an environment characterized by young, top-level researchers, gender equality, and collaboration is appreciated by the city planners. Remarkably, the mobility of research personnel is ensured internationally as well as by a supportive environment for foreign researchers and international students. This unique intelligent environment (representative of knowledge) is harmonized with nature through city functions (urban infrastructure and commercial, cultural, health, and medical welfare facilities) that form the Tsukuba lifestyle (various lifestyles) and make it a student city.

Despite the aging society in Japan, Tsukuba has a young population. The city defines its strength as being built on young people or creative talents. These young people are eager to acquire new knowledge and reform and innovate to improve their quality of life. Notably, domestic and international industry–government–academia cooperation enables the people in the city to attain new knowledge most effectively. This collaboration requires the participation of some specific organizations (i.e., patent attorneys and lawyers to ensure researchers' intellectual rights for the results of R&D). The collaboration requires a unique system that consists of the core organization (University of Tsukuba) and major network-type location agencies to implement various projects as priorities (refer to Figure 5). Through the Global 30 Project, the University of Tsukuba aims to accept 300,000 international students in 2020 to strengthen its international competitiveness. The project is focused on academic exchange based on the unique global network of the University of Tsukuba.
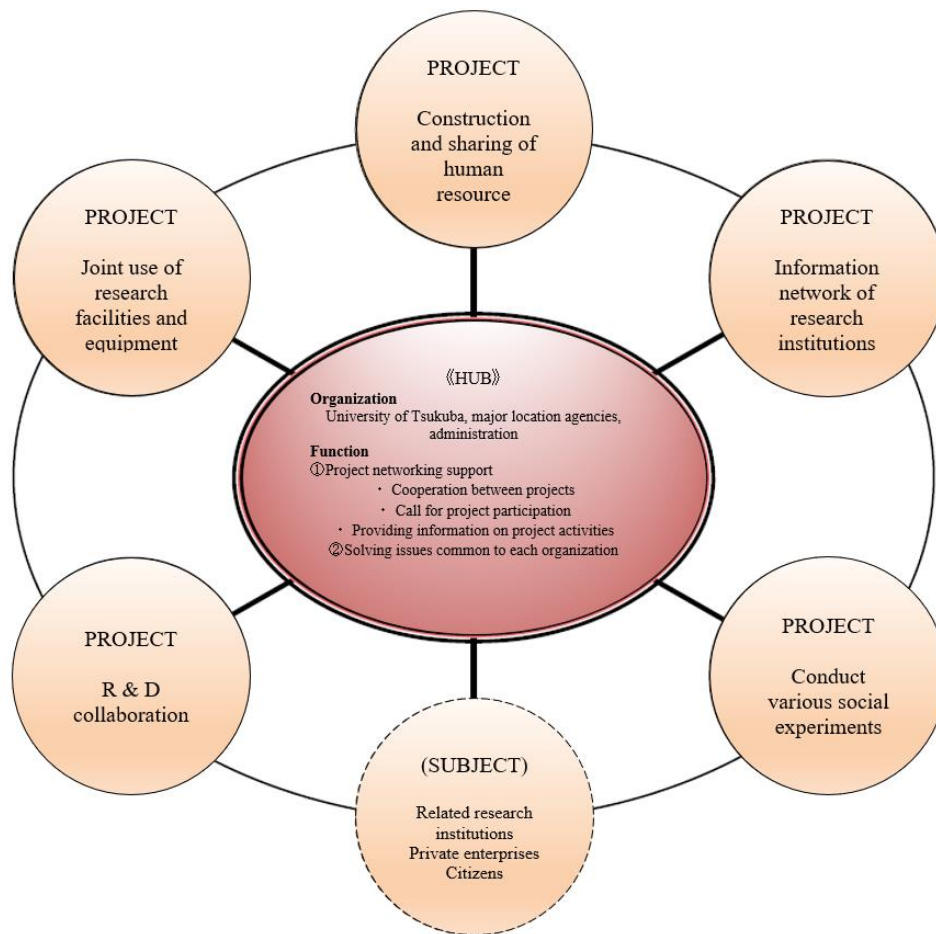
Figure 5. Tsukuba collaboration and promotion system

Source: New Tsukuba Grand Design Review Committee (2010)

Looking at the success case of Tsukuba Science City, the city image-makers of Danang can believe in its potential to be promoted as a HED based on its universities. Dearing (1995) also found that a city can be built with a similar orientation in other regions, as long as we note some lessons: the necessity of finding solutions to major issues faced by different stakeholders, having a strong politician who can force compliance, the ability to reduce conflicts among government units, the importance of communication, collaboration, and creativity, and having a research university with a central role.

1.3 Research Problems

Concerning branding Danang, can the city use higher education to establish a reputation as a university city? To answer this question, it is necessary to understand the nature of place branding. Kavaratzis and Ashworth (2005) categorize place branding into three types: geographical nomenclature, product-place co-branding, and place management. City branding should be understood as a type of place management for the creation of a unique place identity to gain positive perceptions from various stakeholders. Jensen and Richardson (2005) have the same opinion as Kavaratzis (2005) and Florian (2002) when it comes to the transition of industrial cities to cultural cities. City branding, thus, overlaps with urban branding in cities with high rates of urban growth.

Being the leader of the Provincial Competitive Index (PCI) continuously for many years, Danang promotes itself as a dynamic city for investors (Danang IPC, 2016). The city's policy is mainly focused on public areas, thus not meet the requirements of investors regarding human resources. Therefore, Danang should enhance the city's perceived image by focusing on culture and education, which are the roots to attract talents and human resources (De Noni, Orsi, & Zanderighi, 2014). Education is a common shared expectation among students, investors, and citizens (Glinka, 2017). Cities must, therefore, provide a qualified educational environment that establishes mutual relationship and benefits between universities and industries. Students can benefits from self-progress, job opportunities, and living conditions, while businesses can benefit from a highly educated workforce. As a result, the quality of life, experiences, business climate—three aspects of city reputation mentioned by Boisen, Terlouw, Groote, and Couwenberg (2018)—should be ensured.

Additionally, Vietnamese HEIs provide the primary labor force for society, but fail to meet its requirements (T. C. Nguyen, 2014). Therefore, the quality of human resources is one of the

concerns of investors when choosing to establish their business in Danang. As a result, it is observed that an ideal tourist destination image is not enough for Danang's sustainable development. Universities in Danang and Central Vietnam have not appropriately promoted their roles in producing a qualified workforce. H. Nguyen (2016) analyzed the advantages of living and studying in the tourist city of Danang. The University of Danang is one of three prominent universities in central Vietnam that offers degrees in various fields, such as technology, business, economics, education, and foreign languages, and it attracts tens of thousands of students every year. Nguyen emphasizes various city perks, including affordable prices for breakfast ($0.65 USD), cheap monthly accommodation rent ($26 to $44 USD), security, low traffic jams and flooding, many career opportunities, opportunities for skill accumulation through many social events, and various leisure places. Further, Insch and Sun (2013) argued that tertiary student perceptions of their host cities have been largely ignored.

Although Danang has been branding itself as a livable place and fantastic destination for tourism, the city planners have not paid enough attention to the need of students. Students can be valuable human resources that quell the concerns of Danang investors. Furthermore, they can help promote the advantages of Danang's sociocultural environment to tourists and international friends. However, almost all efforts to satisfy students come from universities rather than from the city governors.

Given that higher education is considered to be a tool to optimize Vietnam's socioeconomic progress (K. Evans & Rorris, 2010), in this study, I examine the role of higher education in branding Danang as a university city using an identity–image approach mentioned by Braun et al. (2018). In other words, in this study, I focus on the prospect of using universities to effectively brand cities. I created the research framework in Figure 6 based on the relationship

between place identity and place image in the studies of Kavaratzis and Ashworth (2005), Kavaratzis and Hatch (2013), and Zenker (2011).
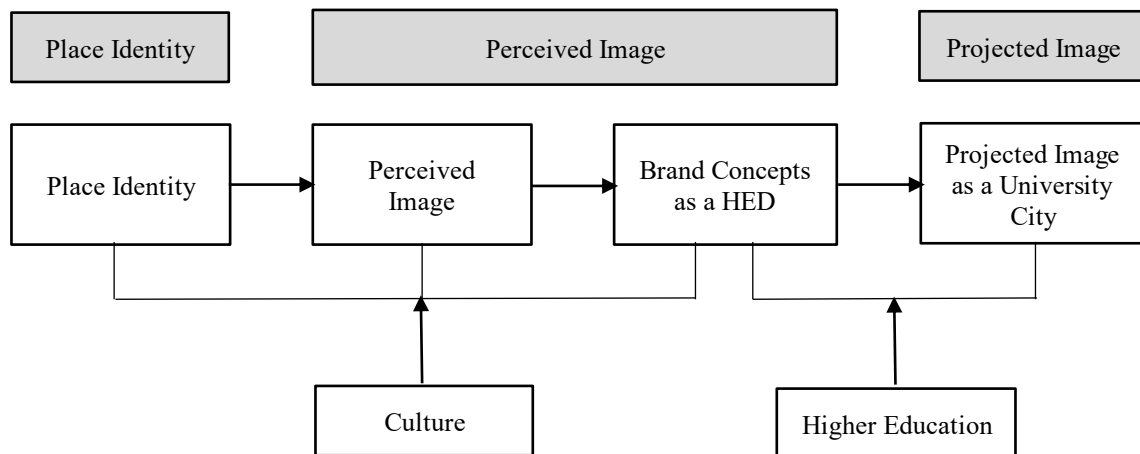
Figure 6. Shortened Research Framework for Branding a University City

Source: Developed by the author

1.4 Objectives and Research Questions

In this study, I aim to evaluate the current brand equity of Danang by exploring the brand attributes reflected in its perceived image. The more consistent these attributes are with place identity (especially concerning cultural elements), the stronger the place brand is. Besides, the ultimate purpose is to figure out whether Danang can be branded as a university city based on its identity–image match and by enhancing the role of universities using a unique management mechanism. The above research framework ensures these objectives are met by answering the following questions:

Research question 1: How does culture help form the city identity of Danang?

Research question 2: How do students perceive Danang as a city and higher education destination?

Research question 3: How can universities aid in city branding in the case of Danang?

1.5 Research Hypothesis

In line with objectives and research questions, the research hypothesis is the following:

The potential of Danang to be a higher education destination is being overlooked, and therefore, Danang can be promoted as a higher education destination using its universities.

Although Danang is home to many HEIs, it is most well known as a tourist destination. In other words, Danang does not take advantage of its universities to promote itself as a HED. Tsukuba Science City is evidence of using its tertiary education in building city reputation. The first two research questions are related to the first part of the hypothesis. The second research question is related to the third hypothetical proposition. By testing the above hypothesis, I can help improve the understanding of how universities can be used to promote cities as destinations for higher education.

1.6 Methodologies

The research questions align with the three aspects of place brand: place identity, perceived image, and projected image. To solve the research problems, I applies a mixed methodology in which the qualitative method was the dominant one. The use of a qualitative approach is appropriate for exploring what brand traits contribute to the city identity. It is also helpful in identifying the perceived image and role of universities in city branding. The quantitative part was conducted with students who participated in the free association process to measure their satisfaction on each brand trait (refer to Figure 7).

In this study, I used a comparative analysis with two data sources to answer the first research question. The secondary data was retrieved from historical documents and the lyrics of songs about Danang. The primary data was gathered from the in-depth interviews with 21 Danang opinion leaders who have witnessed the city's development for a long time. By identifying the similarities between 2 data sources, I evaluated the role of cultural elements in the formation of Danang's identity.

Place Identity	Perceived Image		Projected Image
Place Identity	Perceived Image	Brand Concepts as a HED	Projected Image as a University City
Comparative analysis - Secondary data: Internal circulating, historical/cultural books; songs lyrics - Primary data: In-depth Interviews	*Zaltman Metaphor Elicitation Technique* - First-time meetings for the metaphor explanation - Official interviews	*Brand Concept Mapping* - Pre-testing the set of brand associations - Mapping stage and satisfaction evaluation	*Content analysis* - Secondary data: Universities' websites
Figure out the elements of Danang identity, especially cultural elements	Explore the perceived image of Danang in the minds of students	Explore the brand associations of Danang as a HED in the minds of students	- Define the role of universities in city branding - Rebrand Danang as a University City

Figure 7. Research methodologies

Source: Developed by the author

The central part of this mixed method involved answering the second research question. Two techniques were used at this stage, and a total of 345 students participated. The first one was the Zaltman Metaphor Elicitation Technique (ZMET) (Coulter & Zaltman, 1994). It has a

US patent and was proposed by Professor Zaltman. It was originally used to define the place image of a Nepalese village. The second one is the Brand Concept Maps (BCMs) method proposed by John, Loken, Kim, and Monga (2006). The use of BCMs is common in measuring brand equity through exploring brand image. In city branding, Brandt and de Mortanges (2011) and Sebastian Zenker and Suzanne C Beckmann (2013) applied these techniques in their studies. Nevertheless, only Brandt and de Mortanges (2011) mentioned the ZMET at the elicitation step to explore brand associations for the BCM. However, they did not ebey the rules of the ZMET strictly. These two techniques are useful in quantitatively analyzing qualitative data. Hence, they enhance the objectivity of the qualitative approach. I measured the satisfaction of students with every brand attribute of Danang as a HED by calculating the gap between their expectations and the city's real performance.

Content analysis was used to answer the third research question. The secondary data was retrieved from the websites of 51 universities in Vietnam to define their contributions to city branding with frequency statistics. The role of universities in Danang branding was examined through a comparison to the roles of universities in the branding of other university cities.

Based on the research results, I offer some suggestions for the branding of Danang as a university city. The projected image of a university city must reflect the similarities between the place identity and place image of Danang.

1.7 Research Significance

This study is the first one with an examination of the branding of a university city with a bottom-up approach based on an identity–image match. It offers a new viewpoint from a specific stakeholder—students who can harmonize the conflicts between different stakeholders. Notably, I found that Danang can use universities as an advantage that the influential leaders are overlooking to promote itself. I also suggest the use of process for the rebranding of a touristic city to an upper level university city. The metaphor technique was also applied for the

first time in city branding. This theoretical framework and a similar methodology can be adapted in the branding of other localities. Therefore, this study not only appears at the correct time for branding Danang but also fills the gap in knowledge about how to brand a university city.

1.8 Thesis Structure

The dissertation has seven chapters:

Chapter 1. Introduction. This chapter contains descriptions of the research background, research problems, objectives, research questions, research hypothesis, methodologies, and research significance.

Chapter 2. Literature Review. This chapter contains a review of the existing literature about branding university cities based on culture and higher education. Using an identity–image match approach, in this chapter, I focus on aspects of place branding, including place identity, perceived image, and projected image. I compiled information about the role of universities in city branding and concepts related to university cities to create a stable projected image of Danang.

Chapter 3. The Case of Danang. In this chapter, I offer an overview of Danang branding and its higher education system, issues related to human resources, and city orientation.

Chapter 4. Methodology. In this chapter, I illustrate the methodologies I applied to solve the research problems. I relied on previous empirical studies related to identity-based place branding and university cities. The methods can be applied to help form the projected image of a university city with an identity–image match whereby the communicated place image reflects the place identity.

Chapter 5. Results and Discussion. This chapter contains the results of issues related to research questions to test the hypothesis. In it, I identify which brand attributes form Danang's identity, primarily cultural elements. Importantly, the perceived image of Danang is considered

at two levels, including Danang's overall image and Danang's image as a HED. Then, the role of universities in Danang branding is identified to form the proper projected image.

Chapter 6. Implications. This chapter contains some suggestions for Danang branding based on the research results. I suggest that influential leaders should modify Danang's place identity. The city governors should take advantage of universities that they are overlooking. I also provide some brand traits that should be included in co-branding between universities and the host city. By looking at the successful elements of a university city and the way universities contribute to city branding in Vietnam, I offer some lessons for Danang to form a unique management mechanism for a university city.

Chapter 7. Conclusion. This chapter contains conclusions about the critical contributions of this study. In it, I mention some limitations of the study and implications for further research.

Chapter 2 LITERATURE REVIEW

2.1 Introduction

With the internationalization of the knowledge-based economy, universities and cities face the pressure of intense collaboration. Cities need resources from universities to develop sustainably and attract critical stakeholders. Nevertheless, how to brand a locality as a destination for higher education or a university city has not been adequately covered in academic research. Therefore, in this chapter, I explore the existing literature on city branding based on culture and higher education for a university city.

City marketers cannot merely promote their cities without knowing their local competitive advantages. They need to understand their localities' strengths basing on identity–image match attributes to create an appropriate projected image. In this chapter, I focus on aspects of place branding concerning place identity, perceived place image, projected place image, the role of culture and higher education in place branding, and, ultimately, the concept of university cities.

2.2 City Branding

On the basis of corporate branding, place branding, or city branding are done to boost economic development (Allen, 2007; Cleave & Arku, 2015; Cleave et al., 2016). City branding can be used as a strategy to attract different city stakeholders, including talented workers (Kong, 2012). Moreover, cities are treated as brands by city image-makers, especially when attempting to attract tourists (Hankinson, 2001, 2004). Similarly, Ashworth and Kavaratzis (2009) propose a way to manage cities as sub-brands of nation brands (like umbrella brands in corporate branding) by meeting city dwellers' expectations.

The perceptions or associations of city stakeholders or customers are meaningful for city governors to understand when defining strengths and brand attributes (Dinnie, 2011). Each

group of people sees the city brand through a unique lens (Merrilees, Miller, & Herington, 2012). These groups, as Braun (2008) suggests, are visitors, investors, residents, companies or intermediaries, students, commuters and export markets. It is challenging to attract authentic investors who can contribute to city development because an attractive environment for investors contains ideal settings to live, do business, and visit.

Several conceptual frameworks have been built to measure city brands. Kong (2012) observed similarities among them and divided a common frame of city brand measurement into four stages: city brand planning, brand identity development, city brand implementation, and city brand monitoring. The author also mentions the City Brand Index of Anholt (2006), which is focused on people's perceptions instead of the reality of the city. Successful city branding involves creating a unique brand identity that represents the city culture, heritage, people and is mutually agreeable to different stakeholders. However, this is difficult because different lenses or filters are used to interpret city brands (Merrilees, Miller, et al., 2012).

According to Gibson (2005), promoting city livability can broaden economic, public educational, and housing development. This aim can be achieved through urban branding using a cultural approach. Jansson and Power (2006) divided urban branding into two kinds, inward branding (identity building and citizens' pride strengthening toward residents and businesses) and outward branding (external communication toward investors, knowledge workers, visitors, and tourists). The authors found that bottom-up branding strategies increase opportunities to involve the local population who can be valuable brand ambassadors in city promotion.

Recently, Oguztimur and Akturan (2016) conducted a structural review of city branding and categorized the related matters into four areas: branding concept, processes, and measurement; branding strategies; social urbanism; and branding culture and tourism. City brand image is a brand attribute, which is grouped into the second area. The authors propose a

holistic approach that is a combination of city marketing and planning. Likewise, Green, Grace, and Perkins (2016) identified city branding's evolutionary path in practice and divided it into five stages: primitiveness, booster, entrepreneurship, formalization, and brand-focused stage. Therefore, from 2000 to the present, city branding during the ongoing wave is considered an essential component of urban place management in which city image is treated as a brand. Concerning branding research, progressive approaches are only salient after 2010, at which point multiple stakeholders are paid considerable attention.

According to Acharya and Rahman (2016), city branding is a term in place branding (place is defined as a destination, nation, or city) in which place image is a critical component. Specifically, place brand image is formed from place brand identity through place brand communication. Landscape, infrastructural assets influence all these three terms. Place brand communication reflects the choice of place authorities to brand which aspects of place identity. It is considered as a place brand orientation that can affect residents' citizenship behavior (Ahn, Hyun, & Kim, 2016).

Boisen et al. (2018) agree with Zenker and Braun (2017) that a place brand is a network of associations in the consumers' mind in which identity and image are centralized. In other words, city branding is the identity-driven reputation management through image orchestration as a place to live, work and visit. Although identity–image match positively affects place branding, stimulating discussion and debate in the branding process can lead to further conflicts among stakeholders (Braun et al., 2018). This fact can explain why early city branding researchers commonly focused on the perceptions of separate audiences, such as visitors (Asseraf & Shoham, 2016; Gómez, Fernández, Molina, & Aranda, 2018; Kolb, 2006; Molina, Fernández, Gómez, & Aranda, 2017; H. A. Williams, Williams, & Omar, 2014; Zhang & Zhao, 2009), residents (Ahn et al., 2016; Aryanti, 2015; Braun, Kavaratzis, & Zenker, 2013; Hereźniak &

Florek, 2018; Merrilees, Miller, & Herington, 2009; Rukayah, Wibowo, & Wahyuningrum, 2016), both of them (Braun, Eshuis, & Klijn, 2014; Zenker, Braun, & Petersen, 2017), or entrepreneurs (Kaya & Marangoz, 2014).

However, various stakeholders have interrelationships (Maheshwari, Lodorfos, & Vandewalle, 2014), and aligning their different perspectives is very important in place branding (Henninger, Foster, Alevizou, & Frohlich, 2016; Kotsi, Balakrishnan, Michael, & Ramsøy, 2018). Their conflicts can be reduced by applying a branding strategy that stimulates an identity–image match (instead of an open place brand process) (Braun et al., 2018).

2.3 Place Brand

According to R. Govers and F. M. Go (2009), place branding must be communicated in an appropriate way that matches consumer expectations. A place brand, therefore, is a representation of its identity, showing a proper image to internal and external audiences.

2.3.1 Place Brand Identity

The identity of a place is the extent to which an individual can recognize it among others (Lynch, 1960). In other words, identity is the first obvious distinction of a place people have in their minds. City identity is a set of images and memories associated with a city that are unique and cannot be copied. Aaker (1996) supposes that brand identity includes two components: the core identity (the timeless essence of the brand), and the extended identity (additional details that complete the picture). The core identity contains unique and valuable elements related to the brand that is difficult to capture using a sole slogan. In the most straightforward way, Konecnik Ruzzier (2013) agrees with Jean-Noel Kapferer (1998) that brand identity is viewed from the supply perspective because we must know who we are before knowing how we are perceived. Jean-Noël Kapferer (2008) states that the brand identity of a product can drive sales.

This statement can also be true of place identity. Among places with the same features, having an authentic brand can create a form of protection.

However, are the identity and the image of the place the same thing? No, they are two sides of one issue that should be placed in interrelation. Muñiz-Martínez and Cervantes-Blanco (2009) made an effort to analyze the concepts of city identity and city image. City identity can be understood as visible and invisible traits that form the essence of the city (or its personality) while a city brand image is a set of emotional and cognitive mental representations of the city brand that individuals associate with (perception of the personality). The identity reflects the objective positioning of the city that can be extend over time. Reversely, the perceived image is related to subjective positioning. City identity can include characteristics that cannot be adjusted, such as geography, location, climate, history, and sociocultural values. Furthermore, dynamic elements, such as infrastructures, installations, monuments, and people, can contribute to city identity. Intangible cultural elements like cinema and television, sports, artists, popular celebrations, literature, gastronomy, drinks, and music can contribute to the international reputation of a city. The authors suggest that every city should start by managing its identity to meet the requirements of various stakeholders. A city's identity depends on what politicians and municipal managers decide, physical and emotional space, residents' and firms' behaviors, and what visitors and non-visitors say about it. Based on what a city has, does, and represents, it is considered an open project of public administrations, the private sector, and civil society (as cited by de Aguilera Moyano (1994).

Anholt (2007) uses the metaphor of judging a book by its cover when mentioning how people judge places. Place identity is defined by the impressions we have on it, regardless of whether those judgments are fair or unfair. That is why each responsible government of a place needs to understand its identity and the world's perception of their locality to build a positive

reputation and consistent picture. For commercial products and services, it is easy to distinguish a brand through its brand identity using logos, slogans, packaging, and design. For places, it is not as simple as that, especially concerning brand communication. The hexagon of competitive identity (tourism, brands, policy, investment, culture, people) (Anholt, 2005) can also be adapted in the branding of a city. Anholt emphasizes that if the stakeholders do not help each other, then they will be like crabs in baskets that never move forward, even though it is easy to do so.

Phillipps (2008) appreciated the local identity of a city when he considered city identity in relation to regional imperialism in the case of Japan. This approach reflects the relationship between urban development and historical consciousness. Similarly, R. Govers and F. M. Go (2009) agreed that historical, political, religious, cultural discourses, and local knowledge can construct place identities. Fluctuations in power (such as government apparatus changes) also affect a place's identity. Besides, Riza, Doratli, and Fasli (2012) emphasized the role of iconic architecture in city identity formation (e.g., Dancing House, Louvre Pyramid, the Guggenheim Museum, Swiss Re Office). They recognized iconic building construction as the third approach to promoting cities (the first two are related to cultural events and heritage). By reviewing the nature of city branding, they concluded that a city image is an intersection between branding and city identity.

Zenker (2011) pointed out the limits of approaches based on secondary data and reality measurement because there is a gap between facts and recognition. He stated that place identity is obviously the critical driver of the perceptions of certain places. It includes place communication, place physics, and place word-of-mouth, which is comprised of visual, verbal and behavioral expressions that affect place branding. Zenker also proposes six place categories that should be measured: characteristics, inhabitants, business, quality, familiarity, and history.

Later, Konecnik Ruzzier and de Chernatony (2013) proposed a model of brand identity by applying marketing, tourism, and sociological theory within the supply side of place branding. The core of the model includes the experiential promise, emotional value, and functional value covered by mission, vision, values, personality, distinguishing preferences, and benefits of place.
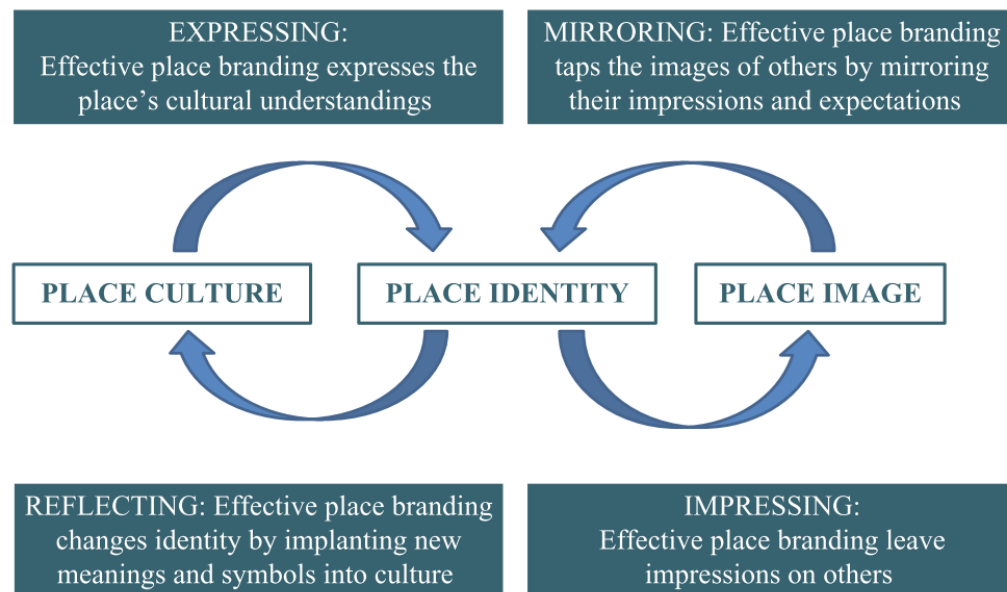
Figure 8. Place identity from a process-based perspective

Source: Kavaratzis and Hatch (2013)

Kavaratzis and Hatch (2013) combine the literature of place identity and organizational identity to offer a dynamic view of place brand (see Figure 8). This approach involves supposing that identity is a constant dialog between the internal and the external stakeholders. Because branding and identity are interwoven, Kavaratzis and Hatch considered place identity from a process-based perspective. Although they recognize the merits of a communication-based approach to the place brand, the authors appreciate the complexity and mobility of place identity and the influences of branding on them. The authors state that it is necessary to have an explanation of place brand co-creation, especially during the identity formation process of

place. Adapting the organizational identity dynamics model of Hatch and Schultz (2002), the authors agreed that identity is an expression of cultural understandings and reflection of the images (the context of external concepts of identity) of others. In return, identity is reflected in culture (the context of internal definitions of identity) and leaves impressions on others. Here, place culture is the core of the brand and can be understood as a way of life that is related to people who live there (Aitken & Campelo, 2011). Furthermore, Syssner (2009) emphasized ways of conceptualizing regional culture and regional identity and their role in the ongoing building of regional spaces. The culture here is not merely the cultural sector in business line or way of living but a factor in regional economic growth. Culture is constantly created and recreated (as cited in Keating (1998)). Thomas (1996) emphasized the cultural elements of place, memory, and identity in the Vietnamese diaspora. The uniqueness in Vietnamese-Australians' lives depends on their memories, fantasies, and narratives and myths in specific historical and political contexts related to the homeland. The identity of Vietnam is not visible here. It can be infused with new meanings and the cultural changes that occurred in people's lives. Hence, identity can be reconstructed through culture.

Briefly, city identity is what preferences help distinguish the city (i.e., geography, climate, history, infrastructures, monuments, tourism, policy, culture, people, religion, business, architecture). It includes city representation, activities, and benefits brought to stakeholders through government apparatus change. Besides, mission and vision, values and personality that help memorize the city can also be mentioned.

2.3.2 Perceived Place Image

The brand image of a site is one of the elements that reflect the success of place branding (Braun et al., 2014), given that city branding is mainly focused on the brand image of the city (Merrilees et al., 2009). The dominant place image attributes are landscapes, cultural attractions,

nightlife and entertainment, shopping facilities, price/value/cost, and residents' receptiveness (R. Govers & F. Go, 2009). Depending on the degree (profound, denature, mask absence, and not related) to which the place image reflects the place reality, place planners can utilize proper city promoting tactics (Zavattaro, 2014).

```
┌─────────────────────┐
│   BRAND             │
│   IDENTITY          │
│                     │
│  How the owners     │
│  want the brand     │
│  to be perceived    │
└─────────────────────┘
          │
          ▼
┌───────────────────────────────────────┐
│        BRAND POSITIONING              │
│  That part of the value proposition   │
│  communicated to a target group that  │
│  demonstrates competitive advantage   │
└───────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐
│   BRAND             │
│   IMAGE             │
│                     │
│  How the            │
│  brand is           │
│  perceived          │
└─────────────────────┘
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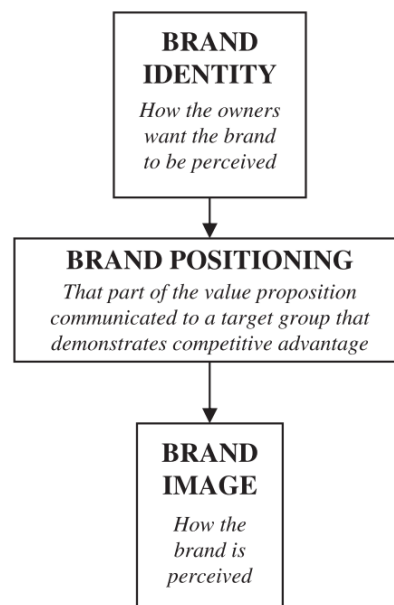
Figure 9. Relationship between Brand Identity and Brand Image

Source: Kavaratzis and Ashworth (2005)

Cities can be promoted via cultural amenities, and the nature of the city image is the intersection between city branding and city identity (Riza et al., 2012). In other words, city identity reflects city culture. It is indicated by the city image (Kavaratzis & Hatch, 2013) or place image results from branding efforts based on place identity (Kavaratzis & Ashworth, 2005) (see Figure 9). Cities and culture have a mutual relationship in which cities produce culture, and culture reversely reshapes cities (Miles, 2007). Hence, it is easy for culture-led cities to develop cultural tourism, local industries, and managerial policies. The connection between city and culture is proved in some studies because cultures are expressed via festivals

and events (Hassen & Giovanardi, 2018), and through architecture (G. Evans, 2015; Michelson & Paadam, 2016) and arts (C.-S. Ooi & Stöber, 2010).

Given that identity helps cities position themselves in their stakeholders' minds, understanding the images of cities as perceived by their "audiences" can help one define how strong the brand is. The more connected the city image is to local culture, the more successful a city's communication is, and the city owns a sharp brand image as a result. The causality of place identity and place brand is explained by Zenker (2011) (refer to Figure 10). Specific groups of stakeholders have their own perceived place images that determine their satisfaction with place cohesion.
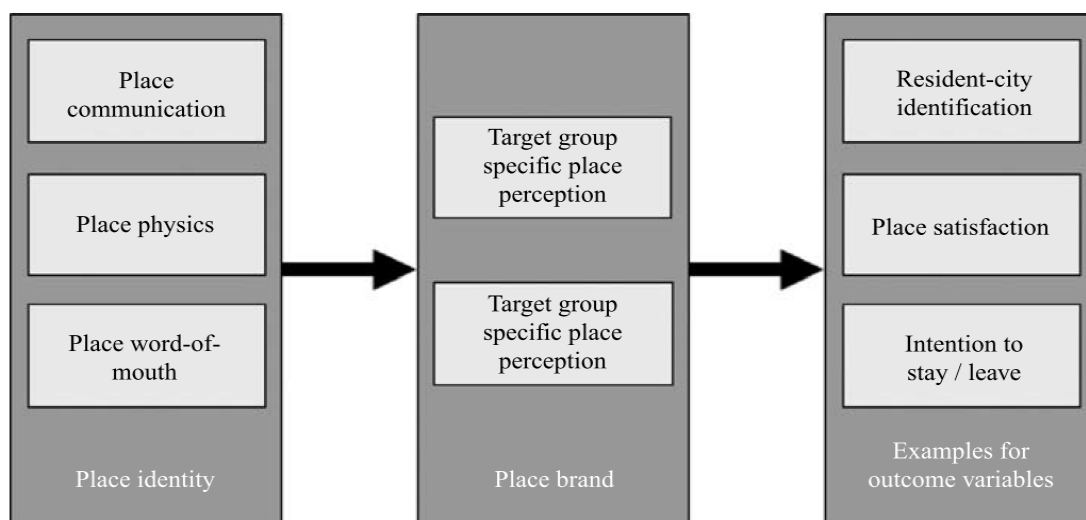
Figure 10. Outcomes of Place Perception in connection to Place Identity

Source: Zenker (2011)

2.3.3 Projected Place Image

R. Govers and F. M. Go (2009) stated that place planners use marketing and media and ICT communication to depict the projected image of a city to their consumers. A projected image contains the created meaning that defines place identity with narratives and visuals. Intermediaries and produced imagination here can be media, culture, and arts, which are called

induced image formation agents by Gartner (1994). Besides, narratives are (re)told in history, culture, and arts concerning the term "imagined communities" proposed by Anderson (1991). Remarkably, Anderson found that the invention of tradition is built through museums and the education system to form place identity (R. Govers & F. M. Go, 2009).
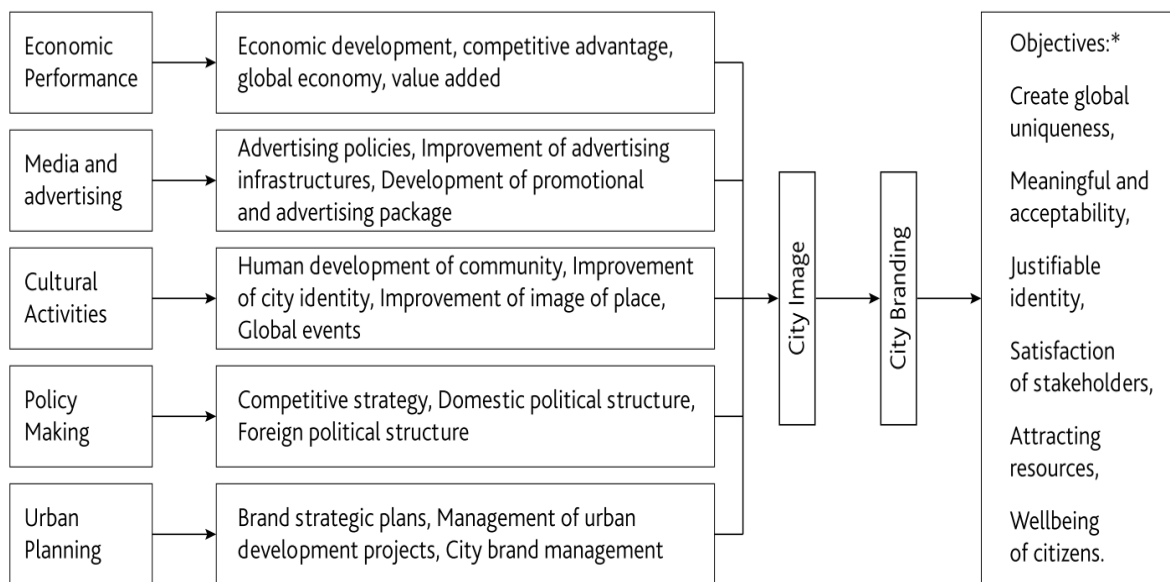
* Objectives are based on the literature review

Figure 11. City Image Formation

Source: Shirvani-Dastgerdi and De-Luca (2019)

The term "projected image" is commonly used in tourist destination studies, and Ji (2011) defined it as the ideas and impressions related to a destination that re intentionally or unintentionally expressed. An intentional image is created for marketing purposes, while an unintentional image is formed independently (Andreu, Bigné, & Cooper, 2000). This classification is consistent with image formation sources divided by Gartner (1994), including overt/covert induced image (traditional advertising, tour operators, wholesalers, newspaper, specialized magazines) and autonomous/organic image (news, popular culture, friends/relatives, experience). This image formation is attached to media, advertising, policymaking, and urban planning (Shirvani-Dastgerdi & De-Luca, 2019) (refer to Figure 11).

Overall, the city projected image is formed through the promotional activities of destination agents (pull factor) and news or information about the place from the other sources (push element) (Andreu et al., 2000). In other words, information sources can indirectly affect the destination choice of consumers. Regarding higher education, students tend to rely on information from universities (online/offline communication channels), interpersonal sources, and even career services (Obermeit, 2012; Simões & Soares, 2010). Therefore, branding a university city definitely requires the participation of higher education institutions to create a stable place brand.

2.4 The Role of Higher Education

2.4.1 Culture

Culture is artificial. It includes both physical products and immaterial products. In other words, civilization is a precipitate created by men (Folsom, 1928, 1931; Kluckhohn, 1951; Young, 1942). R. Williams (1965) simplified definitions of culture into three general categories: *ideal* (discovery and description), *documentary* (human thought and experience), and *social* (descriptions of a particular way of life). The pattern of culture is a selection and configuration of interests and activities, and specific evaluation of them, producing a distinct organization, a 'way of life' with three different levels: lived culture, recorded culture, and selective tradition culture. Besides, culture is considered to be *network of knowledge*, consisting of learned routines of thinking, feeling, and interacting with other people, as well as a corpus of substantive assertions and ideas about different aspects of the world (Barth, 2002; Chiu, Leung, & Hong, 2011).

Morling and Lamoreaux (2008) found that public representations are the manifestation of essential values, beliefs, and norms in a culture. For instance, opera house is a kind of cultural

representations (Wagner, 1981). Nowadays, when mentioning the culture of a city, people often think about cultural institutions. Civilization is the core of a culture that can be visualized through science, art, and technology. These achievements are kept in cultural institutions, taught in educational institutions, and added in research institutions.

As found by Maassen (1996), higher education is considered to be an academic culture. Maassen (1996) states that this approach is based on the first use of the concept of culture in higher education studies, whereas college cultures or disciplinary cultures are used to identify HEI. Besides, academic culture (academic outlooks, spirits, ethics, and environments) enhances the construction of campus culture (individuality, educational feature, opening, leading, variety, and creativity) and vice versa (Shen & Tian, 2012).

Given the nature of culture, scholars usually attached it to urban/city studies (Dinardi, 2015; García, 2004; Hassen & Giovanardi, 2018; Kana, 2012; Kong, Ching, & Chou, 2015; Lazzeretti, 2003; Markusen & Gadwa, 2010; Miles, 2007; Nas, 2011; Okano & Samson, 2010; Staiger, Steiner, & Webber, 2009; Stevenson, 2014; Zhong, 2016). Culture is required when defining city brands (Alexa, 2012). Nevertheless, festivals, events, and arts are the dominant applied cultural themes in destination branding. The role of educational institutions as cultural manifestations has not been adequately studied in place branding.

2.4.2 Higher Education

According to Bradley, Hall, and Harrison (2002), there are two approaches used in studies about place promotion regarding the linkage of place to the political economy and the practical aspects of urban marketing. As stated by Brandt and de Mortanges (2011), the latter is widely spread in various marketing tools and strategies, while the former is mentioned by researchers such as Gotham (2001), Larsen (2005), and Nelson et al. (2004). Higher education today

contributes to place promotion in both the trends mentioned above. The focus of this study is universities—the most salient type of HEIs.

Universities' contributions to the prestige of their host cities

Firstly, universities have an undeniable impact on local economic development and, therefore, indirectly contribute to promoting host places as entrepreneurial hubs, job markets, and education hubs. In an OECD project related to 12 countries, Arbo and Benneworth (2007) placed higher education and the region in a relationship, in which the roles of tertiary education are related to innovation systems, lifelong learning, and governance. Uyarra (2010) summarized these roles as being attached to five university models, including knowledge factories, relational universities, entrepreneurial universities, systemic universities, and engaged universities. Among them, their critical roles are scientific knowledge producers, knowledge sharing via studies, commercial exploitation, innovation system studies, and developmental role as innovation supporters. The necessary integration of university activities into regional innovation systems was emphasized by Kitagawa (2004). To meet societal requirements, universities engage with regions and localities (Harloe & Perry, 2004). Their engagement exists at different tiers: single (entrepreneurial encourager/science and technology transfer), multi (regional consortia, cultural network, local promotion, telematics network), traditional (strategic planning and knowledge transfer, sustainable development, education and training), and new technologically oriented (city regeneration, widening access to non-traditional students) (Boucher, Conway, & Van Der Meer, 2003). Shaw and Allison (1999) stated that localities can benefit from the presence of HEIs through population growth, housing demand, and labor force and can become learning regions. Similar kinds of economic impacts are quantified in many studies (Ambargis, McComb, & Robbins, 2011; Bleaney, Binks, Greenaway, Reed, & Whynes, 1992; Bonander, Jakobsson, Podestà, & Svensson, 2016; Cheah

& Yu, 2016; Elliott, Levin, & Meisel, 1988; Garrido-Yserte & Gallo-Rivera, 2008; Guerrero, Cunningham, & Urbano, 2015).

University and city branding

Many universities use the advantages of their host cities to attract students through their marketing activities. This promotion, in return, contributes to defining the image of the host cities. As Briggs (2006) stated, location is one of the top reasons for higher education choice, but its importance decreases among universities with strong academic reputations. This means that a university can enhance the image of its host city by being prestigious. Consequently, student life can form an urban lifestyle brand that cities rely on to boost their images (Chatterton, 2010). In other words, university students can be city residents and have dominant influences on community characteristics that form university towns (Goddard & Vallance, 2013). Besides, in the case of Yogyakarta (an Indonesian cultural and student city), the relationship between the university image and city image leads to student satisfaction with this destination (Roostika, 2017). The evidence from the three most prosperous towns concerning place marketing in Poland (Poznań, Wroclaw, & Kraków) proves that these towns benefit from the connection to the most prominent local universities (Glinka, 2017). The exploration is that various stakeholders have a shared expectation for the city related to higher education. Additionally, Popescu (2012) appreciated education as playing a prominent role in city development with human capital development's primary mission. The author considers the congruence between city branding and higher education branding to be influenced by internationalized pressures. Again, Rekettye and Pozsgai (2015) defined one of the critical differentiating features of ECC (European Capital of Culture) universities as the place that is the antecedent of their cooperation with the host city in branding. The authors mentioned that the names of places

being used in some of the best universities' names (Massachusetts, Cambridge, London, Oxford, Chicago, and Princeton, California) could be seen as co-branding or cross-marketing.

Besides, university prestige can be the pull element of universities' host cities. First, students and scholars select which higher education institution to attend based on the institution's fame. Second, university campuses can make contributions to urban landscapes (Way, 2016). With the case of the University of Washington (West Campus), Way proves that the university campus has become a creative hub that connects the city to its neighborhoods. The campus is also a public space in the town in the case of Eastern Mediterranean University (Rashidi, 2013). In Rashidi's approach, the university campus and city have a physical relationship and social interaction. The fact that they interact through university spatial development was also proved in five cases (QUT, MIT, Harvard, Twente, and Newcastle universities) (Benneworth, Charles, & Madanipour, 2010).

Academic tourism

Another way in which universities interact with their host cities is through academic or educational tourism. Breen (2012), who used to lead undergraduates from an American university in summer programs to Australia, local culture is the key actor in academic tourism, in which experiential education belongs to cooperative education or job training programs between Northeastern University and their international partners. Emphasizing the concerns with global education, McGladdery and Lubbe (2017) considered the potential of educational tourism in the tourism market and other sectors. They redefined educational tourism beyond the definition by Ritchie, Carr, and Cooper (2003) as having informal and formal levels in which students are academic tourists who are the stakeholder of place branding among many countries (Anglo-American, UK, Australia, New Zealand, Finland, USA, Canada). According to McNulty, Sibeck, Hogenauer, and Vance (2011), experiential coursework in educational

tourism can be categorized into different types: international internships, study abroad, cross-cultural virtual teams, and short-term programs. In a study on adult learning, Pitman, Broomhall, McEwan, and Majcoha (2010) researched the participation of scholars from Australian universities as tour leaders, program or course material designers, and organizers for university students. Learning experiences bring a sense of place to the learners. This place-based sense can contribute to defining the city image in students' minds. Furthermore, students' cultural understanding of the host country is also enhanced (Quezada, 2004).

Another form of academic tourism is conference tourism. Although the related professional trips made by airplane can cause environmental issues, they contribute to marking host cities as event destinations (Høyer & Naess, 2001). Similarly, cities can rebrand themselves to overcome their past images through meetings tourism (Bradley et al., 2002).

Overall, universities contribute to city image formation through their academic reputations (education and training), research, innovation, entrepreneurial encouragement, commercial exploitation, student life, campuses, branding strategies, and educational tourism. Notably, universities are considered to be agents of place identity (S. P. B. Albino, 2015).

2.5 University Cities

Smart and sustainable cities

Given that cities contribute to the future via their socioeconomic roles, they confront temporary challenges of development, leading to the appearance of "smart cities" (V. Albino, Berardi, & Dangelico, 2015). Despite the interchangeable usage of the terms *smart cities*, *intelligent cities*, and *digital cities*, the term *smart* should not be limited in technological applications. Smart cities are user-friendly intelligent cities with technology as a critical component (Nam & Pardo, 2011). V. Albino et al. (2015) take Ballas (2013) definition of urban

planning, stating that this term implies that cities are happiness-oriented. Smart cities are no longer limited to ICT diffusion. That is the enabler for quality-of-life enhancement. Consequently, smart cities have common characteristics, including networked infrastructures, business-led urban development and creative activities, social inclusion and social capital, and natural environments (V. Albino et al., 2015).

Nowadays, the concepts of smart cities and sustainable cities are inseparable (Yigitcanlar & Kamruzzaman, 2018; Yigitcanlar & Lee, 2014) because people in future cities need to care about environmental issues and climate change (Chang, Sabatini-Marques, da Costa, Selig, & Yigitcanlar, 2018). A sustainable city also requires "good governance" concerning which values are built on "merit, competence, transparency, integrity, accountability, and equity" to deal with environmental and social issues (G. L. Ooi, 2010).

Knowledge-based cities

Along with the development of smart and sustainable cities, Chang et al. (2018) discussed knowledge-based development concepts as being central elements in any city vision, especially in localities that aim to achieve livability and prosperity. This means that cities need to define their unique knowledge resources as their strengths for sustainable development. Knowledge-based urban development, therefore, is emphasized by Chang and the others as an integrated approach that is suitable for use in an innovative urban context via intellectual capital fostering.

According to Yigitcanlar, Metaxiotis, and Carrillo (2012), it is necessary to understand urban life and knowledge-based experience in global futures to deploy the knowledge cities paradigm. Global urban centers have qualified workers whose daily lives are based on knowledge. Besides, Asheim (2012) argues that highly-educated people in the creative class who appreciate diversity, openness, and tolerance tend to select innovative and competitive

cities as prospective destinations. This approach roots from people's inclination to boost talent, thus creating a competitive business climate for regional growth. Based on these proposed concepts (Florida, 2002a, 2002b), Lorenzen, Andersen, and Laursen (2012) divide the creative class into three subgroups, including the creative core, the creative professionals, and bohemians. The authors stated that localities have different policies due to their stylized models (big/proximate/specialized/quaint) used to attract knowledgeable workers from the creative class.

Because the knowledge economy requires "creative cities" (Hospers, 2003), these knowledge-oriented creative cities are entirely closed to the concept of knowledge-based cities. In addition to concentration and diversity, Hospers (2003) emphasizes instability as being necessary to fostering creativity. The volatility here is similar to the mobility mentioned by Knight (2011b). Education hubs in which importance is represented through the collaboration between universities, companies/enterprises, and science and technology parks can create this mobility. Therefore, knowledge cities can position themselves as education destinations to nurture skills and knowledge, just like those ones featured by Roberts (2009). He identified three critical issues related to place-related skills and knowledge: market, content, and application.

University Cities

It is necessary to focus on the role of education in the host places where schooling and working are inseparable from attaining the vision of knowledge cities. In their book, Million, Heinrich, and Coelen (2017) proved that education positively contributes to urban development via its influence on the neighborhood, the city, and the region. It can be said that cities need to become "learning cities" before experiencing the long journey of winning the "knowledge" pride. This concept is repeated many times by Longworth (2006), who believes that learning

regions have global opportunities by increasing their global roles through learning communities. Longworth states that the "learning cities" term is an extension of the term "educating cities," which was proposed in an OECD project of in the 1970s. It was later popular during the development of the UK and European cities. In America, "college town," a typical urban place dominant by higher education is a youthful, college-oriented place with a highly-educated population, high average family income, and a low unemployment rate (Gumprecht, 2003). Another type of college town is a student(-friendly) city. Student-friendly cities are HEDs characterized by students–host community relationships that emphasize student attraction, assistance, housing, empowerment, and interaction (Russo, van den Berg, & Lavanga, 2003). In other words, Knight (2014) stated that becoming an education hub is the most appropriate way for localities (i.e., Qatar, UAE, Hong Kong, Malaysia, Singapore) to attract students or talents.

In recent years, there has been an increase in research on the growth of university towns (Choudhury & McIntosh, 2013; Li, Li, & Wang, 2014; Romein & Trip, 2012; Ruoppila & Zhao, 2017; Whalen, Páez, Bhat, Moniruzzaman, & Paleti, 2011; Ye, Chen, Chen, & Guo, 2014) or university cities. In fact, this concept was mentioned a very long time ago, and Miller (1963) agreed that it represents the most influential roles of universities in resolving community issues. In a university city, universities can be the big employers, the labor force suppliers, offer educational services, and cultural entertainment providers. They have a strong connection with local economic products and political leadership. They are "engaged universities" that Mayfield (2001) described as the institutionalization-related university–community linkages. According to Martin, Smith, and Phillips (2005), these innovative partnerships have transitioned from the government to governance. This relation is a two-way engagement whereby community members can benefit from culture, sports, art, and other university activities (Bruning, McGrew, & Cooper, 2006). Besides, a university town is an ideal

environment in which creative workers can transition from forming an amateur to a professional workforce (McGregor & Gibson, 2009).

Triple Helix Model for building City Reputation

When considering the role of universities in forming a university city, it is necessary to mention the triple helix of university–industry–government relations. H. Y. Lee (2002) adapted this triangular relationship model in analyzing the success factors of science city projects, including Tsukuba Science City—the university city mentioned at the beginning of this study. The importance of these interrelationships was introduced a very long time ago (Etzkowitz & Leydesdorff, 1995, 1997, 1998). Later, Etzkowitz and Leydesdorff (2000) classified them into three types (see Figure 12). Among them, type I is the simplest one characterized by the directions of state on industry-academia relationship, leading to innovation discouragement. It is the typical model used in Eastern European countries and the former Soviet Union, as well as in Latin American countries. The second type encompasses strongly-divided institutional spheres with high interdependence that can be clearly seen in Sweden. In the final configuration, each party takes the role of the other to form hybrid organizations (the overlapped knowledge infrastructure).

According to Leydesdorff (2012a), the more interference there is between these parties' roles (especially the overlap between the university and the remaining spheres) (Type III), the more positive the model is. With the evolution of this model, the helices can be extended to four or even beyond (i.e., the case of Japan (Leydesdorff & Sun, 2009)) (Leydesdorff, 2012b). In Asian countries, the authors of studies on the triple helix model deployment also mention universities with the most frequencies, especially in relation to the government regarding agricultural and policy issues (Chung, 2014). Therefore, it can be said that the triple helix model is an appropriate basis for forming a university city. It has been proved to be a proper

mechanism with which to bolster the academic reputations of places (Agarwal, Seretse, Letsatsi, Marumo, & Mokgwathi, 2018; Etzkowitz, 2002; Kola, 2019; Razak & Saad, 2007).
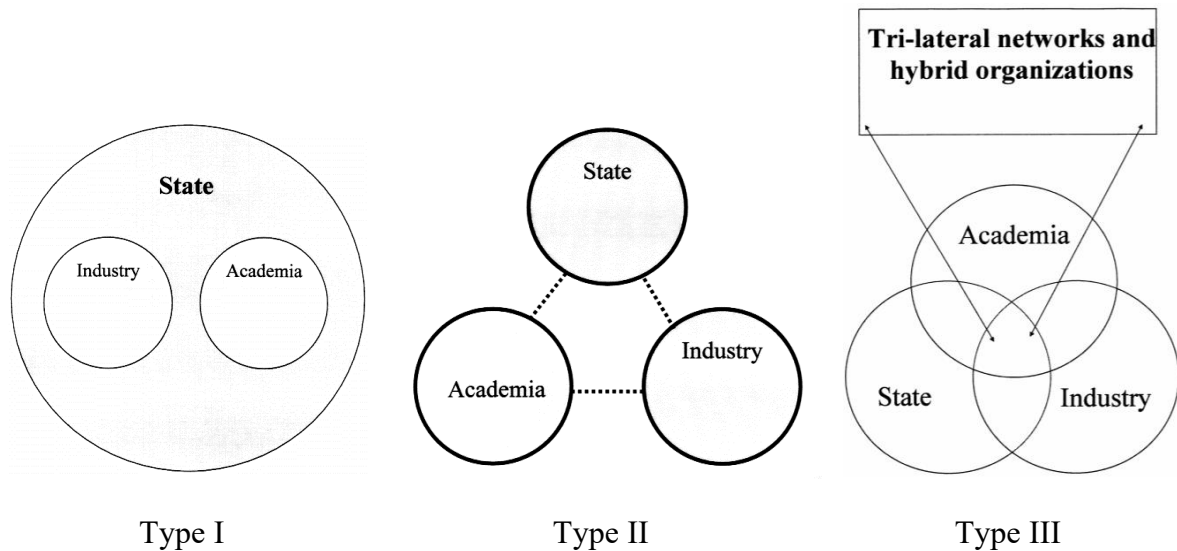
Figure 12. The Triple Helix Model of University–Industry–Government Relations

Source: Etzkowitz and Leydesdorff (2000)

The suitability of considering the triple helix model is consolidated by the resource dependence theory proposed by Pfeffer and Salancik (2003). Examining the role of universities in place branding through tourism, S. P. B. Albino (2015) studied higher education institutions from an organizational behavior perspective and, therefore, placed their relationships with the host cities in the resource scope dependence theory. This theory emphasizes the interdependence of organizations in social contexts. As Davis Gerald (2010) stated, the resource dependence theory is based on the theory of the power-dependence relations of Emerson (1962) that two actors are dependent on each other because of their motivations and the availability of the alternative actors. The power here is the property of social relations, in which they need to keep balance through the extension of a power network, emergence status, or coalition. In place branding, this interdependence is obvious to create symbiotic relationships to satisfy various stakeholders.

2.6 Empirical Studies on Place Branding and University Cities

Knight (2011a) stated that the most recent developments in the global context are the creations of education hubs. This means that countries now build their reputations based on higher education excellence. However, many previous researchers focused on several aspects of place branding or the relationship between universities and their host cities (refer to Table 1). The lack of studies gives an inadequate approach to branding a university city, apart from the dominant research region is Europe, where the oldest universities are located. In Asia, scholars concentrate on the causality of brand elements using quantitative methodologies. In other words, empirical studies are conducted to identify place brand elements or measure brand equity.

Table 1. Related studies on the research topic

Source	Region	Place	Participants	Method	Dimensions
Ahn et al. (2016)	Asia	Busan, South Korea	Visitors	Quantitative on-site survey	Brand Orientation, Brand Commitment, Brand Citizenship Behavior, Brand pride
Asseraf and Shoham (2016)		Israel	Consumers	Case study Qualitative semi-structured interviews	Affinity, Lifestyle, Culture, Scenery, Collective Memory, Cultural Similarity, Stay Abroad, Travel, Contact
Peter (2016)		China	Students	Telephone interviews	Country image (Japan, Korea, USA), Destination choice
Aryanti (2015)		Yogyakarta Kauman Village, Indonesia	Residents	Case study Fieldwork	Islamic village
Kaya and Marangoz (2014)		Muğla province, Turkey	Entrepreneurs	Quantitative survey	Brand Elements (Local Transportation, Accessibility, Nature, Business Opportunities and Networking, Social Bonding,

				Cultural and Shopping Activities), Brand Attitudes
Zhang and Zhao (2009)		Beijing, China	Residents, Non-residents	Case study Mixed method	Internationalization, Cultural significance, Livability, Impact of events, Brand Identity
Jeong and Santos (2004)		Kanung, Korea	Cultural expert, booth/local market employees, Government officers, Student volunteers	Institutional ethnography Secondary data Observations Interviews	Globalization, Tradition, Place Identity
Pritchard and Morgan (2001)	UK	Cymru (Wales)		Case study Content analysis	Culture, Identity, Tourism representation
Merrilees, Miller, and Herington (2013)	Australia	Logan, Ipswich	Households	Quantitative mailbox survey	Brand Image, Clean environment, Safety, Nature, Business opportunities, Shopping, Transport, Cultural activities, Government services, Social bonding, City brand attitudes, Intentions
Merrilees et al. (2009)		Gold Coast City, Australia	Residents	Quantitative self-administered mail survey	Nature, Business creativity, Shopping, Brand, Intentions, Transport, Cultural Activities, Government services, Social bonding, Brand Attitudes
Gómez et al. (2018)	Europe	London, Paris, Berlin, Rome, Madrid	Visitors	Quantitative online survey	Brand Attitudes, Brand Image, Brand equity, Brand preference
Glinka (2017)		Poznań, Wrocław, Kraków (Poland)		Case study Comparative analysis Content analysis	City marketing, University marketing

Braun et al. (2018)		Netherlands, Germany	Professionals, city administrators	Quantitative web-based survey	Open place brand process, Place reputation, Identity–Image Match, Brand adoption, Conflicts among stakeholders
Herrero, Martín, García de los Salmones, and Río Peña (2015)		Santander, Spain	Exchange students	Quantitative survey	Country image, University image, City image, Satisfaction on assigned destination
Braun et al. (2014)		Netherlands	Professionals, city officials	Quantitative web-based survey	Brand Communication, Brand Image
Glińska and Kilon (2014)		Poland	Promotion managers	Qualitative open form survey	Brand personality
De Noni et al. (2014)		Milan, Italy	Residents, Non-residents	Computer-assisted telephone interview	City attractiveness, Quality of healthcare, social services, culture, environment, Level of touristic capacity, safety, economic development, internationalization, Quality of education
Konecnik Ruzzier and de Chernatony (2013)		Slovenia	Experts, opinion leaders, residents	Secondary data Qualitative interview Quantitative survey	Brand Identity
Sebastian Zenker and Suzanne C Beckmann (2013)		Hamburg, Germany	Students	Brand Concept Map	Brand associations
Sebastian Zenker and Suzanne C. Beckmann (2013)		Hamburg, Germany	Creative class, students	Qualitative in-depth interview Qualitative online open form survey	Brand perception

Jacobsen Björn (2012)		Lü̈beck, Germany	Companies	Quantitative telephone interviews	Brand attributes (Image, Confidence, Cost and Potential, Quality, Impression), Brand benefits (Function, Prestige, Identity), Brand values (Safety, Sense of Achievement), Investment consideration
Riza et al. (2012)		Czech Republic, France, Spain, London		Case study	Identifiable Image, City Identity, Quality of Life, Iconic Architecture
Saraniemi (2011)		Finland	Tourism practitioners, companies, tour operators	Case study In-depth interviews Content analysis	Identity-based Branding, Image Building
Brandt and de Mortanges (2011)	Europe	Belgium	Students	Brand Concept Map	University town
Asunción Beerli and Martín (2004)		Lanzarote, Spain	Tourists	Quantitative survey	Perceived Image, Cognitive Image (Natural/Cultural resources, Infrastructures, Atmosphere, Social setting/Environment, Sun and Beach), Affective Image (Knowledge, Relaxation, Entertainment, Prestige), Tourist experience
Asunciòn Beerli and Martín (2004)		Lanzarote, Spain	Tourists	Quantitative survey	Perceived destination image
Andreu et al. (2000)		Spain	Tourists	Content analysis Structured questionnaire	Projected Image, Perceived Image
Warren (2017)	North America	Toronto, Canada	City promotion personnel	Semi-structured nterviews	Integrated (Brand endeavors), Contextualized (Stakeholder attention), Organic (Identity-based

				Participant observation Autobiographic reflection Document analysis	Activities), New (Innovative narratives)
Crompton (1979)		Mexico, US	Students	Qualitative unstructured interviews Quantitative survey	Destination image
Baloglu, Henthorne, and Sahin (2014)	Latin American and Caribbean	Jamaica	Visitors	Self-administered survey	Brand image, Brand personality, Tourist behavior
Insch and Sun (2013)	Oceania	Dunedin, New Zealand	Students	Focus groups Quantitative survey	City attributes, University host city
Prayag (2010)	Africa	Cape Town, South Africa	Visitors	Qualitative in-depth interviews Semi-structured questionnaire	Perceived brand image, Perceived brand differentiation

Source: Aggregated by the author

Researchers commonly consider place image to be the result of identity-based place branding. This trend is why the projected image is analyzed from overt/covert induced agents' data sources to evaluate whether the current branding strategies used in specific localities are successful. In this study, a different perspective is used with a bottom-up approach concerning how to form a consistent projected image of a university city.

2.7 Research Framework

Based on the literature review on place branding and university cities, the research framework is built as shown in Figure 13.
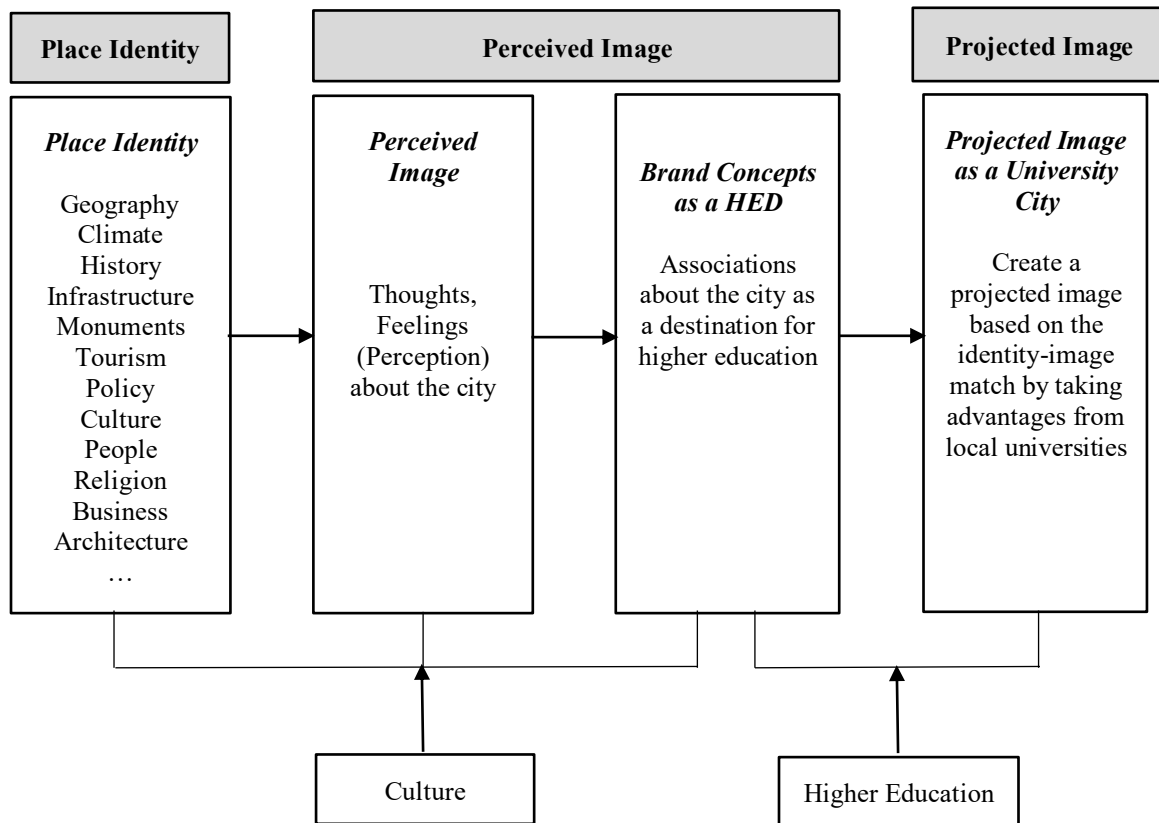
Figure 13. Research Framework for Branding a University City

Source: Developed by the author based on literature

As seen from the framework, the focus is on considering the current brand identity and perceived image of Danang to define which brand attributes are its advantages. The universities—manifestations of culture—boost to form the brand of a university city via a unique mechanism that involves attaching city branding to urban planning.

2.8 Summary

Building a projected image of a university city is a challenging task. City image-makers must rely on the city identity by identifying the consistent image between place identity and

perceived image in the minds of target audiences. Notably, cultural and educational elements need to be considered to promote the expected image. Furthermore, city audiences perceive place images via information sources, including the intentional media and independent/organic one. It is necessary to bring actual experiences to spread positive unintentional images. Therefore, the role of universities must be ensured through the use of a powerful collaborative mechanism that can be effectively used in city planning and urban governance. The triple helix model is a proper model with which to build the projected image of a university city.

Chapter 3 THE CASE OF DANANG

3.1 Introduction

According to Onishi (2019), Danang is a quieter, slower coastal city in Central Vietnam with an airport and beaches near the urban center and upscale international hotels that can compete with Phuket (Thailand) and Bali (Indonesia). Due to its safety and historical role during the Vietnam War, Danang is ranked No. 5 globally and No. 1 in Southeast Asia as a heritage gateway destination. Danang, the pioneer city for branding in Vietnam, has been promoting itself as a fantastic livable city, aiming many target audiences. Recently, the Vietnamese government has declared Resolution No. 43 that emphasizes Danang's regional "nuclear" role. The resolution allows Danang to propose a unique mechanism for sustainable development. Hence, in this chapter, a holistic view of Danang's branding issues is presented, especially its current higher education system, as a research context for branding it as a university city.

3.2 Danang Profile

Danang is a coastal biodiversity city that locates in the middle of Vietnam with an administrative scope area of 1285.4 km². Besides its diverse nature, Danang province is rich with minerals such as marble, quartz sand, glass sand, peat, and other construction materials. The city is, however, influenced by storms, tides, tsunami risks, and harsh climate with two distinctly dry, rainy seasons (Danang UPI, 2013). The total population of the city is over 1 million (50.7% male and 49.3% female). The population density is 883 people/km² with an urban population of nearly 990000 individuals (Tran, 2019).

Before 1975, Danang was considered as the second biggest city of the South of Vietnam after Saigon, currently known as Ho Chi Minh city. Danang had a high rate of urban population

growth within 30 years at this time; therefore, it was expected to be the largest city in 2000 (with at least 3 million people in the urban area). The United States Agency for International Development had expected that Danang would be a centre of industrial and tourism development (Bogle, 1972). Currently, Danang has received more prominent attention of international visitors as an ideal destination of prestigious events. In 2018, the locality welcomed more than 7.6 million visitors, with about 2.9 million being foreign tourists (Vietnam News Agency VNA, 2019). According to the Prime Minister (2013), Danang is aimed to become a national-level city and a modern urban center that can contribute to the economic and social development of the central region, with a 2050 vision of being an international urban and sustainable development. Leading ICT index for the past ten years, Danang has been trying to become the leading smart city of Vietnam, with 30% of the city budget (VietNamNet Global, 2019).
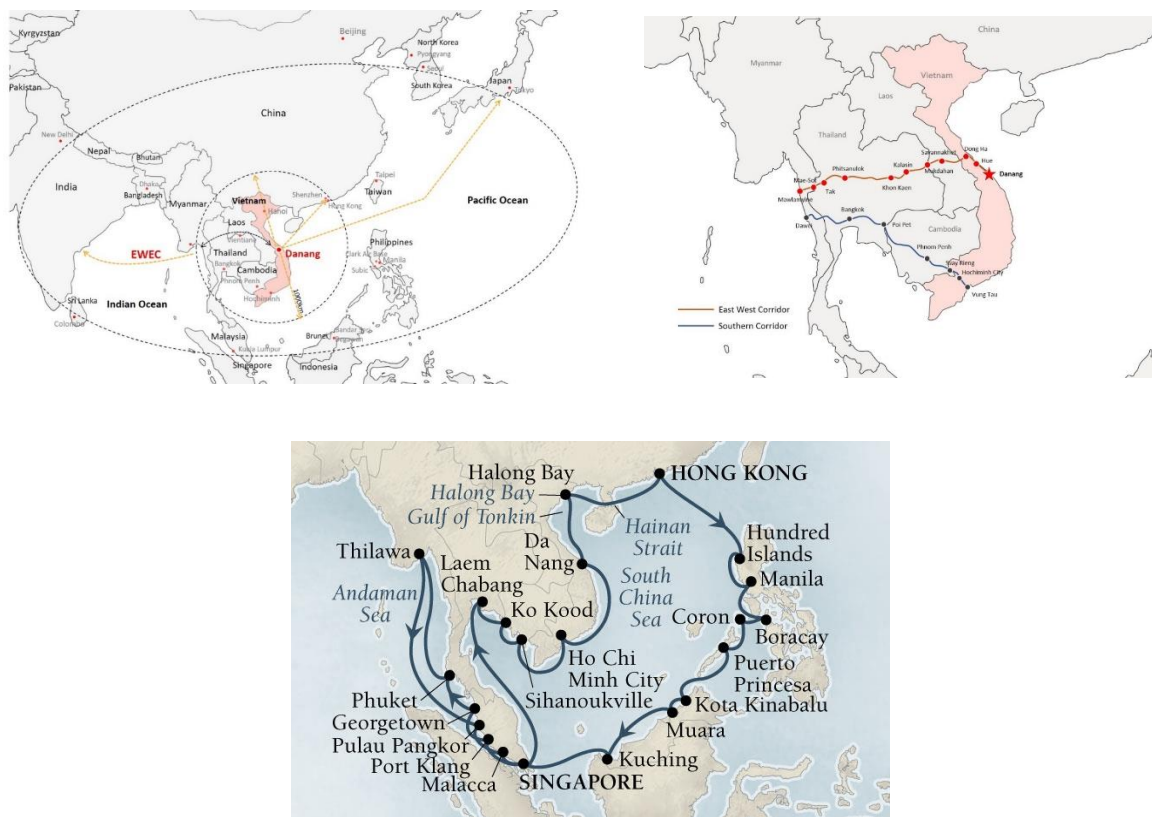
Figure 14. Danang's advantageous position
Source: Surbana Jurong (2020)

Remarkably, Danang played different geopolitical roles through Vietnam's history: a ship repairing port in the 16th century, a trading port in the 18th century, a French colony—Tourane—in the early 20th century, authorized by Bao Dai feudal government till 1950, a U.S military complex in 1965, and a centrally governed city after 1967. Since 1975, Danang had belonged to Quang Nam–Da Nang province and was separated in 1996 (Danang FantastiCity, 2018). The locality has an advantageous position in the Asian Pacific, East-West Economic Corridor, as well as in ASEAN countries (Figure 14). According to Surbana Jurong (2020), with a per capita GDP of $3,328 (2018), Danang is strategically positioned as a global lifestyle destination with focuses on food processing, tourism, logistics, health, outsourcing, and smart technology. This position needs to be assured by the policies and research activities of the University of Danang. The demonstration strengthened a greater Danang, including Danang, Hue, Quang Nam, and Quang Ngai, with an estimated combined population of around 5.8 million. This economic cluster aims to increase tourism, manufacturing, logistics, IT & digital services, and high-tech agriculture. Therefore, it is necessary to have a skilled labor force that is trained in HEIs.

Danang had been confronting the complexity of urban issues, mainly including population growth because of immigration, motorization and traffic congestion that negatively impacts on economics and environment, climate change, economic growth due to an increase in externally sourced investments and visitors, and environmental awareness and spatial development management (Japan International Cooperation Agency (JICA), 2016). Although its basic living conditions are better than other medium-sized localities, Danang lacks tertiary services of a regional center and a destination for tourism and investment. Nonetheless, besides its strategic location, rapid economic growth, and proximity to world heritages, Danang owns a good educational environment that represents a basis of high-quality human resource for sustainability. JICA emphasizes that, in strategic development themes, it is necessary to

enhance the regional role of Danang in tourism, health, education, environment, and human resource development in which high-level universities contribute as one decisive factor.
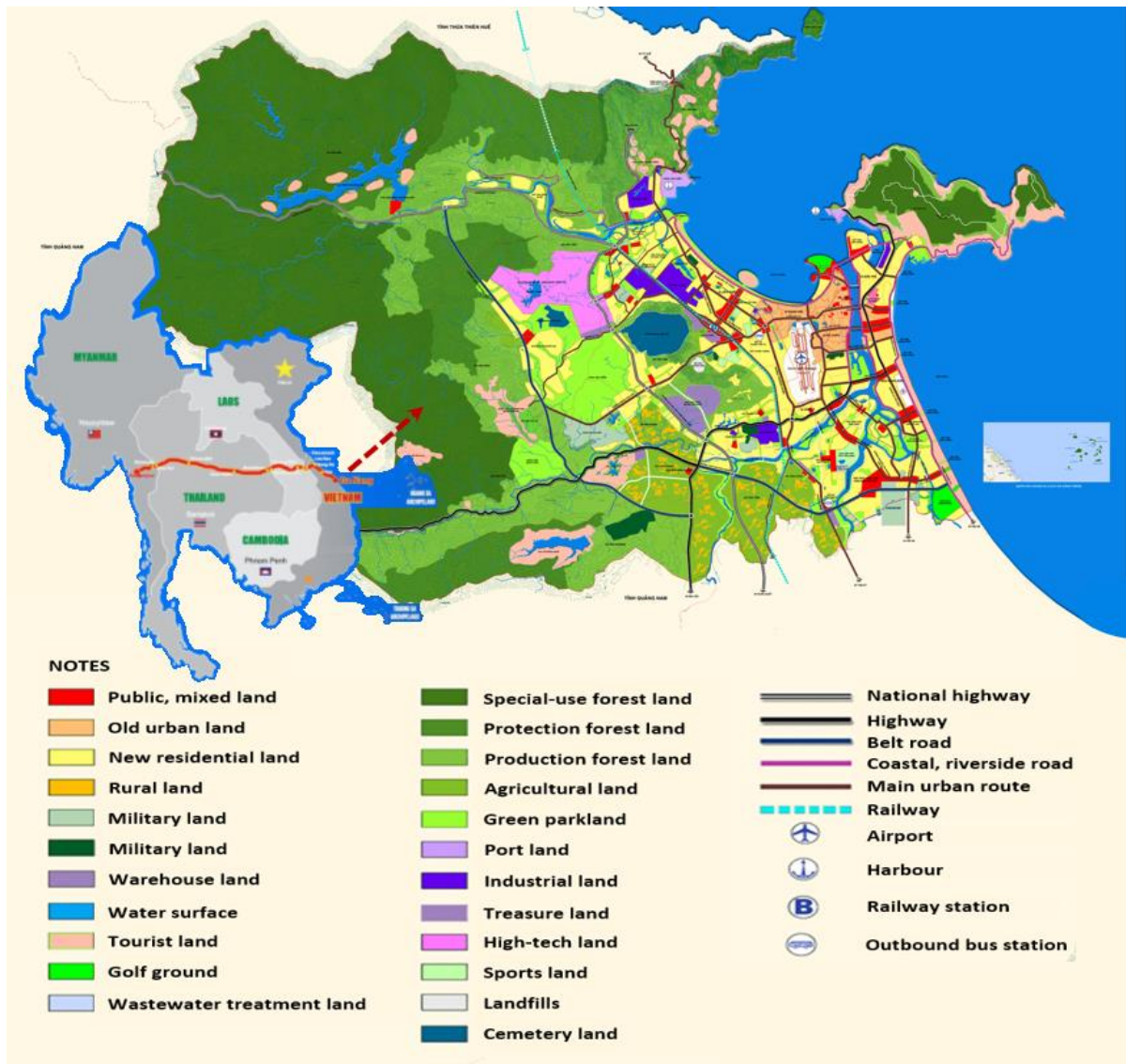
Figure 15. Danang urban space development-oriented planning

Sources: Sketched from Danang UPI (2013)

Danang UPI (2013) clarified in details Danang urban planning for the new stage (Figure 15). The city has planned for building two more university villages at Hoa Lien (60.4 ha) and Hoa Nhon (394 ha) besides the Danang University Village project (300 ha). This determination shows that the city seeks to become an Association of Southeast Asian Nations (ASEAN)

research and training center that provides human resources for Central Vietnam and the highlands.

Although being known as a 'young' urban, Danang has a long history as a French concession, a political (military) cultural center, and a trading port with the profound foreign trade. Also, in Chinese, Danang (蜆港 or 峴港) is defined as the clam-shaped or covered-by-mountains port region that involves sea trading (Vo, 2007). Based on the pronunciation of Hainanese Chinese people on the prefix, Danang is Vietnamized as Hàn later. Nowadays, Danang is popular for Son Tra Mountain (also called Son Cha by locals or Monkey Mountain by Americans). It is connected to the mainland via a long sandy beach to form the Tien Sa Peninsula (means where fairies descend).

Han river swing Bridge with Danang International Firework Festival (DIFF) | Fire-breathing Dragon Bridge | Red-shanked doucs in Son Tra Peninsula – Danang's mascot at APEC 2017
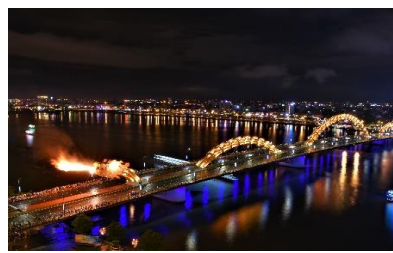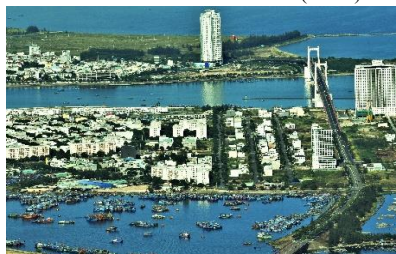
Thuan Phuoc Bridge at the estuarium zone | Sculpture artifacts in Cham museum | Golden Bridge on Ba Na Mountain
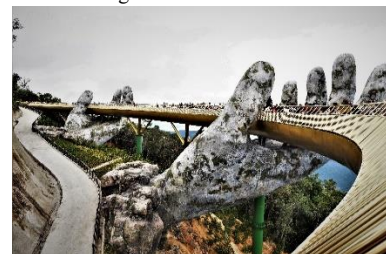
Boat race or praying-for-rain festival | Tuy Loan ancient village festival | Tuong Xu Quang or Quang classic drama

Figure 16. Diverse and harmonious imprints of Danang

Sources: Sketched from artworks of Chau Lien female photographer with permission

It cannot be denied that the history has been forming the city culture in which the prominent traits are Quang culture (used to be an unseparated part of Quang Nam province before 1997), cultural interference (Cham, Dai Viet, Western, and Eastern cultures), and open and tolerance (because of the early appearance of foreign trade that leads to cultural exchange). The immaterial culture is represented through traditional villages (Non Nuoc stone village, Nam O fish-sauce village, and Co Tu ethnic minority village), traditional festivals (at village communal houses, Whale Festival, and Muc Dong [herd-boys] parade festival, Quin Yin ceremony, Praying-for-rain festival), and folklore (Tuong Xu Quang traditionally performed in theatre, Bai Choi).

In Vietnamese folklore, Son Tra appears as the notable representative of Danang with the verses: *Sơn Trà thắng cảnh bao la/Trước sông sau biển rừng kề một bên* (temporarily translated as *Immense scenic - Son Tra/The river ahead, the sea behind, wood nearby*) because of its natural features. Also, Son Tra is remembered by local fishermen due to the following lines: *Cửa Hàn còn ở trong xa/ Trước mũi Sơn Trà sau có con Nghê* (temporarily translated as *Cua Han is far inside/Son Tra frontward, a Nghe behind*). Nghe is a sacred animal of Vietnam that has lion anddog traits (similar to the guardian lion/foo dog in Chinese). In addition to being a geographic milestone, Son Tra is the basis of folk meteorology: *Đời ông cho chí đời cha/Mây phủ Sơn Chà, không gió thì mưa* (temporarily translated as *Generation after generation/Cloud-covered Son Cha signals wind or rain*). Remarkably, it is the ideal location for experiential education that has positive influences on city branding (V.-A. T. Truong & Le, 2019).

Besides the history, Nature brings many relics and landscapes for Danang as a tourist destination (Marble mountain, Son Tra mountain, Ba Na mountain, and The Hai Van pass; Dien Hai Citadel, Cemeteries and tombs, Cham sculpture museum, and religious works). Currently, the high speed of Danang urbanization has changed the city face in terms of

infrastructure (especially convenient transportation with the international airport, national railway, sea transportation, and aesthetic bridges; Figure 16). The values that Danang appreciates are dynamic, peaceful, humanity, innovation, study promotion, environmental consciousness to attain the safety---the prerequisite of a livable city (Resolution No. 43-NQ/TW, 2019).

3.3 Danang Branding

A. Danang symbol   B. Danang Tourism logo and slogan

Figure 17. Logos of Danang

Source: A. www.danangfantasticity.com, *B. www.danang.gov.vn*

The city identity is represented in Danang's logos (Figure 17). The current official logo for Danang, which is used for administrative purposes, shows the diverse nature (sea, mountains, river, and rice fields) in picturesque and harmonious landscapes (Figure 17A). These landscapes are linked by Han river swing-bridge which is the result of the solidarity of the Da Nang authorities and people in the modernization and industrialization process (Portal of Da Nang city, 2017). The current Danang Tourism logo has been chosen from a nation-wide design contest in 2014 that aimed to establish the brand image for Danang tourism (Figure 17B). This logo reflects the variety and youthful vitality of Danang, stylized from the two first letters (D, N) of the city name with clear-cut features that give hints for the steady development, by visualizing sails fill with wind. Also, the five parts of the logo represent five mountains of

Marble Mountains. Further, each colour symbolizes each tourism feature: green, diverse nature; orange-yellow, tropical sunlight sparkling on waves and sand; purple-red, enthusiastic and friendly people; and blue, the luxurious beaches. Overall, Danang, as a young, dynamic, blooming city, can make any tourist exclaimed "Fantastic city!" (Tu & Giao, 2018).

Danang development is placed under the Party's leadership that is represented by the Danang People's Committee. In Danang administrative system, all departments and agencies follow the guidelines, projects, policies, and plans established in government documents such as resolutions, decisions of Prime Minister, and the People's Committee. Hence, the reputation management of Danang has been boosted with Resolution No. 33-NQ/TW (2003) and recently, Resolution No. 43-NQ/TW (2019). Leaning on the orientation in resolutions, Danang aims to emerge as an ecological, smart urban, an innovative entrepreneurial hub, and a livable coastal city.

Branding Danang appears to be scattered because no department takes the responsibility to launch a consistent branding strategy. Fortunately, the local government shows the desire to depict Danang's identity through art. Photography contests are organized by the Film & Cultural Center and Art Photography Association. With Danang Songwriting Contests, the Danang Culture and Sports Department is responsible for the celebration.

Notably, the Danang Department of Tourism is the main unit that brands Danang as a safe and friendly tourist destination, with many landmarks, leisure activities, and international events (Ngo, 2016). Defining friendliness and hospitality of people are the strength of Danang; the Danang People's Committee had launched the "Danang Smile" campaign that originally prepared for APEC 2017 (Danang Department of Tourism, 2017). This campaign extended to all public organizations, related businesses, and local people and deployed for one year later (Ha, 2018), as remarked by the online photos contest "Danang Smile 2018"

(@nucuoidanang2018 on Facebook). As a result, Danang has enhanced its prestige as a city of events. To attract investors, Danang IPC (2016) emphasizes its strategic geographic position as the gateway to the East-West economic corridor, the world cultural heritages, well-developed infrastructure, open policy, customer-oriented public services, qualified human resources, and suitable environment for pro-business and peaceful living. Besides, the city makes efforts for the image of an entrepreneurial hub, environmental orientation, and smart. In terms of 'smart', Danang focuses on six smart aspects (governance, economy, environment, society/living, people, and transportation/mobility) with priority of 16 specific areas, following a classification model (natural environment – hard infrastructure – ICT-based hard infrastructure – smart services – soft infrastructure (Danang People's Committee, 2018a, 2018b).

Danang used to nourish the honorific of Vietnam's Singapore by business and investment climate improvement as well as plentiful financial incentives (Barbour-Lacey, 2015). It has been perceived that Danang surpassed Phuket and Bali (Onishi, 2019) or even became 'the Miami of Vietnam', ranked at the 15th place among 52 places to visit in 2019 by The New York Times (The Voice of Vietnam, 2019d). Danang tourism is memorized through its cultural heritage and icons such as Marble Mountain, Ba Na Hills, fireworks festival, the luxury resort, and cuisine (Saigon Times, 2019; The Voice of Vietnam, 2019a, 2019b, 2019c, 2019d, 2019e; Viet Nam News, 2019). Although Danang seems to be successful in promoting its image to visitors, the city needs to focus more on long-term development. The branding strategies should be adopted consistently in strong coordination, not only limited in several departments.

3.4 Danang Higher Education

Although Danang is considered to be a socioeconomic center in the Central and Highlands Vietnam, the density of HEIs in Danang is much lower than that in other areas (Hanoi and Ho

Chi Minh City). Most universities that appear on the Danang map are members of the University of Danang, also known as the regional university (refer to Figure 18).

In Direction 2268/CT-BGDĐT (2019), the Ministry of Education and Training (MOET) emphasized that at least 20% of the budget must be allocated for education. In this educational budget, the ratio for localities was 89% (of which 9% is for higher education) in the 2013–2017 period (Viet Chung, 2018). As stated in a conference hosts by the Academy of Finance about the state budget for education, in reality, HEIs only receive 4% because there are so many ministries and localities (Thuy Le, 2018). Despite the inequality in budget allocation, it cannot be denied that the Vietnamese government has been focusing on universities through university autonomy. In Central Vietnam, two educational elements have impacts on economic growth. In detail, the GDP of localities will increase by 0.17% and 0.1% if 1% of the yearly budgets for schooling and education are increased, respectively (D. L. Pham & Luong, 2018). This means that higher education can contribute to economic progress by increasing the length of program. Nevertheless, universities in Danang have not appropriately promoted their roles in producing a qualified workforce.

| Hanoi capital city | Danang city | Ho Chi Minh city |
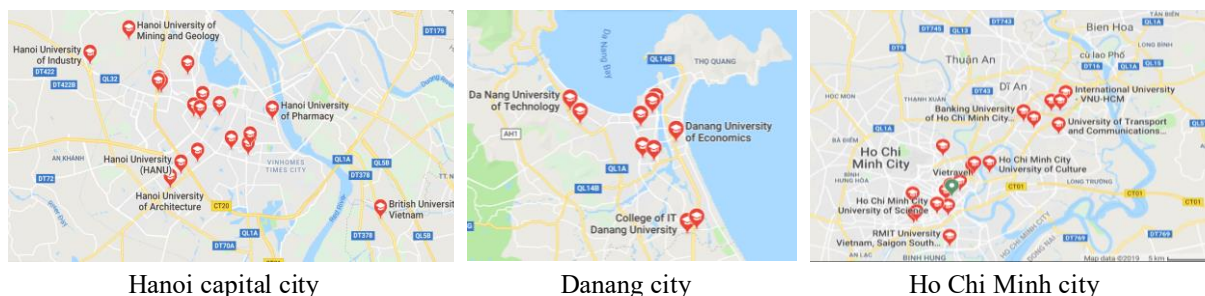
Figure 18. Universities in Vietnam

Sources: Aggregated from map data of Google (2019)

With over 30 universities and colleges located in Danang, the city has requirements for building its reputation oriented toward higher education. Table 2 shows the diversity of Danang's higher education. Among Danang HEIs, the University of Danang has tens of

thousands of students every academic year (The University of Danang, 2019a). Besides, Duy Tan University is well-known as the largest private university in Central Vietnam. Both of them are highly ranked in Vietnamese universities ranking.

Table 2. Higher Education Institutions in Danang

No.	Name of HEI	Member	Ministry (of)	Category	Founded
1	The University of Danang	University of Science and Technology	Education and Training	Public	1975
2		University of Economics			1975
3		University of Science and Education			1975
4		University of Foreign Language Studies			2002
5		VNUK Institute for research and executive education			2013
6		University of Technology and Education			2017
7		Vietnam-Korea University of Information and Communication Technology			2020
8	Danang University of Medical Technology and Pharmacy		Health		1963
9	Mien Trung University of Civil Engineering – Campus in Danang		Construction		1976
10	Danang College of Economics-Planning		Planning and Investment		1976
11	Danang Transport V College		Transport		1976
12	College of Food Industry		Education and Training		2002

13	College of Commerce	Industry and Trade		2006
14	Danang University of Physical Education and Sports	Culture, Sports and Tourism		2007
15	The Vocational Training College 5	National Defense		2012
16	Danang College of Culture and Arts	(*)		2016
17	Duy Tan University	Education and Training	Private	1994
18	Danang Architecture University			2006
19	Dong A University			2009
20	FPT University			2006
21	Phuong Dong College	Labor, War Invalids and Social Affairs		1990
22	Dai Viet Danang College			2001
23	Duc Tri College			2005
24	Dong Du College			2005
25	Hoa Sen College			2007
26	Danang Vocational Training College			2007
27	Vietnamese-Australian Vocational College			2007
28	Nguyen Van Troi College			2008
29	Lac Viet College			2008
30	Danang Vocational Tourism College			2009
31	The American University in Vietnam		Foreign	2016

Notes: (*) College of Culture and Arts controlled by Danang People Committee

Source: Aggregated by the author based on websites of HEIs

On the admission website of The University of Danang, the tenth reason for studying here is the peaceful and livable city with high demand for human resources. The University of Economics, one of seven members of The University of Danang in 2018, illustrates Danang

(@FaceDUE) as having famous tourist places, friendly people, unique cuisine, and a suitable standard of living on its official fanpage. Many prestigious educational institutions in Danang create an ideal educational environment for youth in Central and Highland Vietnam. The university also takes advantage of the thinking of its students to promote the campus attached to Danang. In an another article, a student wrote about having an impression of a beautiful coastal city with seaside routes, attractive dishes, lenient locals, dynamism, and peacefulness. The author gives some hints for backpacking tourism in Danang. The photos and videos of Danang landscapes are used in their posts and advertisements.

In addition to public universities, private educational institutions take advantage of the image of Danang. Tra (2017) appreciated a peaceful, friendly city with a monthly living cost for one student of around 3-5 mil. VND ($130–216 USD), many effective social policies, opportunities for self-development, and a promising labor market. Additionally, many high-quality universities in Danang are mentioned in promotions of the University of Greenwich Vietnam (that offers linked program between the University of Greenwich UK and FPT educational institution). In an online article, FPT University lists five beautiful places in Danang to "check-in." These include cheap, tasty cuisine paradises, many events, many tourists visiting the city, and ample job opportunities (Entertainment Social Channel, 2017) (see Figure 19).

Figure 19. The advantage of studying in Danang

Source: Entertainment Social Channel (2017)

Similarly, Dong A, another private university, borrows the livable image of Danang to promote the city life to potential students. The articles on the admission websites cited from kenh14.vn states that Danang is a city of new constructions, the hottest position for tourism, dynamic civilization, impressive bridges, Ba Na Hills, friendliness, proud locals, beautiful, clean beach, cancer hospital, free Wi-Fi, cheap, tasty food, the most luxurious resort, Con market, comfortable public restrooms, and fun.

Nevertheless, HEIs are controlled by too many different ministries. This can be an obstacle to their networking and collaboration. Fortunately, the local government appears to appreciate the role of culture and arts in city development, as seen through the attention of city governors on Danang College of Culture and Arts.

Table 3. Land usage orientation for specialized centers

Specialized center	Year	
	2010	**2020 (as planned)**
Administrative center, non-business facilities	144	145
Cultural and arts center	214	422
Medical - Health Care center	64	136
Education and training center	**335**	**1.174**
Physics of Sports center	98	289
Center for scientific research	80	95
Technology - Telecommunications center	2	2
Trade, markets center	124	140
Total	**1.061**	**2.403**

Unit: Hectare (ha)

Source: Danang UPI (2013)

According to Danang UPI (2013), the city has a comprehensive educational system from kindergarten to higher education. Besides universities and colleges, the city had 50 vocational schools in 2013. Thus, along with non-formal education, the learning needs of all people are satisfied. It is noted in urban planning that there will be new universities, research institutes located in Danang soon. Remarkably, the priority is given to upgrading HEIs and the establishment of new universities (University of Medicine and Pharmacy, University of Social Sciences and Humanities, Medical Technology University, University of Culture and Arts). The University of Danang will become a National University. In addition, HEIs will be categorized into two types (research-oriented universities and career-oriented universities/colleges) along with the development of community colleges. The creation of non-public areas and linked programs with international partners is also encouraged. The particular position for education enhancement is reflected through land funds earned for this area (refer to Table 3), accounting for 48.86% of total public land.

Table 4. Number of teachers, students in universities and colleges in top-ten localities

Year / Province	2001 (*) T	2001 (*) S	2002 (*) T	2002 (*) S	2003 T	2003 S	2004 T	2004 S	2005 T	2005 S	2006 T	2006 S	2007 T	2007 S	2008 T	2008 S	2009 T	2009 S
Whole country	31419	873039	33394	908811	39985	1131030	47613	1319754	48541	1404673	53364	1666239	61321	1928436	60651	1675700	65115	1796174
Ha Noi	11552	368147	12457	379160	13412	439958	15257	498928	15727	515723	15568	568925	16476	606207	17065	529211	18083	541671
Hai Phong	903	18923	842	19843	1392	30302	1633	32746	1662	38300	1645	42648	1776	49913	1862	51070	1894	53857
Thai Nguyen	1017	22339	1058	29557	1272	34484	1213	37246	1289	45688	2079	51018	2437	70666	2929	69822	3019	75433
Nghe An	767	19592	904	20641	906	23064	1157	25016	1110	27558	1117	35133	1282	41358	1134	40293	830	16022
Hue	1165	29045	1216	32852	1292	35858	1282	84118	1468	42709	1795	96832	1952	97154	2009	52141	80	1246
Danang	1058	35911	1176	35707	1409	45634	1493	62726	1548	69918	1770	75794	2394	79458	2785	82229	2076	56599
Binh Duong	93	1164	90	671	224	5624	381	6519	449	10299	687	18992	761	20824	527	13409	883	15529
Dong Nai	175	3016	180	3152	394	10083	438	10498	576	11460	789	14627	759	19381	607	19558	684	25987
HCMC	5756	194692	6228	199696	9700	300354	12849	334797	11679	379627	12730	427870	13429	502953	12065	405609	13265	434302
Can Tho	889	33525	927	35832	850	36504	1080	35635	1206	35797	1301	42858	1523	47008	1662	57411	1816	53766

Year / Province	2010 T	2010 S	2011 T	2011 S	2012 T	2012 S	2013 T	2013 S	2014 T	2014 S	2015 T	2015 S	2016 (**) T	2016 (**) S	2017 T	2017 S	2017 PT	2017 PS
Whole country	74573	2162106	84181	2208062	87160	2178622	90605	2058922	91420	2363942	93507	2118500	72346	1759449	74987	1695922	59232	1432554
Ha Noi	19982	668227	22652	690276	24599	674112	26435	638234	25696	753068	26890	660963	23948	610872	26180	588446	22634	531229
Hai Phong	1935	57217	2230	56015	2172	52919	2378	50451	2384	46256	1576	39686	1589	36475	1749	32458	1589	30702
Thai Nguyen	3257	98611	3492	97946	3865	98721	3656	85422	4004	81320	3932	68266	2369	58289	2289	48687	2200	47842
Nghe An	776	15630	927	16224	1670	53409	1334	47562	1599	59473	1986	57473	1681	46683	1781	37978	1620	35960
Hue	83	1191	114	1139	2653	58272	2576	65848	2443	92088	2699	71524	2286	58706	2156	55969	2095	55555
Danang	2280	63273	2645	59755	4334	119075	4619	110936	4168	121244	4244	97075	2779	74935	2843	77492	1583	49122
Binh Duong	1023	17786	1301	20138	1452	20317	1537	25557	1348	30015	1262	26868	1380	26264	1302	26016	693	15135
Dong Nai	1039	25474	1215	24927	1226	21180	1403	22449	1730	32115	1752	30746	1236	20739	1228	20177	237	5538
HCMC	16547	535951	19202	551330	18464	551277	19294	519516	19379	583133	20437	550120	17189	458392	17435	462552	12285	363011
Can Tho	1988	61647	2201	63225	2292	64111	2662	62229	2889	91140	2169	91914	2831	82134	2891	80157	1727	64067

Notes: (*) In 2001 and 2002, including public; (**) From 2016, excluding number of teachers and students in colleges
T: Teacher; S: Student; PT: Public Teacher; PS: Public Student

Source: Compiled by the author from General Statistics Office (General Statistics Office, 2011, 2018, 2019)

Among top localities with the most significant numbers of teachers and students in universities and colleges in the whole country, Danang holds the third position, after Hanoi and Ho Chi Minh City (see Table 4). In 2017, there were 77,492 students and 2,843 teachers in this HED (General Statistics Office, 2019). Noticeably, the University of Danang alone accounted for 39,890 undergraduate students and 34,34 graduate students (with 663 international students and 79 exchange students) in the 2017/2018 academic year (The University of Danang, 2019a). At the end of 2019, the number of teachers at this university was 1,467, and 36.33% of them had at least doctoral certificates, and an increase of 50 Ph.Ds every year (The University of Danang, 2019b).

3.5 Danang Human Resources

Danang is famous for its talent attraction policies. P. P. Nguyen (2017) stated that at the end of 2011, Danang had attracted 940 people (10 PhD holders, 166 people with master's degrees) who were 100%satisfied with their employers. Notably, Danang has Project 922 for the development of high-quality human resources. It followed two previous related projects (Project 393 on training 100 PhDs, masters abroad, Project 47 on supporting undergraduates abroad using state budget). Besides the success of these projects, Nguyen admits that there is a lack of linkage between public sectors and private sectors.

Danang recently launched the new Information Technology Park (341 ha, $278 million investment) that is expected to be the Silicon Valley of Vietnam (VNS, 2019). This investment, along with the commencement of the construction of the Shunshine aerospace component factory (total investment of $170 million) and the Xuan Thieu tourist area expansion project (total investment of $100 million), creates the thirst for a qualified workforce (Than Lai, 2019). The talk show "Linking human resource development and scientific and technological innovation," organized in Danang, involves the participation of Mr. Takeshi Takeuchi, the Vice Chairman of Japan Business Association. He represents 134 Japanese enterprises in Danang, stated that their current concerns are onsite human resources and workplace attachment.

In 2012, 62,353 members of the workforce in Da Nang with an undergraduate/graduate degree accounted for 6.48% of the population and 12.96% of the labor force of the whole city (Mai Vy, 2012). However, this skilled-labor rate is not high enough as compared to the requirements of investors in Danang. Given that Danang's talent attraction policies focus on public areas, private sectors do not benefit much. Besides, Danang has not properly taken advantage of people who graduate from universities located in the city.

Table 5. Priority Projects for Danang Human Resources Development

Name	Location	Acreage	Fulfillment (ppl)		No. of teachers	Total investment (VND billion)
			Danang	*Central Vietnam*		
International University	Danang Hi-Tech Park	30	240	560	120	3,000
University of Medicine and Pharmacy	Danang University Village	20	150	350	75	1,000
University of Social Sciences and Humanities		20	300	700	100	1,000
University of Vocational and Technical Pedagogy		25	450	1,050	100	500
Medical Technology University		20	150	350	150	500
Information Technology University		20	300	700	100	500
University of Culture and Arts		20	300	700	60	300

Notes: Planning for the year 2020

Source: Extracted from Appendix 2, Danang People's Committee (2010)

Fortunately, the Danang People's Committee (2010) prioritizes university projects, as shown in Table 5, significantly enhancing universities' role in economic development. In the decision of the Danang People's Committee (2015), the necessity of coordination between The University of Danang, the Danang Business Support Center, and the Danang Association of Small and Medium Enterprises was committed. Nevertheless, boosting Danang as an educational center is challenging. The proposed cooperation is limited to celebrating training courses for enterprises and organizing conferences.

3.6 Summary

It can be seen that Danang has all converging elements for building its reputation as a University City. The city has many universities and colleges that cover various fields. After separating from Quang Nam province, Danang has been experiencing rapid urbanization, leading to improved quality of life in the city. Danang requires a high-quality workforce with efforts to become the most prominent Information technology (IT) center in Vietnam. It is high time to awaken the potentials of Danang HEIs with the support of various university projects. A pioneer in place branding must know how to differentiate itself from others. Danang is qualified for city branding but still needs to upgrade its reputation to the upper level and not limit itself to being a tourist destination.

Chapter 4 METHODOLOGY

4.1 Mixed Methodology

In this study, I evaluated the consistency between the place image and place identity of Danang. Based on this identity–image match, I defined a proper projected image for Danang to promote it. Besides, the role of culture, especially HEIs, is considered in a university city's branding. Therefore, I applied a mixed methodology to solve research problems.

Given that there are no studies on Danang's place identity, the use of a qualitative method was appropriate. It is useful to explore the stable elements of the city's history, culture, geography, and society that contribute to its identity. The qualitative method is also helpful in identifying the aspects that universities provide to city branding. I mainly quantitatively analyzed qualitative data on Danang's perceived image to reduce the limitations of ordinary qualitative methods. This part of the research was conducted with 21 city opinion leaders through in-depth interviews. I used the metaphor elicitation technique with 16 students and a free association method with 293 university students.

In the quantitative part of the study, 293 participants answered structured survey questions attached to the free associations part. They evaluated each brand attribute concerning expectation and performance. The gap between these two measures reflects their satisfaction with the place brand.

4.2 Research Techniques

In this chapter offers, I describe the research techniques used in this study in detail. I explain the methodology mentioned in the introduction based on reviewing previous empirical studies on place branding and university cities. Aiming to build the projected image of a University City, I engaged in identity-based branding from a bottom-up approach. In addition to collecting secondary data, I conducted in-depth interviews. Given the political issues related to several

Danang leaders, I encountered some obstacles in this stage. The data was analyzed based on frequency statistics.

The central part of the mixed method is exploring the perceptions of students of the brand image of the city. The brand equity of Danang was measured using two techniques, the ZMET (Coulter & Zaltman, 1994) and BCM (John et al., 2006). Sebastian Zenker and Suzanne C Beckmann (2013) applied the latter, while Brandt and de Mortanges (2011) used both of them. These techniques, therefore, are appropriate for use in the evaluation of the place brand of a city dominated by universities. Nevertheless, Brandt and de Mortanges (2011) used the ZMET as an elicitation tool for the official stage of concept mapping. They only skimmed this technique's surface to explore the needed attributes for their research's next steps. The ZMET in this study is adequate and objective with freely thinking of participants about Danang. The interviewer used a laptop with PowerPoint software to deal with interviewees' photos during the interviews.

As mentioned earlier, concept mapping was conducted with the results of the semi-structured questionnaires (see Appendix C). The first part shows a typical map to instruct participants on forming their own map based on the associations in the word bank. The second part involves collecting quantitative data to calculate their brand traits satisfaction later.

Lastly, I investigated the role of universities in Danang compared to those in other regions of Vietnam to rebrand Danang as a university city. The secondary data and content analysis are used in this stage.

4.3 Research Process

Figure 20 shows the research process that I followed in this study.
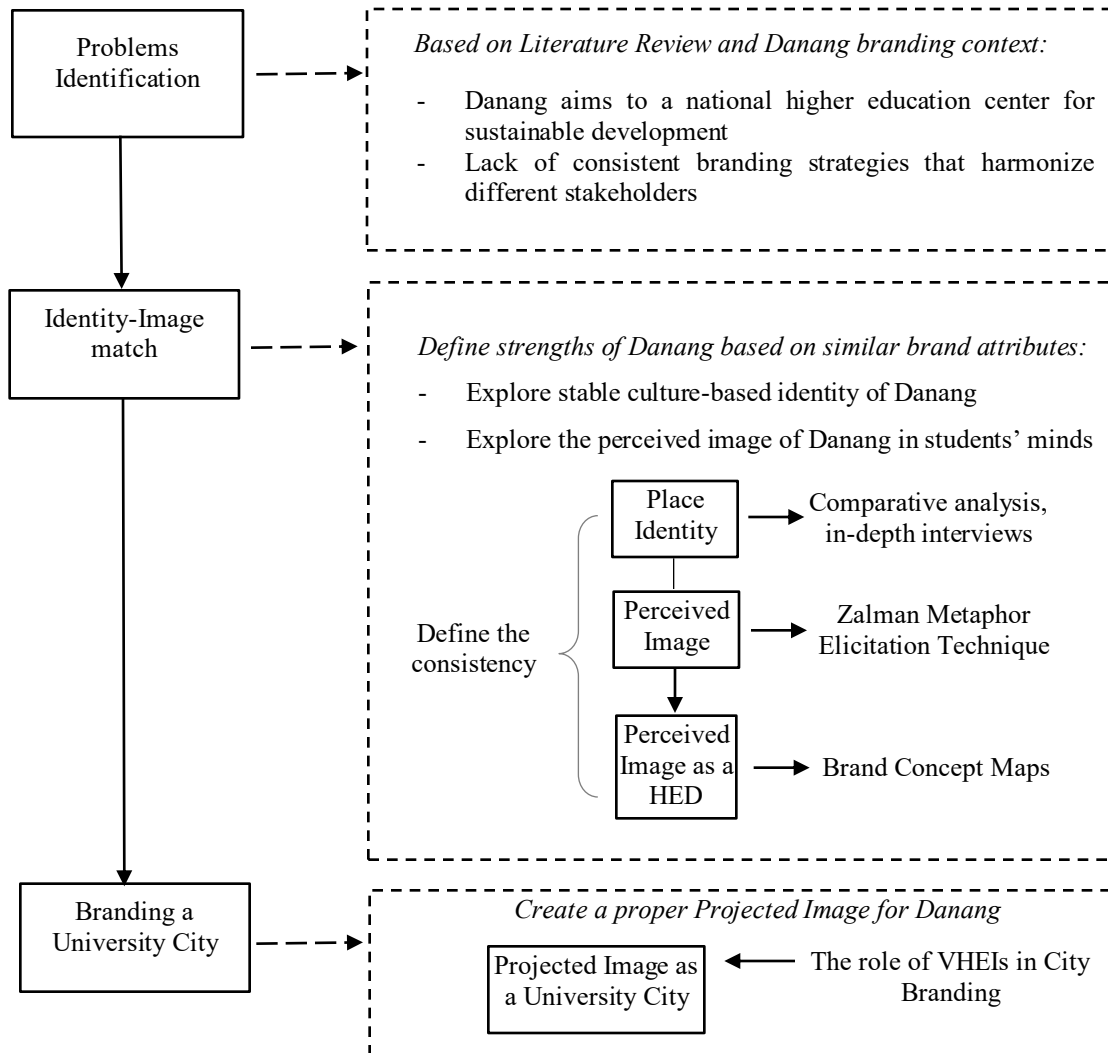
Figure 20. Research Process

Source: Developed by the author

As seen above, the research problems were identified by reviewing Danang's branding context and comparing them to previous studies. It is necessary to consider which vital brand attributes are to build Danang's appropriate image as a university city. Therefore, in the first phase, the focus is on exploring the consistent traits between Danang's place identity and perceived image. Notably, the perceived image includes two categories: Danang's general image and the perception of Danang as a HED. In the second phase, the focus is on creating an

image of a university city based on Danang universities' power. Besides, a mechanism to boost the projected image was developed based on lessons from a successful case.

4.4 Comparative Analysis and In-depth Interviews

Step 1. Danang's identity was defined through secondary data from eight books about Danang's history, culture, folklore, relics, landscapes, construction, and development within the past 20 years (Bui, 2015; Danang Museum, 2009; Danang Newspaper, 2017; Danang People's Committee, 2017; Huynh, 2015; Huynh & Truong, 2014; Huynh, Truong, & Luu, 2012; Huynh, Van, & Truong, 2016). These books are limited editions published by Danang Publishing House and circulated mainly in Danang, thus representing the efforts of the local government to explore Danang's place identity.

Step 2. Primary data was collected through in-depth interviews with 21 opinion leaders in March 2019 via snowball sampling. They have been Danang citizens for years and understand its history and culture. They also contribute to the development of the city in various capacities. First, the interviewer contacted the participants by cellphone to clarify the research purpose and request appointments. Three among them (B, E, G) could only reply by email and were ready for further questions by telephone (Table 6). The remaining agreed to face-to-face interviews. The average interview time was around 75 minutes. Among the respondents, only four were females (19.05%). This number is appropriate because male leaders are the dominant force in Vietnamese politics. Among the participants, there were two young leaders (under 40), 13 middle-aged leaders (seven under 50 years old and six under 60 years old), and six experienced leaders (60 years old and above). Some respondents had work experience in superior positions or overseeing several tasks at the same time. For example, Participant C was also a member of the Writers Association, the Folklore Association, and the former head of the Personnel Party Committee in Danang. Similarly, Respondent D used to be a party committee

member and held a current position as a chairman of an association that sponsors poor and unfortunate women and children. Likewise, Interviewee P used to be the Director of Danang TV and a member of the Film Association.

Table 6. Respondents' Profile

Interviewee	Age	Gender	Genre	Position
A	55	Male	Danang Fine Arts Museum	Vice Director
B	49	Female	Danang Culture and Sports Department	Vice Director
C	65	Male	Danang Historical Science Association	Chairman
D	64	Male	Danang Education and Training Department	Former Director
E	46	Female	Danang Tourism Department	Vice Director
F	65	Male	Danang Markets and Fair Exhibition Management Company	Former Director
G	55	Male	Danang Party Committee	Party Committee Member
H	49	Female	Danang Foreign Affairs Department	Vice Director
I	65	Male	Danang Literary and Artistic Associations Union	Chairman
J	37	Male	Danang Party Committee Office	General Manager
K	64	Male	Danang Foreign Affairs Department	Former Director
L	43	Male	Danang Museum	Director
M	43	Male	Danang Construction Department	Vice Director
N	51	Male	Danang Science and Technology Department	Vice Director
O	50	Female	Danang Foreign Affairs Department	Vice Director
P	59	Male	Danang Culture and Sports Department	Director
Q	54	Male	Danang IT & Communication Department	Director
R	47	Male	Danang Travel Association	Chairman
S	63	Male	Cham Sculpture Museum	Former Director
T	38	Male	Danang Institute of socioeconomic research	Deputy
U	40	Male	Danang Party Committee Office	Former Secretary of a city leader

Source: Aggregated from the interviews by the author

Step 3. The lyrics of songs composed to depict Danang is another data source used. Based on the songs list declared by the Danang Music Association (amnhacdanang.com.vn), search tools (e.g., Google and YouTube) were used to explore 118 songs about the city. Among them, eight songs from the period right after 1975 are famous for their heroic melodied. Further, 18

of these songs are already popular among locals, and 12 of them have memorable melodies that have the potential to become more well-known than they already are.

The frequency of mentions is used as criteria to define whether an attribute should be included in the findings. Finally, a comparative analysis was conducted on the results to identify which traits are parts of the place identity of Danang, especially the role of culture in identity formation.

4.5 Zalman Metaphor Elicitation Technique

Chan and Marafa (2013) explain that qualitative methods are dominant in studies on topics like place identity/image, place communication, and stakeholder relationships. Based on a review of the literature on place image, the attributes of place image are used in this study as the basis for determining what constructs are included in the city image of Danang through metaphor analysis.
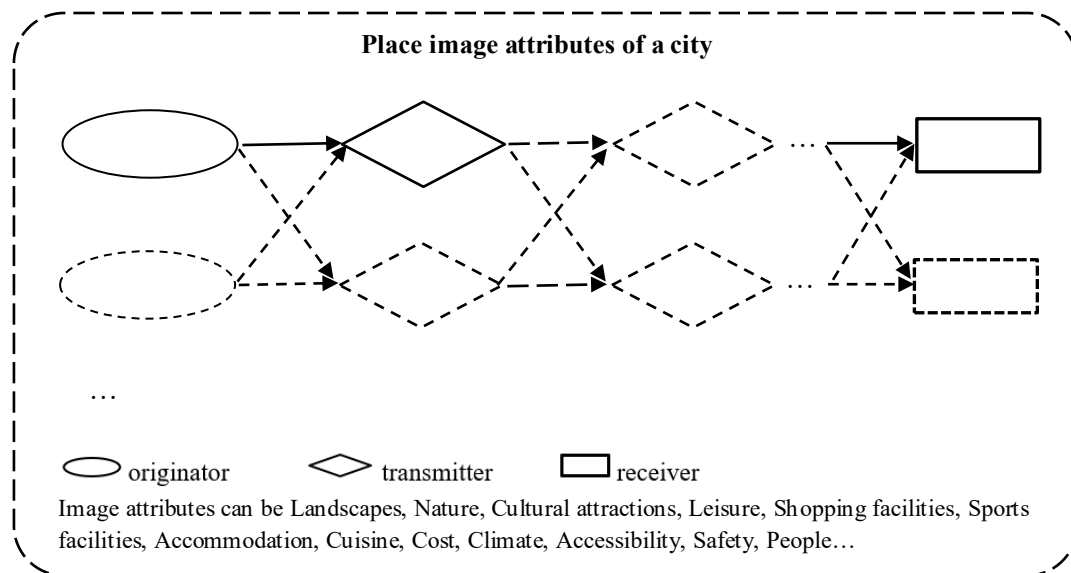
Figure 21. Conceptual Framework

Source: Developed by the author

In this framework (Figure 21), the city image constructs cannot be determined in advance, but the researchers can expect which ones will appear in the consensus map. The map reflects

the cause and effect, and the rhombuses represent whether the city communicates appropriately or not. The independent city image constructs shown in the oval are originators that lead to the final audiences' perception of place image, dependent constructs/receivers. Among them, culture is reflected by material factors (landscapes), immaterial factors (cuisine and people), or both (cultural attractions).

This study applies the ZMET to gain an understanding of students who preceive Danang. This technique was created by Dr. Zaltman, a professor at Harvard University in the '90s, who later patented this technique. Although most communication occurs nonverbally (Zaltman, 2001), many researchers have used verbal-based tools. One of the reasons for this is that image-based elicitation techniques like ZMET require interviewees to spend much time with trained interviewers (John et al., 2006). Hence, ZMET usage is appropriate in this study because students are willing to spend more time on studies than any other stakeholders. Besides, the origin of ZMET, which is related to Nepal villages, proves its suitability for use in a study that involves understanding place image.

According to Coulter and Zaltman (1994), a research tool with deep metaphors helps researchers understand brand images well and provide useful information to consider when making marketing decisions. Exceeding from previous theories on nonverbal communication and metaphors, they developed 10 core steps to build a consensus map of customers. Later, Zaltman (1997) proposed nine premises to construct a mental map with further detail than previous studies. These premises root from the nature of thought and communication that can be elicited through metaphors. Thought, emotion, and learning are supposed to occur without awareness and are mostly image-based and nonverbal. A mental model can be used to explore brand equity because it represents thought structures that are oriented toward the brand. ZMET has proved its power in the elucidation of the root thinking of customers in different fields

(Brandt & de Mortanges, 2011; Christensen & Olson, 2002; Coulter & Zaltman, 1994; Khoo-Lattimore & Prideaux, 2013; Natarajan & Kumar, 2016; Soni & Jamaiyar, 2017; Tseng & Tseng, 2012; van Dessel, 2005; Vorell, 2003; Wilson & Elliot, 2016; Zaltman, 1997; Zaltman & Coulter, 1995). This technique is particularly appropriate for use in culture-related research. Hence, this qualitative method is a proper way to elicit the thoughts of students with differing cultural backgrounds.

The interviewees are students of the University of Danang (UD), the regional university in Central Vietnam. The UD, a state-owned university, has strong connections with the Danang government concerning city plan deployment and city image communication. The image of Danang as a livable city is promoted by Danang University's members to attract prospective students. Sixteen students are willing to participate in the interviews. Among the participating students, four were local, four were international students, and eight were non-local who come from the other parts of Vietnam. The sample size of 16 students meets the requirement for conducting ZMET. The gender distribution rate is quite similar, with the percentage of male students being 56.25%. Every respondent was asked to attend two interviews at their convenience. The interview stage lasted from December 2018 to January 2019. Unlike Danang graduate students who select a location for higher education for many other reasons than the image of the place in which the universities are located, undergraduate students tend to choose a university attached to the city image. Therefore, the sample here only includes undergraduate students. The participating students received mobile phone cards for encouragement after finishing the interviews.

To explore Danang's perceived image in students' minds, I prepared for the pre-interviews following the ZMET protocol. In general, this study shows the efforts to define Danang's brand image's constructs through the thoughts and feelings of undergraduate students who had

already chosen Danang as a HED. At least one week before the official interviews that took approximately two hours, the interviewer met every student separately to introduce the research objectives, procedures, forms, schedule time, and place for the next meeting. The participants were asked to find 12 pictures or photos to present their thoughts and feelings about Danang to answer the question "What associations come to your mind when you think about Danang?" They were asked to look for pictures/photos from any source, such as books, newspapers, magazines, and photos taken by themselves. The images must be metaphors and not include any name or symbol attached to Danang. The metaphor explanation was carefully conducted during first-time meetings. Students were instructed to not select images that directly illustrate Danang, such as its attractions, historical sites (i.e., Ba Na Hills, Dien Hai citadel), iconic buildings (i.e., the administrative building, Dragon bridge), city advertisements, or the city logo.

The official interviews were conducted following the ZMET steps (Coulter & Zaltman, 1994):

Step 1. Storytelling. The student describes the content of each picture. Probe questions can be used to understand the student's insight.

Step 2. Missed Images. The student illustrates the pictures unable to be obtained and explains the relevance. Being given chances to describe issues related to finding pertinent pictures enabled the respondents to address concerns that may have come to their minds after collecting images or during the interview process. For instance, Participant D1 described a party at the beach in the afternoon while another family was sightseeing in the corner of the picture. Two extremes of Danang—the excitement of the party and the peace of sightseeing—are integrated into this picture, which she could not find from anywhere. She explained that this image showed the contradiction in unity that makes Danang unique.

Step 3. Sorting Task. The student sorts the pictures into meaningful piles.

Step 4. Construct Elicitation. Basic constructs and their irrelevances are elicited. Triad tasks and extended metaphors can be applied.

Step 5. Most Representative Picture. The student selects the most representative picture of Danang.

Step 6. Opposite Images. The student describes the reverse image of Danang. For example, Participant I1 illustrated a dirty city with a traffic mess, exorbitant prices for international tourists, and garbage everywhere.

Step 7. Sensory Images. The student uses other senses to illustrate what does and does not represent the concept being explored.

Step 8. The Mental Map. The student creates a map using the constructs that were mentioned earlier.

Step 9. The Summary Image. The student creates a summary image with the assistance of Microsoft Power Point.

Step 10. Consensus Map. The researcher creates a map with the most important constructs.

All these steps were conducted during the interviews, except for Step 10, which had to be dealt with after coding and statistical analysis.

4.6 Brand Concept Mapping

BCM is proposed by John et al. (2006) that derived from concept map methodology that is common in educational research and social psychology (Joiner, 1998; Ruiz-Primo & Shavelson, 1996). It offers clear rules for the aggregation stage of generating the consensus map after

eliciting individual concept maps. A consensus map represents the brand equity and shows how core brand associations connect to the brand and other traits. It is, therefore, considered a more straightforward accessible and widely spread tool than other earlier techniques, thus relatively spread widely.

The final constructs of a consensus map from the above stage were considered to build a word bank for Danang brand concept mapping in the second stage. Some associations were added from Brandt and de Mortanges (2011) study, the categorization of Hankinson (2005), and promotion materials of universities in Danang. Thirty associations were included in the word bank for pre-testing (see Table 7). The added associations are related to university characteristics and salient cultural manipulations that were absent from thoughts and feelings of students when considering Danang merely as a city (not as a HED).

Table 7. Associations of Danang as a Higher Education Destination

Dimensions	Associations
Economy	Tourism
	Development
	Job opportunities
	Potential (boosting cross-culture, business and immigration)
	Successful organizations have a partnership with the university
Physical environment	Natural endowments
	Close, clean sea
Activities and facilities	Leisure places (landmarks, café's, milk tea, entertainment spots)
	Beautiful landscapes
	Various cuisine
	Infrastructure
	Living environment

	Attraction
	Integration (open culture)
	Hometown feeling (comfortable, safe, affinity)
	Modernity
	Practical research facilities
	Architecture, <u>bridges</u>, history, folklore
	Culture and arts: Museums, theatre, concerts, cinema
	<u>*Festivals and events*</u>
Brand and reputation	Livability (affordable prices, enjoyable feeling)
	Prestigious university
People	People
	Peacefulness
	Crowdedness
	Friendliness
	Dynamism
Accessibility	Orderly traffic
	Centralized campus
	<u>*Heritage fork (connecting Hoi An ancient town, Hue citadel, My Son sanctuary)*</u>

Notes: *Italic* texts are adapted from Brandt and de Mortanges (2011); <u>*Italic and underline*</u> texts are added from promotion materials about Danang.

Source: Aggregated by the author

After pre-testing with 36 students (at the end of March 2019), the official word bank in Table 8 was used for the mapping stage.

Table 8. Word bank for mapping stage

Natural endowments	Close, clean sea	Leisure places (landmarks, café's, milk tea,	Beautiful scenery	Various cuisine

		entertainment spots)		
Peacefulness	People	Orderly traffic	Infrastructure	Living environment
Tourism	Development	Crowdedness	Attraction	Integration (open culture)
Job opportunities	Potential (boosting cross-culture, business and immigration)	Friendliness	Dynamism	Hometown feeling (Comfortable, safe, affinity)
Modernity	Livability (affordable prices, enjoyable feeling)	*Prestigious* organizations, *companies* have a partnership with the university	Practical research facilities *of the university*	*Convenient location of the* campus
Prestigious university	Architecture, bridges, history, folklore	Culture and arts: Museums, theatre, concerts, cinema	Festivals and events	Heritage fork (connecting Hoi An ancient town, Hue citadel, My Son sanctuary)

Note: *Italic* texts have been modified after pre-testing

Source: Aggregated by the author

A brand concept map is used as an example to explain how to draw individual maps (refer to Appendix C). The respondents were requested to build their maps by using hints in the word bank. They also were encouraged to add their own association to the map if needed. According to John et al. (2006), if the frequency of supplement associations are high enough (mentioned by at least 4% of respondents), the brand associations should be added to the original collection.

There were 293 Danang undergraduates participate in the study in April 2019. First, the brand concept map example was explained to them carefully, specifically explaining that a city brand is centrally connected to the associations by different lines. Participants were reminded that they do not need to care about the dashed circle. When thinking about this brand, the first image in the minds of students here is the circle that connects directly with the city. These

associations can be linked to each other or indirectly related to the others. The link types (single/double/triple) represent the strength of the relationship between associations. The more lines are used, the stronger the connections are. Next, participants were instructed to create the own BCMs by using a word bank to answer the question: "When thinking about Danang city as a higher education destination, what comes to your mind?" Respondents took around 20 minutes to draw their maps and review the example for reference. Then they were requested to evaluate the expectation and performance of each association by 7-point Likert scale, that is equivalent to how they expected when selecting Danang as a place for studying and how they perceived after that. The information then was coded in terms of the level of each association and the link type (single/double/triple and superordinate/subordinate). The encryption is shown in Table 9.

Table 9. Encryption of individual maps

		BA1	BA2	BA3…	Coding
Level	Map 1				First order (directly linked to Danang): 1
	Map 2				Second order (linked to the direct BA): 2
	Map 3…				Third order (linked to the second BA): 3
					Fourth order (linked to the third BA): 4
Link strength	Danang				Single link: 1
	BA1				Double link: 2
	BA2				Triple link: 3
	BA3…				
Above/below link	Danang				Subordinate position: 1
	BA1				
	BA2				
	BA3…				

Notes: BA is the abbreviation of Brand Association

Instead of coding the presence/absence of 30 attributes, the study used the level to compute whether an association appears in each map by counting non-empty numbers. Since none of the added associations was mentioned enough, no additional attributes were designed for this step. The aggregation rules of John et al. (2006) were applied to select the core brand associations, the first-orders among them, and the link types.

4.7 Content Analysis

During this phase, I applied a qualitative method to analyze secondary data from the top 20 Vietnamese university websites. Based on the literature search, universities' role in city branding in the Vietnamese context contributes to three things: city prestige formation, place identity formation, and destination image formation through academic tourism encouragement. Figure 22 illustrates the conceptual framework developed in this study regarding the university role in city branding. The dark part represents the traditional functions of higher education. At first, universities can include their host cities' names in their brand names. Thereafter, they can contribute to forming their cities as hubs for education, technology, entrepreneurship, cultural experience, or even tourism through academic and extracurricular activities. Notably, a university campus can contribute to social interaction by becoming a public space.
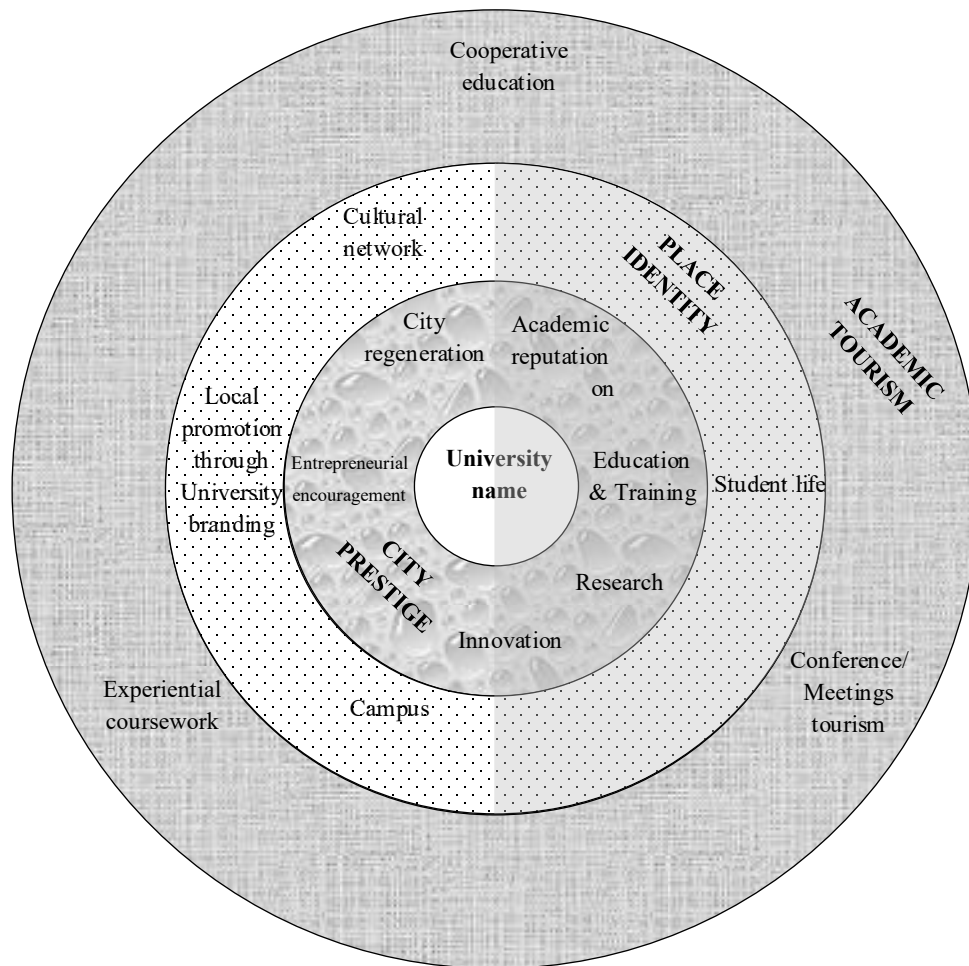
Figure 22. Conceptual Framework of University Role in City Branding

Source: Aggregated by the author from the literature review

The total number of research objects in this study is 51 universities, including university members (Table 10). The data was retrieved about the period from 2017 to the end of July 2019. With statistical analysis based on the presence or absence of content mentioned in the conceptual framework, the researcher determined how each university contributes to each aspect of city branding.

Table 10. Selected Top Universities in Three Regions of Vietnam

Regions	University name (Code)	Website	University members' websites
Hanoi	Vietnam National University, Hanoi (VNU)	https://www.vnu.edu.vn/	http://ussh.vnu.edu.vn http://www.hus.vnu.edu.vn/ http://uet.vnu.edu.vn/

			http://ulis.vnu.edu.vn/
			http://www.ueb.vnu.edu.vn/
			http://www.education.vnu.edu.vn/
			http://vju.vnu.edu.vn/
	Hanoi University of Science and Technology (HUST)	https://www.hust.edu.vn/	
	Hanoi National University of Education (HNUE)	http://hnue.edu.vn/	
	Hanoi Medical University (HMU)	https://www.hmu.edu.vn/	
	RMIT University (RMIT)	http://www.rmit.edu.vn/vi	
Central Vietnam	Hue University (HUEUNI)	http://hueuni.edu.vn/	http://hued.hueuni.edu.vn/
			http://husc.hueuni.edu.vn/
			http://dtdh-ydh.edu.vn/
			https://huaf.hueuni.edu.vn/
			http://hufa.hueuni.edu.vn/
			http://hce.hueuni.edu.vn/
			https://hucfl.hueuni.edu.vn/
			http://hul.hueuni.edu.vn/
			http://hat.hueuni.edu.vn/
			http://fpe.hueuni.edu.vn/
			http://huis.hueuni.edu.vn/
			http://huib.hueuni.edu.vn/
			http://iren.hueuni.edu.vn/
			http://2rie.hueuni.edu.vn/
	The University of Danang (UDN)	http://www.udn.vn/	http://dut.udn.vn/
			https://due.udn.vn
			http://ued.udn.vn/
			http://ufl.udn.vn/vie/
			http://vnuk.udn.vn/
			http://ute.udn.vn/
			http://cit.udn.vn/
			http://sict.udn.vn/
			http://smp.udn.vn/
	Duy Tan University (DUYTAN)	https://duytan.edu.vn/	

	Nha Trang University (NTU)	http://www.ntu.edu.vn/	
Southern Vietnam	Vietnam National University, Ho Chi Minh city (VNUHCM)	https://vnuhcm.edu.vn/	http://hcmussh.edu.vn/ https://www.hcmus.edu.vn/ https://hcmiu.edu.vn/en/ https://www.uit.edu.vn/
	Ho Chi Minh City University of Technology (HCMUT)	http://www.hcmut.edu.vn/vi	
	Nong Lam University – HCMC (HCMUAF)	http://www.hcmuaf.edu.vn/	
	Ton Duc Thang University (TDTU)	https://tdtu.edu.vn/	
	University of Medicine and Pharmacy at HCMC (YDS)	http://www.yds.edu.vn/yds2/	
	HUTECH University of Technology (HUTECH)	https://www.hutech.edu.vn/	
	HCMC University of Technology and Education (HCMUTE)	https://hcmute.edu.vn/	
	Hoa Sen University (HSU)	https://www.hoasen.edu.vn/vi	
	Ho Chi Minh City University of Law (HCMLAW)	http://www.hcmulaw.edu.vn/	
	Dalat University (DLU)	http://www.dlu.edu.vn/	
	Can Tho University (CTU)	https://www.ctu.edu.vn/	

Source: Selected from Top 100 Vietnam universities (edu2review.com)

Chapter 5 RESULTS AND DISCUSSION

5.1 Introduction

This chapter contains the solutions to the research problems. The results of the first phase of the research are described in sections 5.2, 5.3, and 5.4. The second phase findings are shown in Section 5.5, including the role of Vietnamese HEIs in city branding.

5.2 The Role of Culture in Place Identity Formation

From the secondary data analysis, Danang identity is presented in Table 11. As shown below, Danang distinguishes itself as a growing and habitable tourist city with diverse nature, history, infrastructure, bridges, villages, people, intangible culture, relics, and landscapes. The place is also a dynamic, peaceful city characterized by humanity, study promotion, and innovation.

Table 11. Danang Identity according to Danang documents

Imprint	***Tourism***, Event, Heritage gateway, Socioeconomic center, ***Growing urban***, IT, ***Livable city***, Policy ("5 khong 3 co 4 an")
Diverse nature	***Sea, Han river, mountains***
History	***Tourane concession, Trading port (foreign trade), Political (military) cultural center, Hoang Sa island***
Infrastructure	***Danang international airport, transportation***
Bridges	***Han river bridge, Dragon bridge***
People	Friendliness/hospitability, ***Compliance***
Culture	***Quang culture, Cultural interference***, Cultural exchange, ***Open and tolerance***, Eating habit (local markets, fish, fish sauce, green chili, bread, fruitfulness)
Values	***Dynamism***, Safety, ***Peacefulness, Humanity***, Environmental consciousness, ***Study promotion, Innovation***
Relics and landscapes	***Marble mountain, Son Tra (monkey) mountain, Ba Na mountain, The Hai Van pass, Dien Hai citadel***, Revolutionary bases, ***Cemeteries and tombs, Cham sculpture museum***, Religious works (***Pagoda***)
Village	Non Nuoc (Quan Khai) village, Nam O village, ***Village communal houses, Co Tu community***
Intangible culture	***Traditional festival*** (Whale festival, Muc Dong (herd-boys) parade festival, Quin Yin ceremony, Praying-for-rain festival, ***folklore*** (Tuong – traditionally performed in Vietnamese theatre, Nguyen Hien Dinh – Tuong (former Hoa Binh) theatre, Bai Choi)

*Notes: **Bold Italic** attributes are mentioned with the high agreement.*

Source: Aggregated from secondary data

Regarding primary data, the results show that most respondents mention the mission and vision of Danang in Resolution No. 43 and Resolution No. 33, which were issued by the Vietnam Political Bureau. As stated by opinion leaders, Danang has a vision of a happening city with an environmental orientation. Currently, Danang is a safe and friendly city with natural endowment, tourism, infrastructure, people, events, and a comprehensive educational system. These attributes were mentioned by at least 52.38% of interviewees (except 47.62% belongs to IT) (refer to Table 12).

Table 12. Opinion leaders' perception of Danang identity

Vision	*Livable city*
Mission	*Environmental orientation*, *IT application*, Logistics
Benefits	Citizens
Imprint	*Natural endowment*, *Tourism, Events*, Service, Heritage gateway, Infrastructure, Potential, *Socioeconomic center*, *Leadership*, *Policy*
Urban	*Growing urban*, *Urban architecture*, Orderly development (based on *Urban planning*), (-) Privatization
History	*Trading port*, *Geopolitical position*, Early religious appearance
Infrastructure	*Traffic*, Bridges
Education	*Comprehensive educational system*, *Higher education*
People	*Friendly*, *Compliance*, (-) Unskilled labor
Culture	*Quang culture*, Cultural investment, *Cultural interference*, Marine-oriented culture, Cultural transformation, (-) Traditional visible culture, Open and tolerance
Values	Dynamism, *Safety*, Peacefulness, *Harmony*, Humanity, Environmental consciousness, *Innovation*
Relics and landscapes	Relics, *Cham museum*
Immaterial culture	*Traditional festival* (Whale festival, Quin Yin…), Folklore (Tuong, Bai Choi), Village

Notes: **Bold Italic** attributes are mentioned with the highest agreement; *Italic* ones are the next.

Highlight texts show the similarities to attributes from secondary data.

Source: Analyzed from in-depth interviews

Besides identifying similarities between the above results, the opinion leaders added some negative attributes, such as *privatization*, *unskilled labor*, and *material culture*. These traits show the disadvantages of Danang concerning its ability to satisfy different stakeholders. Firstly, privatization is related to the group benefits issue and the tradeoff of Danang. This

means that during its self-development, Danang must privatize the public land fund to enhance its development speed. It leads to a lack of public spaces for the community. Also, despite development based on urban planning, some projects have not been used as expected because of private interventions. As a result, the benefits of urban transformation are reaped by a group of wealthy people rather than most common citizens. Locals can benefit from urbanization in the short-term, but the long-term benefits are not viable. Another negative influence of privatization is that it transforms the traditional value of festivals. Interviewee C and Interviewee P, two cultural experts, agreed that the celebration of the God of Wealth created by the private sector is not appropriate considering the beliefs of the locals. The traditional festivals of Danang are related to hard work and praying for peacefulness, not wealth without effort.

Next, when mentioning the labor force, it is necessary to pay attention to two aspects, quantity and quality. As stated by Interviewee N, given the location of Danang at the "waist" of Vietnam, the city cannot supply the labor force as much as investors expect. He even visualized the small of workforce by describing a rotating compass within Danang territory. Interviewee H confirmed this fact. She added that almost the unskilled laborers who used to work in Danang came from the other localities. After the Tet holidays or other vacations, many of them choose to stay in their hometowns instead of returning to Danang to continue their work. This instability is why human resources is always a concern for investors.

Lastly, traditional visible culture is a negative aspect of Danang. The city has lost many cultural heritages because of war and political issues. Although the town is known under the name Tourane, a French concession, there is a very limited amount of French architecture remaining in Danang, especially when compared to that in Hanoi Capital Town and Ho Chi Minh City. Even Ba Na Mountain, which was initially known as a luxury French resort during

the colonial period, has been concreting nowadays. Ba Na is now famous for its European architecture, the cable length, and recently, the Golden Bridge. It is also evidence of privatization. Interviewee I worried about this situation when recalling a time when everyone could come to Ba Na without using cablecars. Similarly, some private projects have prevented citizens from enjoying the sea by blocking paths to it.

Fortunately, Danang aims to be seen as a livable city an environmental mission and IT applications. IT was initially the strength of Danang because exceptionally skilled workers from this industry graduate from the University of Technology, The University of Danang. As stated by interviewee Q, IT has been applied to many aspects of living in Danang, from checking information to ensure safe transactions to e-government enforcement. The city mission wonderfully fits with the vision of a livability. Nevertheless, given that any city with a culture-based identity tends to be a tourist destination, tourism is not the focus of Danang in the long-term (as admitted by Interviewee H and Interviewee U). Recently, Danang has become well known for its role of hosting international events, and it has even been mentioned as the city of events. However, the challenge faced by urban planners is how to meet the requirements of visitors.

As most respondents perceived, Danang is a growing city with an identity that is not easy to define. Interviewee U stated that many dynamic factors could affect identity formation. Nevertheless, he appreciated the local people's consciousness that can be considered as the value of Danang. His statement means that local people can have the characteristic of being afraid to disturb others, like citizens from developed countries. This value is really a point that differentiates Danang people from the others in the context of a developing country like Vietnam. Danang's community consciousness is reflected through environmental

consciousness, which makes the city not too difficult to attain the mission of an environmental city, as long as the safety is appreciated.

Since historical times, Danang culture cannot be separated from Quang culture because it has held a geopolitical position as a trading port. This cultural attachment is the result of the interference of Western and Eastern influences, as well as Cham culture and Dai Viet culture during the realm expansion process. This explains why Danang can inherit to form its own culture reflected by openness and tolerance and ready to reconcile the differences. The culture is most clearly represented through friendly and compliant people. Such compliance is an advantage for the city leadership concerning labor usage. On the contrary, the union between Danang people is weaker than that between people from other localities (Interview M).

Concerning education, the value of study promotion found in the secondary data is reflected in Danang's comprehensive educational system today. Interviewee U, a leader initially attracted by Danang's talent policy, appreciates the comprehensive education system highly agreed by most respondents. He said that immigrants bring their family members and want to pull their countrymen to build their community. Hence, they need a suitable environment for their children from kindergarten to higher education system levels. HEIs have branded themselves as prestigious HED choices, such as The University of Danang, a regional research-oriented university with strong linkage to industries.

Table 13. The City Identity depicted via Music

Imprint	Natural endowment (sea, mountain, river)
Urban	Growing urban
History	Port (Tien Sa)
Infrastructure	Traffic, Bridges
People	Heroism
Values	Humanity, Memory
Relics and landscapes	Marble mountain, Ba Na mountain, Son Tra mountain, Hai Van pass

Source: Aggregated from songs lyrics analysis

The remaining data source – song lyrics – represents the desire to use music to depict Danang's identity (Table 13). As can be seen, Danang appears as a growing city with the natural resources, Tien Sa port, landscapes, bridges across the Han river, and a humanity-oriented and memorable place. Its other attributes are dreamy (22.88%), livability (19.49%), folklore (19.49%), urban architecture (16.95%), Non Nuoc village (15.25%), tourism (14.41%), friendliness (13.56%), event host (DIFF) (11.02%), and eating habit characterized (10.17%). Although efforts to use art to promote Danang cultural identity, cultural imprints seem to be blurred. Only two songs mention the Cham museum. Concerning Folklore, except 'Hò' (Quang chanty), the other kinds are not shown in the song lyrics. This absence partly explains why Danang songs nowadays have not imbibed in the hearts of the locals. When focusing on 18 popular songs about Danang, characteristics including livability, peacefulness, friendliness, and dreaming are highlighted (41.18%, 35.29%, 29.41%, 29.41% of the 18 songs, respectively).

5.3 The Perceived Image of Danang

The interviewer defined key themes or constructs mentioned by the participant based on each interview's hidden thought exploration. After that, the aggregated list of constructs was formed. The criterion for mutual construct selection proposed by Zaltman and Coulter (1995) is applied in this study. The cutoff level is often between one-fourth and one-third of the number of study participants (Christensen & Olson, 2002). This means that every mutual construct must be mentioned by at least four (1/4x16) to six (1/3x16) participants, given that the total number of participating students was 15. Hence, 31 mutual constructs mentioned by five or more of the 16 participants (N ≥ 5) were identified in this study. Among them, *tourism* and *development* were mentioned by 13 students, followed by *crowdedness*, which was mentioned by 11 participants.

After creating the construct list, I coded the construct pairs that represent the causal relationships between two constructs. These pairs are typically extracted from steps 1, 2, and 4, as stated earlier (Zaltman & Coulter, 1995). Thereafter, paired constructs were chosen based on a cutoff level of one-fourth or more of the total participants (Tseng & Tseng, 2012). In other words, a pair-construct was identified when four (1/4x16) participants mentioned it (n ≥ 4). Given that these were 16 interviewees, each paired-construct that appears on the consensus map of Danang was mentioned by four or more students (see Table 14).

Table 14. Paired constructs appear on the consensus map

Casualty construct	Number of students who mention
natural endowment → sea	4
natural endowment → tourism	5
leisure places → tourism	4
beautiful scenery → tourism	6
cuisine → tourism	6
tourism → integration	4
tourism → development	8
tourism → attraction	4
traffic → development	4
development → opportunities	6
development → potential	5
development → modernity	4
infrastructure → modernity	4
people → friendliness	9
people → crowdedness	5
people → dynamism	5
crowdedness → unpleasantness	5
peacefulness → home	8
living environment → livability	4

Source: Aggregated by the author

However, there are differences among the three groups of students. Foreign participants did not mention *opportunities* and *potential* (maybe because of language barriers in job hunting). They have associations of the *sea*, while only one person in the remaining group mentioned

this construct. The impression of *unpleasantness* was also mainly mentioned by foreigners and local students, and only one interviewee in the non-local group had this association. Perhaps, the reason for this negative feeling is the overcrowding of people and vehicles. Non-local students tend to accept this situation much more than the others because they are immigrants. Reversely, the image of a Danang as a *livable*, *dynamic* city with a positive *living environment* does not seem to fit with local students (no one mentioned these constructs).

Figure 23 shows the consensus map of Danang. The figure shows nine independent primary constructs or originators: *natural endowment*, *leisure places*, *beautiful scenery*, *cuisine*, *peacefulness*, *people*, *traffic*, *infrastructure*, *living environment*. The 11 final constructs are *sea*, *attraction*, *integration*, *opportunities*, *potential*, *friendliness*, *dynamism*, *home*, *modernity*, *unpleasantness*, and *livability*. *Modernity* is the final construct of *infrastructure* or *traffic*. On the aggregated map, after excluding eight independent constructs without any relevance, 23 constructs remained. The exclusion of these eight constructs was suitable based on the rule mentioned by Zaltman and Coulter (1995).
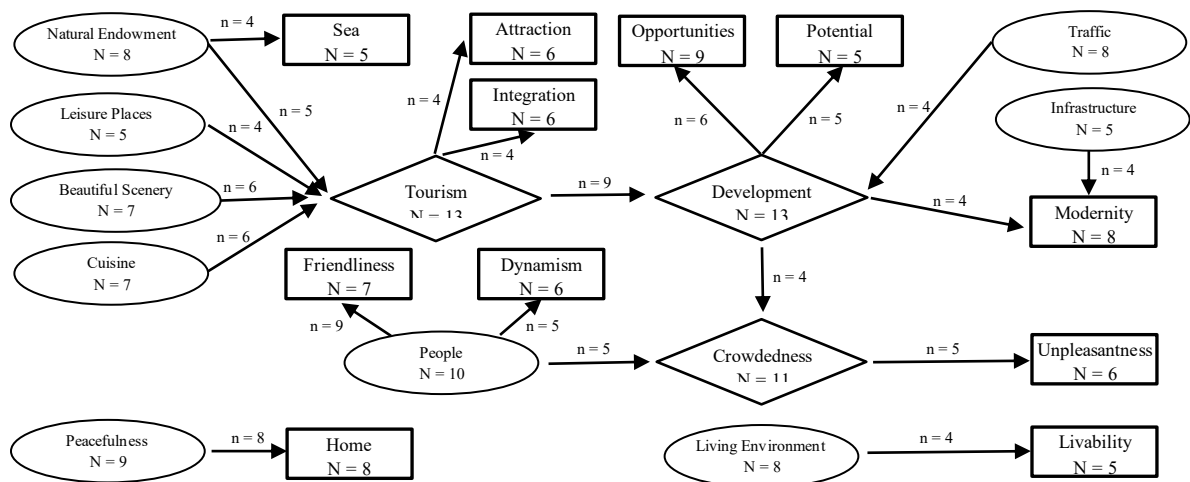
Notes: N: the number of students who mention the construct
n: the number of students who mention the paired-construct
originator   transmitter   receiver

Figure 23. Danang consensus map in students' mind

Source: From the analysis result of the author

The map shows the reasoning process between primary constructs or originators (circles), transmitters or connectors (diamond shapes), and destinations or ending points (rectangles). Among them, primary constructs lead to other constructs, while final constructs are dependent consequences. Transmitters represent the linkages between them and between originators and other connectors. Therefore, fundamental constructs and transmitters engender the remaining ones. In this study, nine originators (*natural endowment*, *leisure places*, *beautiful scenery*, *cuisine*, *peacefulness*, *people*, *living environment*, *traffic*, *infrastructure*) and three connectors (*tourism*, *development*, *crowdedness*) should be focused on Danang communication strategies.

The features of the key constructs are illustrated hereafter:

Natural Endowment The advantages that Danang receives from nature, such as the sea, rivers, and mountains.

Leisure Places These are places that are suitable for leisure, including natural places, cafes, milk tea shops, landmarks, and entertainment venues.

Beautiful Scenery These are the beautiful, inspirational views of Danang.

Cuisine Danang's cuisine includes clean and delicious seafood, fruits, and diverse specialties that represent the local culture.

Peacefulness Positive feeling, not overthinking, and slow rhythm of life

People Lenient, connected people who used to live or have been living in Danang

Traffic Dense but systematic, vehicles move in an orderly way on the streets.

Infrastructure These are the physical structures and facilities of Danang that contribute to a clean environment.

Living Environment These are the socioeconomic spaces and natural environments in which people live.

Tourism Tourism has numerous advantages and is experienced by many people.

Development Danang is a big center in Central Vietnam with hi-tech, highly competitive workplaces that recruit talented workers and is symbolized by the hotels and resorts along the beach and skyscrapers in the city. The proper policy for Danang is 'development is the motivation for self-improvement.'

Crowdedness An increase in the number of people.

Sea The sea is the salient feature of Danang, and it is located near the city center, representing a clean city. Going to the sea is one habit of Danang citizens.

Attraction Danang has the power to arouse participation in city activities.

Integration The cultural promotion goes along with multicultural, open-minded lifestyles.

Opportunities The development of Danang brings career chances, information accessibility, and student progress.

Potential Danang has achieved overall progress, leading to an increase in cross-culture, business, and immigration.

Friendliness Citizens are willing to help even strangers, and it is easy to make friends in the city.

Dynamic Representative of youth, festivals, and economic growth

Home Comfortable, safe, affinity feeling, and the flavor of a hometown

Modern Reflections of human elements in architecture.

Unpleasantness Negative feelings because of the narrow space, hot weather, and vehicle smoke. Some people can be overwhelmed by the hustle and bustle of the city.

Livability Affordable prices, many opportunities, and enjoyable feeling

The Appendix shows metaphors for these critical constructs. Among them, the images of waterside buildings, beaches, fruits, fireworks, indoor activities, a city full of lights, modern architecture, seafood, sharing behavior, shaking hands, a bed, a crowded stadium, crowded vehicles, tourists, multilingualism, entertainment spots, a water park, a traffic commander, work pressure, and development arrows had higher frequencies than the others. As seen earlier, Danang's beach, waterside activities, seafood, fireworks, sharing, orderly crowds, leisure places, and modern make impressions on students.

On the consensus map of Danang, three transmitters, *tourism*, *development*, and *crowdedness*, were most frequently mentioned by students. These associations play an essential role as bridges between nine originators and 11 receivers. The original construct, *people*, only comes after the transmitters, leading three final constructs, *friendliness*, *dynamism*, and *unpleasantness*. *Friendliness* reflects the communicative aspect of *people* while *dynamism* is representative of youth through activities like festivals. In other words, these two constructs are similar to the items of *location* mentioned by T. V.-A. Truong (2016). The author modified the issue regarding sociocultural activities in the big city proposed by Keskinen, Tiuraniemi, and Liimola (2008) to *dynamic environment* after the qualitative stage of the research. *Dynamism* is also the highest evaluated item in the *location* of education destination, followed by the *living environment* with proper living cost and rhythm of life. *People* element in terms of communication and *Natural ingredients* such as climate and beautiful landscapes have the most dominance.

As compared with the study of T. B. T. Nguyen (2013) regarding the measurement of Danang brand image as a destination in tourists' mind, there are some similarities. The author also applies unstructured techniques to explore the holistic and unique image of Danang. The results show a striking and comprehensive image of the beach (usually called China beach), seafood, transport infrastructure, new, modern/developed city, friendly people, friendly atmosphere, feeling of relaxation, and quietness. Meanwhile, the negative images are of too many vehicles and crowded streets. When mentioning unique images, foreign tourists memorize their favorite spots for tourism and the Han river with bridges. These are consistent with the critical constructs, including *sea*, *cuisine*, *traffic*, *infrastructure*, *modernity*, *development*, *friendliness*, *people*, *peacefulness*, *unpleasantness*, and *leisure places* in this study. The constructs remaining on the aggregated map of Danang seems to fit 56% (14 attributes) of the beliefs of students when they choose a university town in the first study of Brandt and de Mortanges (2011).

Sebastian Zenker and Suzanne C. Beckmann (2013) compared the internal and external groups of a city and demonstrated the equivalence in the impressions of students. The authors identified significant differences between creative class people and students concerning their core associations. Creative class people tend to memorize trading and economic conditions while students care much more about leisure activities. Students also have a strong connection between associations. The image of a home/place to settle down, the city at the waterfront, multicultural, red-light and party district, natural and free space, bars and restaurants, river, beautiful, likable, and helpful people have an analogy with constructs such as *home*, *natural endowment*, *leisure places*, *beautiful scenery*, *friendliness*, and *people* in this study.

The result reconfirms Danang's cultural strength concerning nature, cuisine, transportation, friendliness, people, and feelings of relaxation that also appeared in earlier studies about

Danang as a tourist destination. However, the reverse side of Danang's urbanization is represented via the connector *crowdedness*, which leads to the final construct *unpleasantness*. These negative aspects have never appeared before. Using different lenses, tourists may be too familiar with the crowdedness of tourist spots while T. V.-A. Truong (2016) confirmed that students choose a destination for not only studying but also living. Fortunately, the uncomfortable feeling can be balanced by the bustle mentioned via interviews with the metaphor techniques. Students tend to perceive Danang from a career opportunities perspective, which was not mentioned by tourists. Moreover, the authors of other studies about Danang only use the frequencies or structured methodologies that cannot define which associations are most important for city marketers. In the present study, I found that the city communicators should focus on three connectors (*tourism, development, crowdedness*) caused by nine oval constructs.

Despite not directly mentioning typical culture as in other cities, the cultural element of Danang is included in *sea-oriented* habits (of the citizens), *cuisine* (which represents the local culture), *leisure places* (coffee and milk tea shops, landmarks, entertainment spots), *people* (behaviors of sharing), *dynamism* (through festivals), *integration* (cultural promotion, multicultural and open-minded lifestyle), *potential* (an increase of cross-culture), and *living environment* (socioeconomic space) constructs. The other cultural aspects, such as art and urban architecture heritages did not make any impressions on the participating students. This indicates that Danang has the advantages of immaterial cultural values attached to the characteristics of a young modern city. Nevertheless, the unpleasant feelings result from the overcrowding of people and the narrow spaces and too many vehicles emitting smoke in the city, thus issuing warnings of urban planning related to accommodation, environmental issues, and public transportation.

Overall, Danang appears as an ideal destination for visitors (due to its nature-based attractions, beautiful scenery, leisure places, cuisine, and hospitality), for living settlement (due to its livability, peacefulness, hometown feeling, working environment, and modernity), as well as for entrepreneurs (due to its potential, development, dynamism, and developed infrastructure). However, the absence of elements related to higher education reshows that influential leaders have overlooked higher education in depicting the city identity.

5.4 Brand Concepts of Danang as a Higher Education Destination

When participants were asked a specific question regarding destination for higher education, Danang's perceived image became much more positive. A cluster of prestigious universities appears as a core association of the Danang brand. It is also a signal of academia–industry-government linkages with job opportunities and partnerships with prestigious organizations.

Consensus map for Danang as a higher education destination

The frequency of mention (at least 50%) and the number of interconnections (further consideration if the rate is in range of 45-49%) were the basis to select core brand associations. Among these, the attributes with at least 50% first-order mention ratio, more superordinate than subordinate, were direct associations of Danang (refer to Appendix E). Then frequencies for association links were used to define which attributes were core brand associations. The traits that meet the condition (linked to the core associations with appropriate rates) were added to the map as non-core. The strength of each link was defined by rounding the average of lines to the nearest integer. Figure 24 shows the consensus map.

In this consensus map, twelve core brand associations are represented in oval shapes. Five traits, including *Living Environment*, *People*, *Livability*, *Tourism*, *Prestigious university*, have secure connections with the brand image of Danang (double links). Fifteen non-core

associations connect to the core ones on the map. These attributes converge most in *Tourism* reflect the dominant model of Danang as a tourist city. Besides, *Living environment* and *Livability* (affordable prices, enjoyable feeling) connect to each other strongly (directly and indirectly via core traits – *Friendliness*, *People*, *Modernity*, and via non-core attributes – *Dynamism*, *Orderly traffic*, *Peacefulness*).
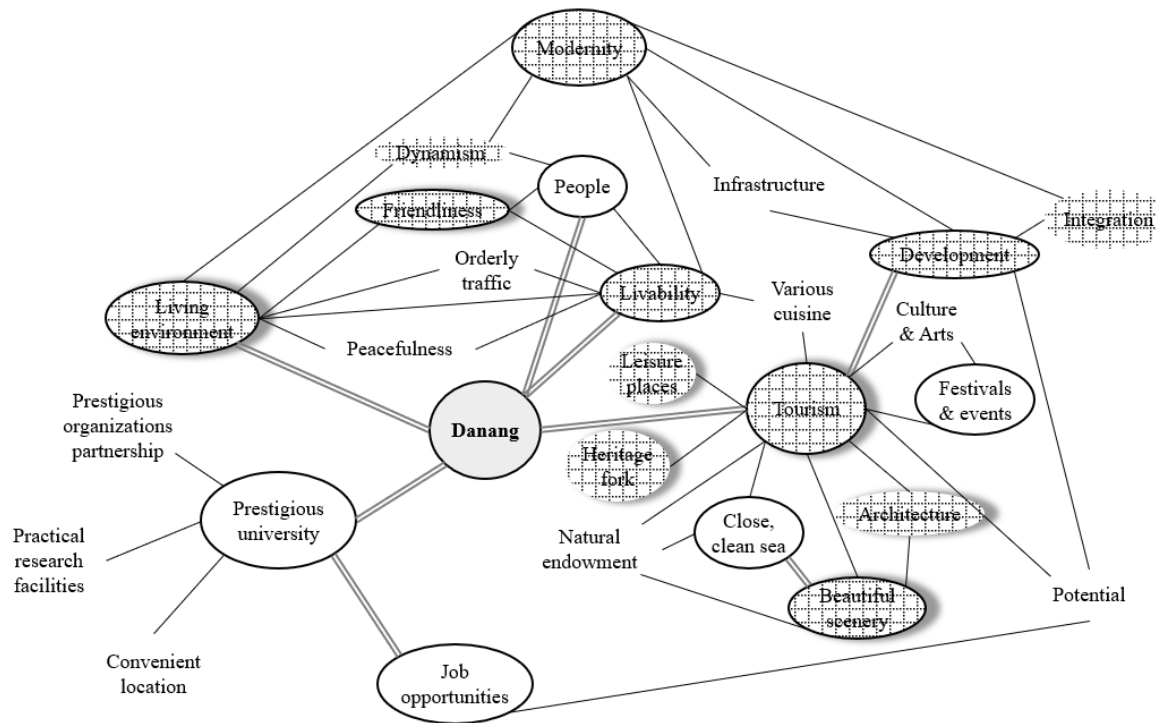
Notes: ▦ positive scale (>=5.5)   ⬭ Core brand associations

Associations with shadow are satisfied ones (Performance >= Expectation level).

N = 293

Figure 24. Consensus map for Danang as a Higher Education Destination

Source: From the analysis result of the author

Reliability

Since non-local students were the dominant group (226 respondents), they were chosen to test the reliability of the aggregation. The individual maps were split into two halves randomly (113 maps for each half). For each one, all the above steps to form consensus maps were conducted to check the consistency. Both maps share nine brand core associations, in which

four first-order associations – *Living environment*, *Liveability*, *Tourism*, *Prestigious university* remain stable (double-linked to Danang). Then the overall reliability test was conducted. The test was aimed to check the similarities in terms of the role (core or not), importance (1st order or not) of 30 brand associations, and the presence of links among 435 possible links. The correlations between two halves are 0.72 (p<0.01; N=30), 0.88 (p<0.01; N=30), 0.66 (p<0.01; N=435) respectively, which represent acceptable consistency.

Additionally, the similarities concerning the presence of each association link among 91 possible links (of 13 core associations in the consensus map of non-locals), the strength of those links were tested. The correlations (Table 15) reconfirm the reliability of the data.

Table 15. Correlations between two split-halves

Association links	Half 1 vs. Overall	Half 2 vs. Overall	Half 1 vs. Half 2
Presence	0.73	0.87	0.62
Strength	0.75	0.90	0.67

p < 0.01; N = 91

Source: Calculated by the author

Validity

The study divided individual maps into two parts that were estimated to have some differences from each other. Figure 25 depicts the consensus maps of these two groups. The map of non-locals is more complicated than of inhabitants, although both maps replicate the aggregation map in Figure 24. Non-locals tended to link the city development and integration indirectly through *Potential* while locals tended to vote for each association more positively, especially on *Tourism* and *People* aspects. Therefore, nomological validity is satisfied.

Non-local students
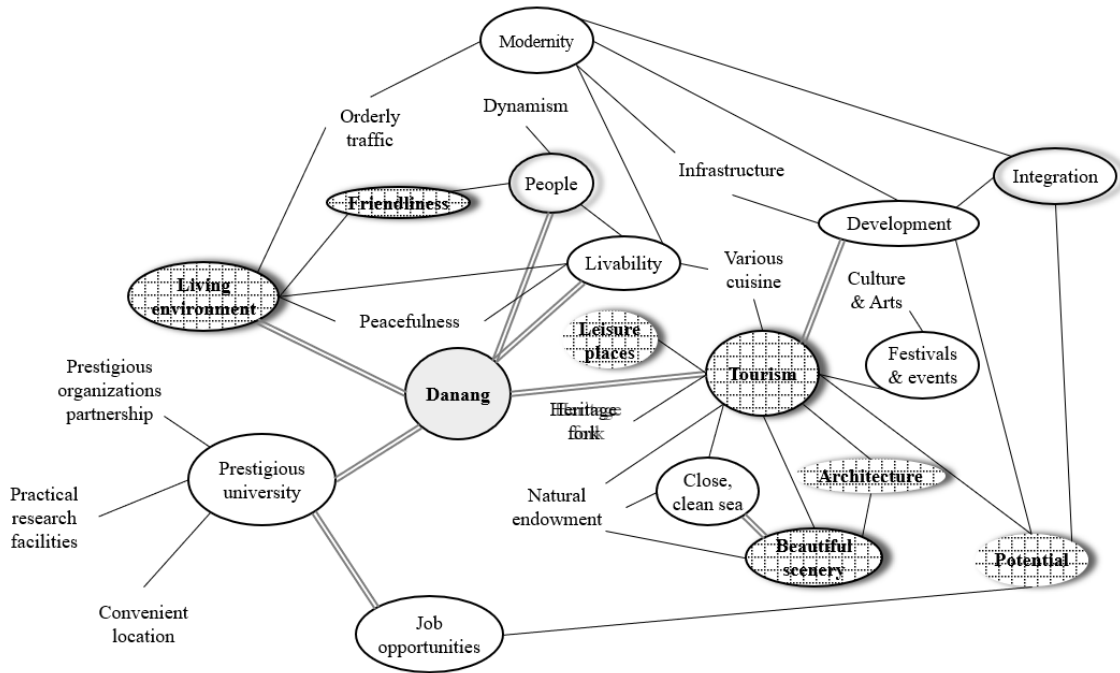
Local students
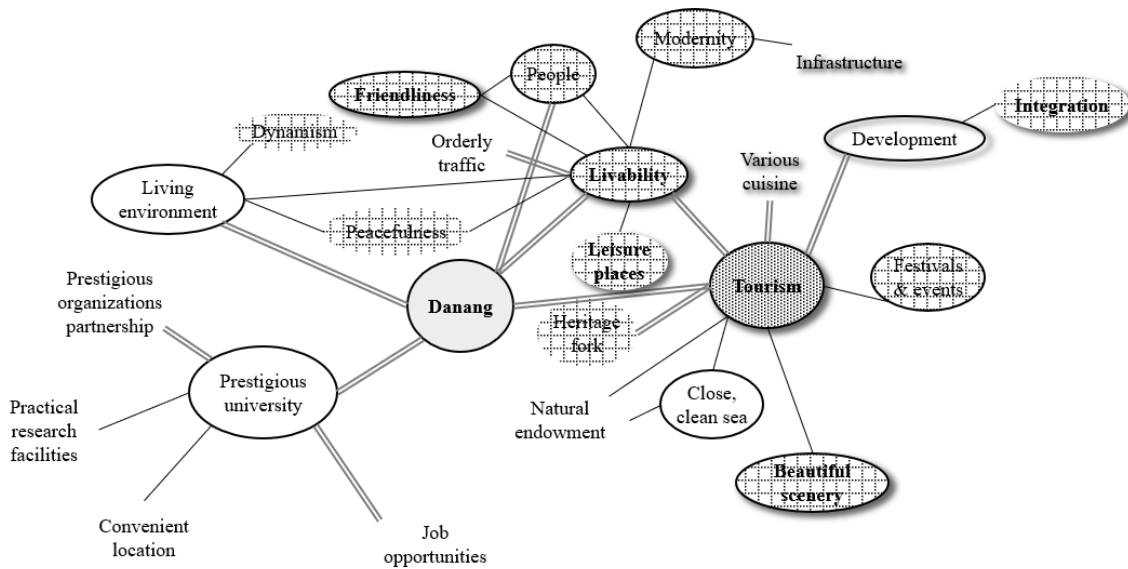
Notes: ░ positive scale (>=6) ┆ positive scale (>=5.5) ⬭ Core brand associations
Associations with shadow are satisfied ones (Performance >= Expectation level).

115

Figure 25. Nomological validity test
Source: From the analysis result of the author

In terms of communication, Danang is successful in sketching the image of a livable city with affordable prices and a pleasant feeling. Two salient clusters in the consensus maps confirm that Danang is a livable tourist city. The first cluster is related to the living environment and friendly people, including five brand core associations in which three among them are the first-order attributes. The second cluster represents the strength of a destination, including four core associations (*Close, clean sea*; *Beautiful scenery*; *Festivals and events*; *Development*) linked to the first level association – *Tourism*. Although *Prestigious university* is not linked to many associations as the others, its stable first-order position reflects the undeniable concern of undergraduates when choosing a destination for studying.

Researchers (Brandt & de Mortanges, 2011; Sebastian Zenker & Suzanne C Beckmann, 2013) showed that individuals who have more years of living in the host city also have more brand associations. Although this study shows the reserve side, there is no conflict between the results. Danang only attracts a few international students (almost from Laos) that are not included in our sample for BCM. Furthermore, attraction policy has not been developed yet in Danang universities except for some exchange programs in the short-term. Therefore, non-locals in this study were students whose hometown is mainly focused on Central Vietnam, not foreigners. This fact can explain why non-locals even have more complex associations than inhabitants. They tend to connect the HED to job opportunities, the potential of a modern city developing with integration. While citizens are satisfied with living conditions since they can live with their parents, non-locals are forced to be more independent when confronting to university entrance. Typically, non-locals prefer to study in the city that they have the intention to live and work after graduation. Hence, they need to pay much more attention to associations

related to the labour market. Higher education is also attached to personal skills development. Thus, for non-locals, the integration that is understood as open culture is helpful to attain self-progress, the competitive advantage for their career.

Similarly, non-locals care much more about culture (*Architecture, bridges, history, folklore*; *Culture and Arts*). It is consistent with the recent trend via social networks in Vietnam entitled "Local people but never…," for examples, Danang people but never watch the dragon breathes fire on Dragon bridge, Can Tho people but never go to the floating market, and Saigon people but never go to the Independence Palace or Ben Thanh market. This trend means that many local people have never experienced the culture of their cities. They might think that since they stay in the localities for a very long time so they can enjoy it whenever they want. Hence, the consensus map for non-locals reflects much more desires of non-locals on culture consumption as compared to locals.

Moreover, culture appears in earlier studies as first-order brand associations in case of Liège (Arts and Culture: theater, concerts, museums, cinema, and aquarium) and Hamburg (cultural offerings and multicultural), while it is placed as non core attributes in this study (various cuisine; heritage fork; architecture, bridges, history, folklore; culture and arts), except one second-level core attribute (festivals and events). In the case of Danang, almost salient cultural amenities are attached to the first-level association, tourism. Interestingly, associations related to the rhythm of life in Danang are also a kind of immaterial culture. Students think about intangible culture (festivals and events, leisure places, orderly traffic, friendly people, and peaceful living environment) much more than material one.

Although many attributes are positively evaluated, only some associations are satisfied by both groups (*friendliness, beautiful scenery,* and *leisure places*). Among them, only *Leisure places* are non-core one. The performances are not high enough to meet the expectations in

students' mind. Although inhabitants appreciate the integration more than non-locals, they do not find the *Potential* of Danang as a mediator between *Job opportunities* and *Integration*. This fact could explain why non-local undergraduates still choose Danang as a destination for their higher education among plenty of university choices. Regarding livability, local students tend to be satisfied by their feelings (livable), while non-locals are satisfied with the conditions that ensure it (living environment).

Remarkably, the findings confirm the research hypothesis. This means that Danang's influential leaders are missing the city's potential to be promoted as a university city. The way universities can contribute to Danang branding is figured out in the next section.

5.5 How Universities Can Boost Cities

The frequency statistics represent the role of Vietnamese universities in human capital development, job market enrichment, tourist attraction, destination image formation, spreading the sense of community and humanity, producing scientific knowledge, and preserving cultural heritage for their host cities.

Table 16. The Importance of Vietnam Universities

Regions	University	Triggers of city branding									
		Academic reputation	*Research*	*Innovation*	*Entrepreneurial encouragement*	*Commercial exploitation*	*Student life*	*Campus*	*University branding*	*Academic tourism*	*Others*
Hanoi	VNU	✔	✔	✔	✓	✓	✓	✔	✓	✓	✓
	HUST	✔	✔	✔	✓		✓			✓	
	HNUE	✓		✓			✓			✓	
	HMU	✓	✓				✓			✓	
	RMIT	✓	✓	✓	✓	✓	✓			✓	✓
Central Vietnam	HUEUNI	✓	✓	✔	✔		✓			✔	✓
	UDN	✓	✔	✔	✔		✓		✔	✔	✔
	DUYTAN	✓	✔	✓	✓		✓		✓	✓	✓
	NTU	✓	✓	✓			✓		✓	✓	
	VNUHCM	✓	✓	✓	✓		✓		✓	✓	
	HCMUT	✓	✓	✔	✓		✓			✓	

	HCMUAF	✓	✓		✓		✓			✓	✓
	TDTU	✓	✓	✓			✓	✓		✓	✓
	YDS	✓	✓	✓	✓		✓			✓	
Southern Vietnam	HUTECH	✓	✓	✓	✓	✓	✓			✓	✓
	HCMUTE	✓	✓	✓			✓			✓	
	HSU	✓		✓		✓	✓	✓	✓	✓	✓
	HCMULAW	✓	✓				✓			✓	✓
	DLU	✓	✓	✓			✓	✓		✓	✓
	CTU	✓	✓	✓	✓		✓		✓	✓	

Source: Aggregated from data analysis

Table 16 shows that almost all top Vietnamese universities conduct their essential functions, such as education and training, research, innovation, entrepreneurial encouragement, and cooperation (at international and national levels), through student exchange or academic tourism. Student life, which forms the urban lifestyle, is also boosted through cultural, sporting, art performance, and community contribution activities. Given that these activities promote green behaviors and ecological preservation, they significantly contribute to the sustainable image formation of localities.

A. Fashion Creation (HSU)   B. Banh mi Huynh Hoa (HUTECH)   C. Fashion Show (UDN)

Figure 26. Products and Brand Identity Designed by Students

Source: A. hoasen.edu.vn, B. hutech.edu.vn, C. udn.vn

Entrepreneurial encouragement is a notable role of VHEIs that is manifested via a specific form of commercial exploitation. This trend reflects universities' efforts to prepare their

students with the necessary knowledge and skills to enter the labor market after graduation. The focus of encouragement is fields like design, fashion, and marketing (see Figure 26).

A. Iconic building of VNU (Indochina University in the past)

B. The mural of artist Victor Tardier had been reconstructed in 2006 Nguy Nhu Kontum Hall

C. Dalat University campus inside

Figure 27. Famous University Campuses of Vietnam Universities

Source: A. B. vnu.edu.vn, C. kenh14.vn

Top universities inherit local resources to promote their campuses as cultural attractions. Figure 27 represents the campuses of Vietnam National University, Hanoi, and Dalat University, Dalat. VNU campus has a cultural heritage from French colonialism, while DLU campus is typical of a dreaming city with green spaces on hills. Additionally, Ton Duc Thang University and Hoa Sen University have made their campuses memorable spaces for experiencing student life. They can also pose as public spaces for sightseeing, as seen elsewhere in the world.

Interestingly, VHEIs in Central Vietnam tend to use local images to promote their conferences or enclose souvenirs for their partners. Hue, Danang, and Nha Trang are prestigious tourist destinations. Hence, it would be a waste if universities do not take advantage of their attractions. Notably, in the case of Danang, the image of the Han River with bridges across it is used again and again. Among them, the University of Danang is the most enthusiastic one in promoting the host city image.

Other contributions that need to be noted are famous people (VNU, RMIT, UDN, HUTECH), public spaces design/preservation (HUEUNI, UDN, DUYTAN, HSU), respect for intellectual property (HMULAW), and environmental consciousness (TDTU, HMUAF, DLU).
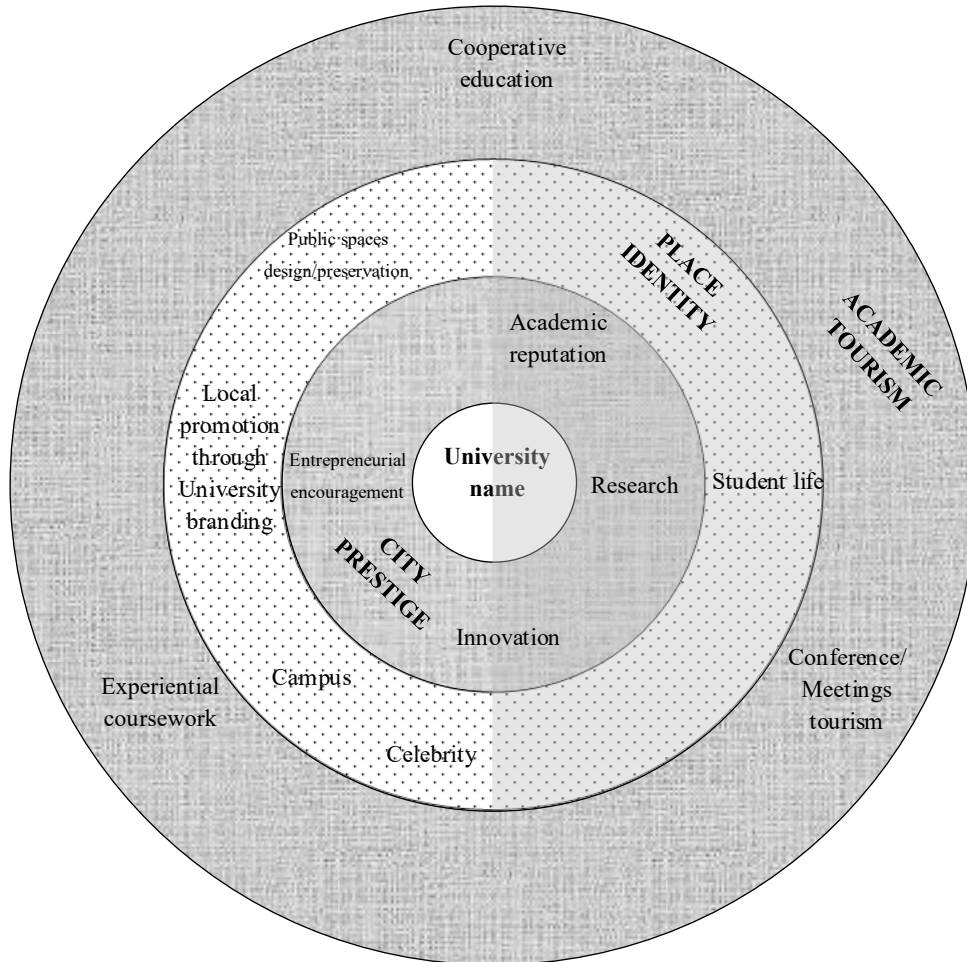
Figure 28. The Role of Vietnam Universities in City Branding

Source: Aggregated by the author from the finding

Figure 28 shows the role of Vietnam universities in city branding. The city regeneration function is absent while new elements, such as public space design/preservation and celebrity endorsements, appear in the empirical results. Scholars, artists, and the winners of beauty/talent contests at the national level represent celebrities. This fact reflects the current trend in Vietnam, whereas knowledge beauty is more appreciated than beauty in appearance. Vietnamese people no longer focus on beauty features. They care much more about intellectual beauty that comes

from higher institutions. Celebrities can be used to form a place identity. For instance, Foreign Trade University, which was not studied in this study, is considered Miss Vietnam's cradle. Recently, a junior at the University of Economics from the University of Danang (UDN) became the runner up of Miss Universe Vietnam. This winning reminds many people about an elegant city with bridges across the Han River. This city is also famous for its friendly locals and hospitable people who welcome any cultural tourists.

5.6   Summary

The findings show Danang's suitable mission to brand itself as a livable city, representing the proper positioning strategy of the city planners. The consensus map shows that Danang students view Danang as a peaceful, livable city that is comfortable and safe and feels like home. Danang, a modern city with natural abundance, diverse cuisine, friendly people, and tourism, should be characterized as an ideal place to settle down by development, many opportunities, orderly traffic, and suitable living environments. Although some negative feelings (unpleasant) among locals exist because of overcrowding, this can be overwhelmed by the city's excitement.

The high consistency between the brand image and Danang's identity reflects its uniqueness as a livable tourist city of festivals, events with friendly people, diverse nature, and infrastructure (transportation, bridges). It represents the development of a growing, dynamic, peaceful, and modern heritage gateway. The people trait is one of the most critical associations of Danang. Another non-core trait that represents immaterial culture is Integration equivalent to open and tolerance in Danang culture. Hence, it can be expected that the city can rely on its cultural identity to make itself memorable.

Remarkably, opinion leaders are missing the most significant factor with which to promote Danang, which is higher education. I found that Danang students view at Danang as a destination for tertiary education once they are asked the right question. Besides, the universities in Danang contribute to the host city at three levels (city prestige, place identity, academic tourism). In other words, the research hypothesis held true. The city image-makers can enhance promote Danang as a university city with a supportive platform.

Chapter 6 IMPLICATIONS

6.1 Introduction

In this chapter, I describe some implications of branding Danang as a University City in several aspects. In Section 6.2, I suggest how to harmonize the traditional values and urbanization of Danang. In Section 6.3, student perceptions of Danang that contain the expectations of the other stakeholders are confirmed. The implication of the co-branding strategy between universities and cities in Danang is based on the culture-oriented identity–image match. In Section 6.4 and Section 6.5, I rethink Danang's converging conditions for branding a university city. After that, in Section 6.6, using a unique mechanism to strengthen place branding is suggested.

6.2 Harmonization Between Tradition and Modernity

Because Danang is losing its material culture, there is no way for it to recover. Instead, Danang can rely on its position as a heritage fork and service and logistics gateway. As proposed in the interviews, identity can be inherited via generations, and we can also create our own identity, such as the DIFF (Danang International Firework Festival). With its current advantages, Danang should assume the role of a logistics center in boosting economic development and tourism. Tourists usually visit Hue, an ancient capital, Hoian ancient town, and My Son sanctuary and then stay in Danang for leisure, shopping, and banking transactions. The study of V.-A.T. Truong (2018) ensures this role in commerce, service, and entertainment. Hence, the city can promote its strengths, such as natural endowment, traditional festivals, and folklore.

Additionally, although Danang cuisine is not mentioned as part of its cultural identity, it is well appreciated by cultural tourists. Although the locals are not confident with their cooking, except several traditional dishes of Quang culture and the freshness of food, the visitors,

however, seem to be satisfied with local food, typically street seafood. Therefore, the diversity of cuisine should be considered part of Danang's identity. Instead of promoting only diverse cuisine, the city marketers can integrate its variety into Danang's cultural interference nature.

Reversely, the weakness of Danang is represented through art. No music or fine arts were included except the folklore (Tuong, Bai Choi) of Quang culture. This kind of traditional culture appeared in Danang music called 'Hò' (Quang chanty), and it shows the gap between the place identity and the projected image of Danang. In recent years, photography and contemporary arts have become popular, but it is necessary to receive additional attention from the city government. Photography is a useful communicational tool that can attract creative people to the city. In a growing city that has lost its traditional visible culture like Danang, developing contemporary arts can solve cultural identity formation. The local government should enhance the Fine Arts Museum and Trung Vuong Theatre's role in promoting city image.

Another salient trait of Danang's identity is people whose personalities are similar to natural endowment harmony. Friendly, compliant people represent the sincerity and the personality of Danang, which is consistent with previous studies (T. L. H. Pham & Nguyen, 2014; V.-A. T. Truong & Nguyen, 2018). Nevertheless, this trait has not yet been properly exploited in the branding of Danang. The city promoters should take advantage of this identity aspect. Moreover, the natural endowment contribution to the formation of the cultural identity of local people is notable. With an increase in the number of immigrants, natural conservation must be the top concern of Danang planners throughout the city development to preserve the cultural identity. It is also appropriate with the environmental orientation in Danang's mission.

Besides, the city governors need to consider the privatization that has been occurring in Danang, which could affect the execution of urban planning. Privatization is usually called undercover socialization, but only attains the highest performance with specific limitations. It

is necessary to have strict punishments or regulations for businesses that put their interests above those of the community, contrary to the local customs. Because community consciousness can be enhanced through enthusiastic youngsters, higher education should be used in spreading the dominant values of environmental consciousness and cultural preservation.

Overall, the people-oriented value should be focused to attain the livability. Instead of paying too much attention to short-term goals, the city image-makers should invest in the long-term, starting with education. Education can change the mindset of generations, create ethical citizens, and attract authentic stakeholders. Furthermore, influential leaders should modify how they depicting the city identity, focusing on prestigious universities with many job opportunities that come from partnerships with industries. Similarly to Tsukuba's success case, the youth (as represented by students) can be used as the leading force for this formation.

6.3 The necessity of University City Co-branding

In general, Danang successfully communicates and retains the image of a homey city, showing the small gap between brand image and brand identity. Tourism and development have two-fold effects. The hustle and bustle of the town can overwhelm people, and there is unpleasantness caused by crowds. Therefore, the city government must develop a proper policy to control the masses in an orderly manner, similar to traffic systems' operating. It is also necessary to educate people regarding the sense of queuing in public places and environmental protection to reduce the pollution caused by smoke, noise, and garbage in Danang. To limit the negative aspects of tourism and development, Danang must put culture at its heart. Students can be the ideal group for cultural communication because they stay in the city for longer than ordinary travelers.

Listening to students' voices is an effective way to slow down the high speed of urbanization and tourism development. Given that Danang's cultural values are unique, the city does not need to imitate any other city. As seen in the past, the cultural activities in Danang are firmly attached to nature endowment. A city with sea, rivers, and mountains is naturally beautiful. Leisure places, delectable cuisine, especially seafood, and friendly people following orderly traffic rules bring peacefulness and the desired living environment to any student who selects this city for higher education. As a result, Danang is an attractive, modern, dynamic place that offers a hometown's flavor and plenty of opportunities and potential. Urban planners should earn special spots for natural preservation and spread the community's sense via local people and students. Concerning communication, Danang must attract authentic tourists who are cultured visitors and respect the city values. These days, history, art, folklore, and architecture heritage seem to be blurred in students' minds. They tend to memorize places for leisure activities and international cuisine and are easily impressed by friendly people much more than the other cultural norms.

Regarding education, the potential of universities has not been properly exploited. When mentioning Danang as a HED, students usually think about how esteemed the university is. Although university-related traits are not strong enough yet to appeal to Danang's image, this means that influential leaders are overlooking universities as effective boosters of branding for the host city. Given that students perceive Danang as a potential HED, Danang's political leaders should review its image to modify how it is projected.

Hence, the connection between universities and the city government must be strong concerning not only communication but also the educational activities that form a link between them. In this way, universities can take advantage of the city brand image to attract prospective students and contribute to boosting the cultural value of the city (see Figure 29).
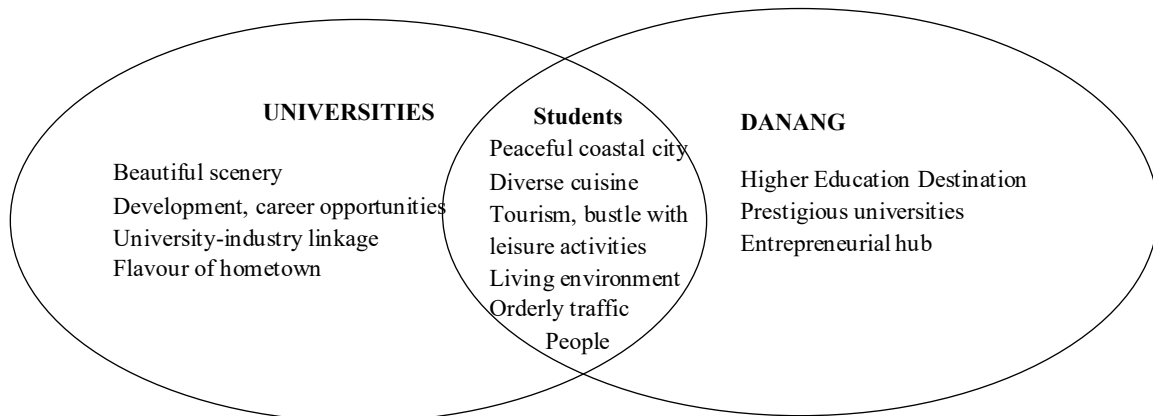
Figure 29. Co-branding between Universities and Danang

Source: Proposed by the author from the findings

As shown in the figure, Danang and its universities are sharing different branding attributes to attract students. Although any university can borrow these tactics to promote itself, co-branding strategies can be started with Danang University. Danang University has the advantage of having the name of the city in its name. In turn, Danang University is well known as the regional university of Central Vietnam, so that it can boost the city's prestige as well. Additionally, it is a public university that confronts autonomous pressure from the government. Hence, the need to connect this regional university with the city governors is much stronger than the others. The consensus map of Danang's image in students' minds reflects a place that is suitable for living, doing business, as well as tourism. Therefore, student-oriented city branding can be an effective way to brand Danang toward its different stakeholders consistently.

Additionally, the brand image perceived by students covers the expectations of different groups. The brand traits are the educational environment for students (through *Prestigious*

University and *Job opportunities*), peaceful living environment for citizens (through *Friendly People, Livable Living environment*), a tourist attraction for visitors (through *Tourism* with *Beautiful Scenery, Close, clean sea, Festivals and events*), and settlement for investors (through *Modernity, Development, Integration*). This result confirms the role of university students as the bridge between various stakeholders. By nurturing the city image in their minds, authorities can harmonize the benefits between the remaining groups.

Currently, the way tourists perceive Danang's people and living environments has been boosted quite successfully. Therefore, it is of utmost importance to pay close attention to non-locals by these prestigious universities located at Danang. This is because non-local undergraduate students tend to be difficult to satisfy because of being spoiled by many university choices. Furthermore, non-local undergraduates can be positive, authentic cultural audiences (with the following brand associations: *architecture, bridges, history, folklore, culture and arts*). The more culture that is consumed in a city, the more sustainable city development is.

6.4 Universities' Role Enhancement

In this study, the influential characteristics and activities of VHEIs in place branding, as reviewed in the literature, is identified. However, it is challenging to evaluate their influence on city image formation. Most simply, every aspect can form the brand identity of a place. This means that a city can be famous in specific fields that are trained in its universities. In general, prestigious universities supply high-quality human resources for local economic development. Hence, to attract investors, it is necessary to enhance partnerships between universities and industries. Thus, cities can take the role of moderators.

Given that most VHEIs are entrepreneurial encouragers, Danang has advantages that can enable it to become an entrepreneurial hub, as expected by the government. Nevertheless, a

startup project must be attached to respective fields. Startup projects should also include students from different universities to support one another. Moreover, entrepreneurship in VHEIs is limited to contests and conferences. Universities and cities can think about collaborating to make incubation centers on university campuses.

Concerning urban lifestyle formation, students are essential city stakeholders who can spread the sense of community and improve living conditions. They can contribute to the creation of civilized citizens. Consequently, cities will attract authentic visitors and, thus, not be limited to academic travelers. Co-branding strategies, therefore, can be deployed at different levels (basic, entrepreneurial, knowledge-based, shared resource levels).

6.5   Opportunities for Danang as a Higher Education Destination

Danang has converging conditions of history, nature, geopolitical position, and special attention from the Vietnamese government. Nevertheless, there is a need to shift the role of the government to a new level. Given that the Vietnamese government allowed Danang to propose a unique mechanism for city governance, the city governors can consider Tsukuba Science City as a learning case that involved applying the triple helix model. Currently, scholars have been allowed to register research projects with organizations outside universities. However, human resource interchange between private and public sectors is still confusing to deploy because of the regulations in the "Law on Public Employees" and "Law on Cadres and Civil Servants." Offering a mechanism that enhances all individuals' capabilities is necessary for Danang to progress in the knowledge economy.

Regarding cooperation between universities/HEIs and industries, both of them are spontaneous under the pressure of competition. The local government should involve not only connectors but also supporters, such as sponsors for research. Although the government is active in encouraging entrepreneurial commitments, academia's participation is not meeting

the proposed standards. Furthermore, Danang needs to focus on advantageous areas. This assembly requires collaboration from and between the universities. All parties should recognize these win-win relationships to model an ideal, environmentally smart city for everyone.

With the regional role of higher education in Danang, establishing an image of a university city based on knowledge should be focused. Universities can form urban life and culture through their students, scholars, and activities. Besides, students are representatives of highly-qualified young people who can be creative talents who promote Danang as a socio-cultural hub in Central Vietnam. They can also be cultivated as long-term citizens to spread community consciousness to others for sustainable growth.

It is necessary to have strong connections among universities (academia), the government, and businesses to form Danang's image as a University City. This would also ensure the presence of public-private linkages. The city governors need to create a catalyst for branding Danang, for instance, creating Danang higher education institutions (DHEIs). This organization would play a critical role in establishing connections between related entities and defining which communication channels are appropriate. Therefore, the contributions of DHEIs to city identity formation through the promotion of their campuses, their activities related to cultural preservation, and spreading community consciousness can be enhanced. As a result, the win-win relationship will be reflected via entrepreneurial encouragement, academic tourism, and experiential education.

6.6   Summary

In this study, I found that Danang's identity–image match reflects its brand equity strengths. Danang appears to be a peaceful tourist destination, a heritage gateway, a growing city with diverse nature, bridges, leisure places, orderly traffic, and friendly people. However, culture is

not attached to any specific thing. Apart from this, the associations related to prestigious university only appears when students think about Danang as a HED. These brand attributes are not included in student's perceptions of Danang without being asked the appropriate question, resulting from the absence of opinion leaders in distinguishing Danang based on tertiary education.

In other words, the city image-makers can take advantage of universities to effectively project the city's image. Along with the necessity of university city co-branding, branding Danang as a university city requires a unique approach based on the triple helix model mentioned earlier. This would ensure a strong identity–image match and impressively depict imprints of culture and higher education on the Danang image.

Chapter 7 CONCLUSIONS

7.1 Introduction

In this chapter, the critical contributions of this study and implications for further research are described. Regarding the emerging issues of Danang related to city branding, I selected this haywire approach to solve identity–image matches problems. In Section 7.2, I confirm that this study is the first one on branding a university city. In Section 7.3, I state the limitations of this study that can be developed in later researches.

7.2 Key Contributions

With over one million people and growing at 2.8% annually, Danang expects 15% of its population to be students in 2030. This livable tourist city has the potential to promote itself as a university city, similar to Tsukuba Science City in Japan. Besides the similarities between these two cities (governance, top-down reconstruction, transportation, vision, values, abundant nature, population density), Danang has many advantages (The University of Danang, the regional multidisciplinary university, special mechanism allowance for city governance from the state government, demand for a skilled labor force) to utilize higher education in city branding. However, the city is following a multi-brand strategy that may increase the conflicts between different stakeholders. Therefore, the researcher proposes a novel approach to branding Danang for social elites using universities.

This study is the first study about the brand identity and the perceived image of Danang and involves the use of an approach toward students as unique stakeholders. Therefore, it contributes to not only the practice of branding Danang but also place branding in Vietnam. Although Danang is known as a pioneer in city branding in Vietnam, the city has been struggling to define its cultural identity for city differentiation. There are some studies about Danang as a tourist destination, but they are focused on the floating part of the brand iceberg.

Furthermore, the COVID-19 pandemic has shown that tourism cannot be the long-term spearhead economic sector. In this study, I consider the root of place branding in Danang by identifying cultural traits that can be used to form its brand identity.

In this case, Danang has all the advantages required to promote itself as a culture-led higher education destination. I offer evidence that city governors are missing to use a critical way to promote Danang. By focusing on students (especially non-locals) and cooperating with universities, Danang's city branding can be a positive effective element of the city's sustainable development.

This study is also the first in Vietnam with an exploration of the role of universities in city branding, and in it, I examine the success model of a sustainable city. I achieved the aim of this study through content analysis and the use of simple statistics. Basically, VHEIs contribute to city branding at three levels: city prestige, place identity, and tourist destination branding. Furthermore, a salient aspect mentioned as the promoter is celebrities who work for or used to be students at Danang's universities. This element has not been considered in any previous research. However, it is suitable for promoting a city image focused on people.

Additionally, in this study, some lessons are offered for Danang's vision, as declared by the Vietnamese government in Resolution No. 43. The cases in Japan, an Asian famous country for urban resilience, are considered. The data analysis results bring a different view for promoting Danang's sustainability by relying on universities. Regardless of whether it learns lessons from other cities, Danang needs to preserve its cultural value and harmonize various entities. People and quality of life should be placed at the center of any process. Besides, the triple helix model can be adapted to deploy university city co-branding strategies. Therefore, this study also contributes to the practice of Danang branding in connection with Vietnam's urban planning and public administration.

Concerning methodologies, I adequately applied the ZMET for the first time in city branding. This method is time-consuming but appropriate for exploring the insights of students. Moreover, I used the advanced BCM tool to understand brand associations when mentioning Danang as a HED in students' minds. The mixture of these two techniques benefits city image-makers to recognize which traits are critical to differentiating Danang from other cities with similarities. The primary data is a valuable data source for any scholar who is interested in place branding. Notably, because many influential leaders are afraid of being interviewed due to political issues, earning their time and effort to define Danang's identity is precious. This data is useful when considering the match between place identity and place image.

7.3 Limitations and Future Research

The research scope only includes undergraduate students, not graduate students, because almost all master/doctoral programs in Vietnam do not require the full-time attendance of students. These learners may care much more about the criterion of the programs than the city image. Besides, there is a limited number of foreigners who pursue higher education in Danang because most of them are exchange students (besides those in the Laos minority). International students have resided in Danang over the years, and hence, are not easy to approach. Regarding the content analysis of VHEI's role, data was only retrieved from their websites. Therefore, similar studies can be repeated to conduct interviews with university managers later.

In the future, researchers can compare city identity to the perceived image of external groups, such as investors. The more consistency between them, the more successful Danang will be in promoting its cultural identity. Besides, the research framework and techniques can be repeated for different stakeholders to compare various localities. Depending on the types of universities they hold, city decision-makers will select the most appropriate option for their promotion strategies.

Appendices

A. The list of Danang songs

No.	Title	Musician	Lyricist/Poet	Singer
1	Bài ca Đà Nẵng	Xuân Đề		Xuân Đề
2	Bâng khuâng Bà Nà	Nguyễn Duy Khoái	Phan Xuân Hiệp	Ngọc Lê
3	Bất ngờ Đà Nẵng	Phạm Đăng Khương		Đoan Trang
4	Chào Đà Nẵng	Văn Nhi Phan	Văn Nhi Phan	Khánh Trâm
5	Chiều Đà Nẵng	Trần Hoàn		Phương Anh
6	Cho thành phố yên vui	Lưu Văn Bình	Nguyễn Chính	
7	Chuyện tình Tiên Sa	Phan Ngọc		Tùng Dương
8	Cô du kích Đà Nẵng	Thanh Anh		Kim Oanh
9	Đà Nẵng hôm nay			Tiến Dũng Ngọc Lê
10	Đà Nẵng bên em			Mỹ Phượng
11	Đà Nẵng bốn mùa	Trần Ngọc Sanh	Nguyễn Minh Khôi	
12	Đà Nẵng của đôi ta	Ngô Quốc Tính		
13	Đà Nẵng dáng xuân	Lưu Văn Bình	Nguyễn Chính	
14	Đà Nẵng đẹp như mơ	Đinh Gia Hòa		
15	Đà Nẵng gọi xuân	Lưu Van Bình	Nguyễn Chính	Thu Sương
16	Đà Nẵng hôm nay	Lưu Văn Bình	Đỗ Cảnh Thìn	
17	Đà Nẵng khúc ban chiều			Dương Triệu Hải, Đức Long
18	Đà Nẵng mến yêu	Đình Thậm		
19	Đà Nẵng một tình yêu	Bùi Anh Tú	Nguyễn Trọng Hoàn	
20	Đà Nẵng nàng Tiên	Phúc Bồ		
21	Đà Nẵng ngày mới	Cao Minh Đức		
22	Đà Nẵng những mùa yêu	Trương Quang Minh Đức		
23	Đà Nẵng ơi chúng con đã về	Phan Huỳnh Điểu		
24	Đà Nẵng phố xưa	Lê Đình Phương	Lê Đình Phương	Thanh Phương
25	Đà Nẵng quê hương tôi	Văn Nhi Phan		
26	Đà Nẵng quê ta giải phóng rồi	Nguyễn Đức Toàn		
27	Đà Nẵng thành phố biển thân yêu	Chí Dân		Thanh Bình
28	Đà Nẵng thành phố mới	Lê Đình Phương		Quang Thành
29	Đà Nẵng thành phố niềm tin	Lê Nam An		
30	Đà Nẵng thành phố tôi yêu	Trúc Nam	Trúc Nam	
31	Đà Nẵng thành phố triệu nụ cười	Hoàng Bích		
32	Đà Nẵng thành phố tuổi thơ tôi	Hoàng Dũng		
33	Đà Nẵng tình người	Nguyễn Đình Thậm	Ngân Vịnh	Anh Thơ
34	Đà Nẵng tình yêu và nỗi nhớ	Trần Ngọc Sanh		
35	Đà Nẵng tôi yêu	Quỳnh Hợp	Nguyễn Bá Thanh	
36	Đà Nẵng tôi yêu	Tôn Thất Bằng		
37	Đà Nẵng trên cao			Thanh Trà
38	Đà Nẵng vào thu	Phan Thành Nam	Trần Khắc Tám	Hồng Liên
39	Đà Nẵng yêu thương	Minh Xuân		
40	Đêm sông Hàn	Lưu Văn Bình	Đỗ Cảnh Thìn	
41	Dòng sông Tha Thứ	Trần Tiến		
42	Em có về Đà Nẵng cùng anh	Trần Ái Nghĩa		Quang Hào
43	Em đi Đà Nẵng buồn	Quỳnh Lệ		
44	Em hãy về thăm Đà Nẵng	Duy Trực	Nguyễn Hữu Dũng	
45	Hát về Sơn Trà	Trần Lành		

46	Hò hẹn sông Hàn	Lưu Văn Bình	Nguyễn Văn Soong	
47	Hoàng hôn Đà Nẵng	Phương Tài	Phương Hồng	
48	Hồn đá quê tôi	Nguyễn Duy Khoái		
49	Huyền diệu sông Hàn	Đình Thậm	Đỗ Quý Doãn	
50	Huyền thoại Ngũ Hành Sơn	Vũ Đức Sao Biển		
51	Lung linh đêm Đà Nẵng	Nguyễn Thụy Kha		
52	Mênh mang sông Hàn	Trần Ái Nghĩa		
53	Mời em về thăm phố biển	Quỳnh Hợp		
54	Nắng sông Hàn	Lưu Văn Bình	Nguyễn Chính	
55	Người Đà Nẵng	Nguyễn Thụy Kha, Phan Ngọc		
56	Nhịp điệu thành phố	Trần Ái Nghĩa		
57	Nơi con sông gặp biển	Thanh Anh		
58	Ơi Đà Nẵng quê nhà	Minh Châu		Boneur Trinh, Quốc Định
59	QN-ĐN đất nặng nghĩa tình	Nguyễn Văn Tý		
60	Quảng Nam Đà Nẵng một khúc ca	Hoàng Bích		
61	Sắc màu Đà Nẵng	Trần Ái Nghĩa		
62	Sông Hàn nhịp bước tuần tra	Lưu Văn Bình	Nguyễn Chính	
63	Sông Hàn nước vẫn xanh	Thanh Anh	Hải Như	
64	Sông Hàn trong tôi	Thái Nghĩa		
65	Sông Hàn tuổi mười tám	Phạm Minh Khang	Bùi Công Minh	
66	Sông Hàn vang tiếng hát	Huy Du	Dương Hương Ly	
67	Tan vào phố đêm	Minh Đức	Nguyễn Minh Khôi	
68	Thành phố bên bờ biển xanh	Nguyễn Ngọc Thịnh, Nguyễn Đức		Nguyễn Ngọc Thịnh, Nguyễn Đức
69	Thành phố đầu biển cuối sông	Minh Đức	Nguyễn Văn Soong	
70	Thành phố lá và hoa	Xuân Minh		
71	Thành phố quê em	Thanh Anh		
72	Tình yêu Đà Nẵng	Trần Ái Nghĩa		
73	Tự hào Đà Nẵng	Trần Lành		
74	Vẫn mơ về Đà Nẵng	Nhật Ngân		Quang Linh
75	Về thăm Đà Nẵng	Trương Kim Hùng		
76	Về với sông Hàn	Phan Huỳnh Diệu		
77	Xôn xao Đà Nẵng	Quỳnh Hợp, Nguyễn Đức Nam		
78	Đà Nẵng quê tôi	Lâm Hoàng		
79	Thành Phố Biển-tiếng Vọng Khơi Xa			Bằng Vũ
80	Sông Hàn tình yêu của tôi	An Thuyên		
81	Dáng Chiều Hàn Giang	Võ Ngọc Bích		Diệp Thảo
82	Welcome to Da Nang	Vũ Bảo, Hoàn Vũ Việt		Thiên Ân
83	Đà Nẵng thành phố tuổi hoa	Trương Quang Tuấn		Trương Quang Tuấn
84	Đà Nẵng thành phố mùa xuân	Lê Đình Phương, Nguyễn Hoàng		Kim Loan, Trần Thế Hạnh
85	Đà Nẵng thành phố ta ơi	Trần Nguyên Phú		
86	Năm cụm núi quê hương	Minh Kỳ		
87	Ngũ hành Sơn	Phó Đức Phương		
88	Đà Nẵng trong tim tôi	Trương Quang Tuấn		
89	Đà Nẵng bừng hoa	Nguyễn Văn Hiên		
90	Đà Nẵng trời đất hòa ca	Tam Thanh		
91	Đà Nẵng chiều nắng lạ	Nguyễn Minh Anh		
92	Đà Nẵng quê tôi	Lâm Hoàng		

93	Đà Nẵng trong tôi	Huỳnh Văn Tấn		
94	Bà Nà nhớ	Duy Thanh		
95	Mai em về Đà Nẵng	Lê Nam An	Đặng Quang Thắng	
96	Hãy về Đà Nẵng cùng anh	Trần Hùng		
97	Đà Nẵng của tôi	Nguyễn Văn Tám		
98	Chào Đà Nẵng dũng sĩ bên bờ biển Đông	Nguyễn An		
99	Chào Đà Nẵng giải phóng	Phạm Tuyên		
100	Về với Sơn Trà quê em	Mai Đức Tuấn		
101	Xa xanh Sơn Trà	Quỳnh Hợp	Hồ Minh	
102	Bên sông Hàn em hát	Hoàng Long		
103	Đà Nẵng một thời dấu yêu	Nhật Ngân	Luân Hoán	
104	Bà Nà mây vương	Quỳnh Hợp		Trang Nhung
105	Tình ca sông Hàn	Vũ Đức Sao Biển		
106	Mai em về Hải Vân đẹp lắm	Quỳnh Hợp		Quang Hào
107	Em gái Hoàng Sa	Bá Quảng		
108	Sóng biếc sông Hàn	Mạc Ly		
109	Đà Nẵng trong anh và em	Quang Khánh		
110	Đà Nẵng dáng đêm	Phan Văn Minh		Thanh Yên
111	Thành phố bên sông Hàn	Ngọc Hòa		Hoàng Quyên
112	Khúc ca người lính sông Hàn			V.A
113	Thành phố biển khơi	Quang Luân		
114	Đà Nẵng xuân về	Trúc Lam		
115	Phố biển và em (Danang song)	Jack Vietnam		
116	Đà Nẵng mùa xuân	Nguyễn Bá Thịnh		
117	Đà Nẵng thành phố mùa xuân			V.A
118	Đà Nẵng thành phố mùa xuân	(nhạc thiếu nhi)		

B.1 First meeting

Vietnamese

BIỂU MẪU CHẤP THUẬN

Sơ lược về nghiên cứu

Nghiên cứu này tìm hiểu về Cảm nhận của Sinh viên về Thành phố Đà Nẵng vận dụng Phương pháp Suy luận Ẩn dụ Zaltman (ZMET) nhằm khám phá những suy nghĩ và cảm giác của sinh viên về Thành phố Đà Nẵng.

Người tham gia sẽ góp tiếng nói của mình vào việc xác định Hình ảnh cảm nhận về thành phố Đà Nẵng. Bạn sẽ không gặp rủi ro liên quan tới vấn đề hợp tác cho nghiên cứu này.

Để tham gia, bạn phải là sinh viên chính quy dài hạn của một trong các trường Đại học trên địa bàn thành phố Đà Nẵng. Việc tham gia của bạn là hoàn toàn tự nguyện.

Người nghiên cứu: Trương Thị Vân Anh – Nghiên cứu sinh Tiến sĩ tại Đại học Quốc lập Yokohama, Nhật Bản. E-mail: vananhynu@gmail.com

Các thủ tục cần cho mục đích nghiên cứu

1. Đây là nghiên cứu định tính sử dụng Kỹ thuật Suy luận Ẩn dụ Zaltman (ZMET), một kỹ thuật nghiên cứu do GS. Gerald Zaltman trường Harvard phát triển đầu những năm 90, sử dụng hình ảnh trực quan và cảm giác để hiểu rõ ý nghĩa của thương hiệu. ZMET cho rằng ý nghĩ xảy ra ở dạng hình ảnh, và phép ẩn dụ là trung tâm của suy nghĩ, cảm giác của con người. Bạn được yêu cầu thu thập 12 hình ảnh ẩn dụ biểu đạt suy nghĩ và cảm giác của mình về Thành phố Đà Nẵng. Qua cuộc phỏng vấn, các câu hỏi thăm dò được sử dụng để khám phá ý nghĩa và mối tương quan giữa các thành tố. Cuộc phỏng vấn được ghi âm và chép lại sau đó. Một cuộc phỏng vấn kéo dài chừng 2 giờ đồng hồ (120 phút).

2. Danh tính và thông tin của bạn sẽ không được tiết lộ trong báo cáo nghiên cứu. Mọi thông tin cá nhân, dữ liệu phỏng vấn và những dữ liệu người nghiên cứu nhận từ bạn sẽ được bảo mật.

3. Mọi dữ liệu thuộc về người nghiên cứu. Trích dẫn từ cuộc phỏng vấn và hình ảnh không mang tính cá nhân có thể được trình bày trong báo cáo nghiên cứu.

4. Bạn có thể đặt câu hỏi hoặc gửi thắc mắc đến cho người nghiên cứu bất cứ lúc nào trong suốt quá trình phỏng vấn.

5. Bạn có quyền rút khỏi nghiên cứu bất cứ lúc nào bằng cách viết thông báo cho người nghiên cứu tới địa chỉ email ở trên. Mọi thông tin bạn đã cung cấp sẽ được hủy sau đó.

Đồng thuận của người tham gia

Tôi đã đọc và hiểu nội dung Biểu mẫu chấp thuận. Tôi đồng ý tham gia nghiên cứu.

Họ và tên người tham gia: ....

Chữ ký:... Ngày: ....

English

AGREEMENT FORM

Research summary

This study explores students' perception of Danang using the ZMET to explore students' thoughts and feelings about Danang.

Participants will contribute their voice in identifying the Image of perceptions about Danang. You will not confront any risks associated with this research.

To participate, you must be a full-time student at one of the universities in Danang. Your participation is entirely voluntary.

Researcher: Truong Thi Van Anh - Ph.D. student at Yokohama National University, Japan. E-mail: vananhynu@gmail.com

The procedures for research purposes

1. This study is qualitative, using the ZMET, a research technique developed by Prof. Gerald Zaltman of Harvard University developed in the early 1990s, using visual and sensory images to understand the meaning of brands. According to the ZMET, thought takes place in the form of images, and metaphor is the center of human thoughts and feelings. You are asked to collect 12 metaphorical images that express your thoughts and feelings about Danang. Through interviews, probing questions are used to explore the meaning and correlation between elements. The interview is recorded and transcribed afterward. Every meeting lasts about 2 hours (120 minutes).
2. Your identity and information will not be disclosed in research reports. All personal information and data that researchers receive from you will be kept confidential.
3. All data belongs to the researcher. Citations from interviews and non-personal images may be included in the research report.
4. You can ask questions or send questions to the researcher anytime during the meeting.
5. You have the right to withdraw from the study at any time by sending a notification email to the researcher. Any information you have provided will be destroyed afterward.

Agreement of the participant

I have read and understood the contents of the Consent Form. I agree to participate in the research.

Participant's full name: ....

Signature:... Date: ....

B.2 Official interview

Vietnamese

THÔNG TIN CÁ NHÂN

Cám ơn bạn đã đồng ý tham gia nghiên cứu về cảm nhận của sinh viên về Thành phố Đà Nẵng. Bạn vui lòng điền vào những thông tin dưới đây. Thông tin này được bảo mật và sẽ chỉ được sử dụng trong phạm vi nghiên cứu.

Ngày:...

Họ và tên người tham gia:..

Quốc tịch:...

Quê quán: ....

Địa chỉ tại Đà Nẵng: ....

Số điện thoại và địa chỉ e-mail:..

Giới tính: ☐ Nam   ☐ Nữ   ☐ Khác

Tuổi:...

Sinh viên năm: ....

English

PERSONAL INFORMATION

Thank you for agreeing to participate in a study about students' perception of Danang. Please fill in the information below. This information is confidential and will only be used for research purposes.

Date:...

Participant's full name: ....

Nationality: ....

Homeland:...

Address in Danang:...

Phone number and e-mail address: ....

Gender: □ Male   □ Female   □ Other

Age:..

Year of undergraduate degree:..

B.3 Metaphor Images of the critical constructs

1. River surrounded by mountains	2. River at the heart of the city	3. Natural endowment	4. Waterside resort	5. Fruits	6. Crowded beach	7. A person sitting on the beach

8. Seats on the beach	9. Seashore	10. Concert	11. Indoor game	12. Coffee shop	13. Shadow of a couple on the beach	14. Colorful fishes

15. Colorful firework	16. City full of lights	17. Modern architecture	18. Seafood	19. Local specialties	20. Quang noodle	21. Steamed rice roll

22. Pork roll girdle-cake	23. Refresh icon	24. Herding on sunset	25. Kite flying in the field	26. Yoga on the beach	27. Indoor yoga	28. Connect people
29. Sharing behavior	30. Commitment hands	31. Shaking hands	32. Heater	33. Bed	34. Aloe	35. Crowded stadium
36. Crowded vehicles	37. Tourists	38. Gold	39. Multilanguage	40. Hoi An ancient town	41. Entertainment spot	42. Water park
43. Traffic commander	44. Compass	45. Airy street	46. Recycle icon	47. Standing on the scale	48. Airy square	49. Switching on the TV
50. Well-equipped house	51. Unlock	52. Multiethnic people	53. Air conditioner	54. Money	55. Cleaning	56. Color me run
57. Holding the cup	58. Having the key	59. Lightening lamp	60. Pressure of work	61. Delivery service	62. Phone cases	63. Development arrows
64. Coins factory	65. Electric motorbike	66. Modern skyscrapers	67. Cheer!	68. Free wifi	69. Iconic buildings	70. Germination

C. Brand Concept Mapping Tool

Vietnamese

ĐÀ NẴNG – ĐIỂM ĐẾN GIÁO DỤC BẬC CAO

Sơ lược nghiên cứu

Nghiên cứu này tìm hiểu về thương hiệu Thành phố Đà Nẵng như một điểm đến giáo dục bậc cao đối với sinh viên. Người tham gia sẽ trả lời bản câu hỏi bằng cách vẽ bản đồ (khoảng chừng 15 phút mỗi bản đồ). Bạn sẽ góp tiếng nói của mình vào việc xác định Hình ảnh cảm nhận về Thành phố Đà Nẵng như một điểm đến giáo dục đại học. Bạn có thể chọn tự nguyện tham gia hoặc dừng khảo sát bất kì lúc nào. Bạn sẽ không gặp rủi ro liên quan tới vấn đề hợp tác cho nghiên cứu. Danh tính và thông tin của bạn sẽ không được tiết lộ trong báo cáo nghiên cứu. Mọi thông tin cá nhân, dữ liệu phỏng vấn và những dữ liệu người nghiên cứu nhận từ bạn sẽ được bảo mật. Bằng việc hoàn thiện và gửi lại phiếu này, bạn đã đồng ý tham gia vào nghiên cứu. Chân thành cám ơn bạn!

Họ và tên người tham gia: ....
Quốc tịch: ....
Quê quán: ....
Số điện thoại và địa chỉ e-mail: ....
Giới tính: ☐ Nam ☐ Nữ   ☐ Khác
Tuổi: .... Số năm sống tại Đà Nẵng: ....
Sinh viên năm: .... Trường Đại học: ....

Mọi thắc mắc xin liên hệ người nghiên cứu: Trương Thị Vân Anh – Nghiên cứu sinh Tiến sĩ tại Đại học Quốc lập Yokohama, Nhật Bản. E-mail: ▓▓▓▓▓▓▓▓▓

Giới thiệu bản đồ thương hiệu

Trên đây là ví dụ về Bản đồ thương hiệu của Thành phố Hamburg (Đức) *(Zenker và Beckmann, 2013)*. Thành phố Hamburg ở vị trí trung tâm nối với các từ bằng những đường khác nhau (bạn đừng để ý đến vòng tròn nét đứt). Khi nghĩ về thành phố này, hình ảnh đầu tiên đến trong tâm trí sinh viên là vòng tròn gần trung tâm nhất. Trong đó Thành phố bên sông là đặc điểm nổi trội nhất (nối với TP Hamburg bằng *đường 3 nét*), kế đến là Đẹp, Thành phố lớn, Quán bar và nhà hàng, Thiên nhiên và không gian tự do (nối với TP Hamburg bằng *đường 2 nét*), cuối cùng là Hải cảng, Văn hóa (nối với TP Hamburg bằng *đường 1 nét*). Những liên tưởng này có thể có mối liên hệ với nhau (như Thành phố lớn và Văn hóa có mối quan hệ) hoặc dẫn đến liên tưởng khác (chẳng hạn khi nghĩ tới Quán bar và nhà hàng, sinh viên liên tưởng đến Khu đèn đỏ và tiệc tùng Reeperbahn và Khu tập trung các quán bar và câu lạc bộ Schanze). Càng nối nhau bằng nhiều đường thì mối quan hệ giữa các liên tưởng ở hai vòng tròn càng mạnh.

Tạo bản đồ thương hiệu Thành phố Đà Nẵng

Khi bạn nghĩ về Thành phố Đà Nẵng như một điểm đến giáo dục đại học, điều gì sau đây xuất hiện trong tâm trí bạn? Bạn hãy sử dụng ngân hàng từ được gợi ý ở mặt sau để chọn bất cứ từ nào xuất hiện trong tâm trí. Tiếp đó, hãy vẽ bản đồ theo ý bạn bằng cách sử dụng những từ đã được chọn. Dùng **1**, **2**, hoặc **3** đường nối để thể hiện mức độ mạnh yếu về quan hệ giữa các yếu tố.

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Thiên nhiên ưu đãi	Biển gần, sạch	Nhiều địa điểm thư giãn (danh lam thắng cảnh, cà phê, trà sữa, các địa điểm giải trí)	Cảnh quan đẹp	Ẩm thực phong phú	Bình yên
Con người	Giao thông trật tự	Cơ sở hạ tầng	Môi trường sống	Du lịch	Phát triển
Đông người	Thu hút	Hội nhập (văn hóa cởi mở)	Cơ hội nghề nghiệp	Tiềm năng (thúc đẩy giao lưu văn hóa, kinh doanh, nhập cư)	Thân thiện
Năng động	Cảm giác quê nhà (Thoải mái, an toàn, thân thuộc)	Hiện đại	Đáng sống (giá cả phù hợp, cảm giác tận hưởng)	Vị trí thư viện thuận tiện	Cơ sở nghiên cứu, thực hành của trường đại học
Vị trí trường đại học thuận tiện	Trường đại học uy tín	Kiến trúc, những cây cầu, lịch sử, văn hóa dân gian	Văn hóa nghệ thuật: Bảo tàng, nhà hát, hòa nhạc, rạp phim	Lễ hội và sự kiện	Ngã ba di sản (gần Hội An, Huế, thánh địa Mỹ Sơn)

Hãy vẽ bản đồ của bạn ở đây! *Nếu bạn có bất cứ liên tưởng gì khác, bạn cũng có thể thêm yếu tố đó trên bản đồ.*

Đà Nẵng – điểm đến giáo dục bậc cao
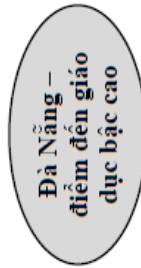
Với *từng yếu tố* sau đây, bạn hãy khoanh tròn **1 số ở ô bên trái** thể hiện kỳ vọng khi chọn Đà Nẵng làm nơi học đại học và **1 số ở ô bên phải** là đánh giá (cảm nhận) của bạn khi đã học đại học tại Đà Nẵng. Con số càng lớn thể hiện kỳ vọng (hoặc đánh giá) của bạn về yếu tố đó càng cao.

Mong đợi (trước khi học ĐH tại Đà Nẵng)							Yếu tố đánh giá	Cảm nhận (khi đã học ĐH tại Đà Nẵng)						
1	2	3	4	5	6	7	Thiên nhiên trù đại	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Biển gần, sạch	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Nhiều địa điểm thư giãn (danh lam thắng cảnh, cà phê, trà sữa, các địa điểm giải trí)	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Cảnh quan đẹp	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Ẩm thực phong phú	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Bình yên	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Con người	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Giao thông trật tự	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Cơ sở hạ tầng	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Môi trường sống	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Du lịch	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Phát triển	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Đông người	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Thu hút	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Hội nhập (văn hóa cởi mở)	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Cơ hội nghề nghiệp	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Tiềm năng (thúc đẩy giao lưu văn hóa, kinh doanh, nhập cư)	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Thân thiện	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Năng động	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Cảm giác quê nhà (Thoải mái, an toàn, thân thuộc)	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Hiện đại	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Đáng sống (giá cả phù hợp, cảm giác tận hưởng)	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Vị trí thư viện thuận tiện	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Các cơ sở nghiên cứu, thực hành của trường đại học	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Vị trí trường đại học thuận tiện	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Trường đại học uy tín	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Kiến trúc, những cây cầu, lịch sử, văn hóa dân gian	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Văn hóa nghệ thuật: Bảo tàng, nhà hát, hòa nhạc, rạp phim	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Lễ hội và sự kiện	1	2	3	4	5	6	7
1	2	3	4	5	6	7	Ngã ba di sản (gần Hội An, Huế, thành địa Mỹ Sơn)	1	2	3	4	5	6	7

Một lần nữa, chân thành cảm ơn bạn đã tham gia nghiên cứu! Mến chúc bạn và gia đình sức khỏe, mọi sự như ý!

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DANANG - THE TERTIARY EDUCATION DESTINATION

**Research summary**

This study explores Danang City's brand as a higher education destination for students. You will contribute your voice to identifying the perceived image of Danang City as a higher education destination by answering the questionnaire. It will take you around 15 minutes to draw a map. You can choose to participate voluntarily or stop the survey at any time and will not confront the risks associated with this collaboration. Your identity and information will not be disclosed in research reports. All personal information and data that the researcher receives from you will be kept confidential. By completing and returning this form, you agree to participate in the research. Sincerely thank you!

Participant's full name: ....

Nationality: ....

Homeland: ....

Phone number: .... E-mail address: ....

Gender: ☐ Male ☐ Female ☐ Other

Age: .... Number of years living in Danang: ....

Year of undergraduate degree: .... University name: ....

Any questions, please contact the researcher: Truong Thi Van Anh - Ph.D. student at Yokohama National University, Japan. E-mail: ~~anhvanvn@gmail.com~~

Brand Concept Map Introduction
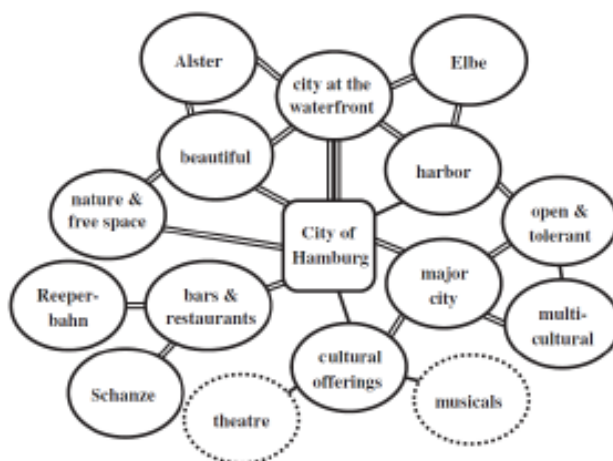
The above image is an example of Brand Concept Map of Hamburg City (Germany) *(Zenker và Beckmann, 2013)*. Hamburg City is in the central position that is connected to the words by different links (please ignore the dashboard circles). When thinking about this city, the first association in students' mind is reflected through hoops linked to Hamburg City directly. Among them, a waterfront city is the most salient characteristics (related to Hamburg City by *a triple link*). The next associations are beautiful, major city, bars & restaurant, nature & free space (linked to Hamburg City by *double links*), and the last ones are harbor, cultural offerings (related to Hamburg City by *single links*). These associations can have connections to each other (i.e., major city and cultural offerings) or linked to the others (i.e., students link bars & restaurants to the redlight and party district Reeperbahn and Schanze district with bars and clubs). The more links connected between two circles, the stronger their relationship is.

Create a Brand Concept Map of Danang City

When thinking about Danang City as a destination for tertiary education, what comes to your mind? Please use the hint with the words bank at the reverse side to select any associations that appeared. Then, draw your own map with the chosen words (even not included in the hint), using **single** links, **double** links, or **triple** links to represent the strength of relationships among associations.

Natural endowments	Close, clean sea	Leisure places (landmarks, café's, milk tea, entertainment spots)	Beautiful scenery	Various cuisine	Peacefulness
People	Orderly traffic	Infrastructure	Living environment	Tourism	Development
Crowdedness	Attraction	Integration (open culture)	Job opportunities	Potential (boosting cross-culture, business and immigration)	Friendliness
Dynamism	Hometown feeling (Comfortable, safe, affinity)	Modernity	Liveability (affordable prices, enjoyable feeling)	Prestigious organizations, companies have a partnership with the university	Practical research facilities of the university
Convenient location of the campus	Prestigious university	Architecture, bridges, history, folklore	Culture and arts: Museums, theatre, concerts, cinema	Festivals and events	Heritage fork (connecting Hoi An ancient town, Hue citadel, My Son sanctuary)

Draw your map hereafter! *If you have any other associations, feel free to add them to the map.*

Danang –
Destination
for Higher
Education

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For **every association** hereafter, please circle **one number on your left-hand side** and **one amount on your right-hand side**. They represent your expectation level when choosing Danang as your destination for higher education and evaluation level (perception of its performance) after studying at Danang, respectively. The higher the number is, your expectation (or evaluation) stronger is.

Expecation (before studying at Danang)	Attribute	Performance (after studying at Danang)
1 2 3 4 5 6 7	Natural endowments	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Close, clean sea	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Leisure places (landmarks, café's, milk tea, entertainment spots)	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Beautiful scenery	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Various cuisine	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Peacefulness	1 2 3 4 5 6 7
1 2 3 4 5 6 7	People	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Orderly traffic	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Infrastructure	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Living environment	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Tourism	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Development	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Crowdedness	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Attraction	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Integration (open culture)	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Job opportunities	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Potential (boosting cross-culture, business and immigration)	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Friendliness	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Dynamism	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Hometown feeling (Comfortable, safe, affinity)	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Modernity	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Liveability (affordable prices, enjoyable feeling)	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Prestigious organizations, companies have a partnership with the university	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Practical research facilities of the university	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Convenient location of the campus	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Prestigious university	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Architecture, bridges, history, folklore	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Culture and arts: Museums, theatre, concerts, cinema	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Festivals and events	1 2 3 4 5 6 7
1 2 3 4 5 6 7	Heritage fork (connecting Hoi An ancient town, Hue citadel, My Son sanctuary)	1 2 3 4 5 6 7

Thanks again for participating in the research. Best health to you and your family; everything is as you wish it to be!

D. Evaluation of each attribute

Attributes	All		Non-locals		Locals	
	E	P	E	P	E	P
Natural endowments	5.4	5.3	5.3	5.2	5.7	5.4
Close, clean sea	5.6	5.2	5.5	5.1	5.7	5.4
Leisure places	5.6	5.7	5.6	5.7	5.6	5.7
Beautiful scenery	5.6	5.6	5.6	5.6	5.7	5.8
Various cuisine	5.3	5.2	5.2	5.1	5.4	5.4
Peacefulness	5.3	5.1	5.3	5.0	5.5	5.5
People	5.4	5.4	5.3	5.3	5.7	5.5
Orderly traffic	5.3	4.9	5.3	5.0	5.2	4.8
Infrastructure	5.4	5.3	5.4	5.3	5.3	5.3
Living environment	5.6	5.6	5.6	5.7	5.7	5.4
Tourism	5.8	5.9	5.8	5.9	6.0	6.0
Development	5.6	5.5	5.6	5.5	5.0	5.1
Crowdedness	5.0	5.1	5.0	5.0	5.6	5.6
Attraction	5.4	5.5	5.4	5.4	5.6	5.5
Integration (open culture)	5.5	5.5	5.5	5.5	5.6	5.6
Job opportunities	5.5	5.2	5.5	5.2	5.7	5.1
Potential (boosting cross-culture, business and immigration)	5.6	5.5	5.5	5.5	5.8	5.5
Friendliness	5.6	5.6	5.5	5.5	5.7	5.8
Dynamism	5.5	5.5	5.4	5.4	6.0	5.6
Hometown feeling (Comfortable, safe, affinity)	5.2	5.0	4.9	4.7	6.0	6.0
Modernity	5.7	5.5	5.7	5.4	5.8	5.5
Livability (affordable prices, enjoyable feeling)	5.8	5.7	5.7	5.6	5.8	5.9
Prestigious organizations, companies have a partnership with the university	5.3	5.0	5.4	5.0	5.3	5.1
Practical research facilities of the university	5.4	4.6	5.4	4.5	5.3	4.6
Convenient location of the campus	5.5	5.0	5.4	5.1	5.7	4.8
Prestigious university	5.7	5.3	5.7	5.2	5.8	5.4
Architecture, bridges, history, folklore	5.6	5.6	5.5	5.6	5.7	5.6
Culture and arts: Museums, theatre, concerts, cinema	5.4	5.3	5.4	5.3	5.5	5.4
Festivals and events	5.4	5.4	5.4	5.4	5.5	5.5
Heritage fork (connecting Hoi An ancient town, Hue citadel, My Son sanctuary)	5.4	5.5	5.3	5.4	5.9	5.7

Notes: E: Expectation level, P: Performance level

E. Statistics of brand associations

Brand Associations	Core associations		First-order associations			
	Frequency of mention	Number of Interconnections	Frequencies of first-order	First-order ratio	Superordinate links	Subordinate links
Tourism	*230*	*714*	*153*	*66.52%*	*381*	*249*
Livability	*208*	*583*	*137*	*65.87%*	*299*	*294*
Beautiful scenery	**183**	**346**	**64**	**34.97%**	**101**	**197**
Friendliness	**183**	**282**	**36**	**19.67%**	**51**	**197**
Prestigious university	*178*	*369*	*135*	*75.84%*	*149*	*184*
Close, clean sea	**178**	**264**	**54**	**30.34%**	**40**	**191**
Festivals & events	**166**	**260**	**38**	**22.89%**	**48**	**176**
Modernity	**163**	**344**	**62**	**38.04%**	**132**	**174**
Living environment	*161*	*481*	*112*	*69.57%*	*277*	*164*
Development	**155**	**364**	**68**	**43.87%**	**136**	**178**
Job opportunities	**154**	**269**	**64**	**41.56%**	**71**	**167**
People	*148*	*368*	*95*	*64.19%*	*184*	*155*
Integration	146	260	48	32.88%	57	165
Dynamism	141	258	50	35.46%	70	153
Infrastructure	140	280	51	36.43%	94	153
Orderly traffic	135	211	40	29.63%	44	143
Peacefulness	129	208	32	24.81%	42	143
Potential	119	266	57	49.90%	88	139
Various cuisine	115	164	44	38.26%	21	124
Architecture…	115	184	30	26.09%	22	130
Natural endowment	112	255	60	53.57%	117	118
Leisure places	109	170	23	21.10%	36	111
Heritage fork	89	129	18	20.22%	19	92
Culture & arts	85	152	29	34.12%	39	95
Convenient location	73	114	19	26.03%	27	80
Attraction	70	129	11	15.71%	28	81
Prestigious organizations partnership	58	81	10	17.24%	7	65
Hometown feeling	49	76	14	28.57%	16	50
Practical research facilities	48	61	5	10.42%	5	51
Crowdedness	12	18	1	8.33%	2	14

Notes: The **bold** associations are core; the ***bold italics*** ones are first-order brand associations.

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Educational background

Doctoral Program	in Japanese Management, Yokohama National University, Japan	2017-2020
MBA	Shute University – Kaohsiung County, Taiwan	2013
B.A.	University of Economics –University of Danang, Vietnam	2008

Work experience

Undergraduate courses teaching or project supervision (Customer Relationship Management, Principles of Marketing, e-Marketing, Brand Management, Commerce, Marketing)	2008-present
Communication management and advisory in University Branding	2015-2017
Short-term training courses for business (Communication, Sales)	2016
Entrepreneurial communication (the 1st Startup Runway Contest sponsored by Irish Aid)	2016
Student Affairs Office support	2008-2009
Public Relations and Marketing Specialist at Techcombank Danang	2008

Achievements

Best Paper Award at the MICA conference	2016
Second Prize of "Students' Scientific Research," awarded by Vietnam Ministry of Education and Training	2008
Second Prize of "Vietnam Technology Innovation – VIFOTEC," awarded by Vietnam Foundation For Technology Innovation	2008