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## The effect of exporting hospitality and tourism degrees overseas on the home campus: A conceptual model

Rick Lagiewski<sup>a,\*</sup>, Paul Barron<sup>b</sup>, Anna Leask<sup>b</sup><sup>a</sup> Department of Hospitality and Tourism Management, Rochester Institute of Technology (RIT), 14 Lomb Memorial Drive, Rochester, NY, 14623, USA<sup>b</sup> Business School, Edinburgh Napier University, Edinburgh, UK

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### ABSTRACT

Hospitality and tourism programmes have, over the recent decades, been involved in the delivery of their degrees in international locations through a variety of export models. A case strategy approach was used to explore programmes delivering their degrees at international branches campuses. The study's findings not only suggested that delivering degrees overseas effected internationalisation at home, but similarly to multinational national corporations resulted in reverse knowledge flow and positive and negative returns on the foreign venture. A conceptual model to illustrate an explanation of the impacts that overseas expansion has on the exporting hospitality and tourism programmes is presented.

### 1. Introduction

Internationalisation of hospitality and tourism education is often seen as necessary in order to prepare students to work in a globalised industry (Baum, 2001; Becket & Brookes, 2008; Hsu, 2017). This “internationalisation” of hospitality and tourism education encompasses different forms and strategies; one such strategy involves higher educational institutions (HEIs) in the English-speaking world, collaborating with foreign institutions to export their programmes abroad (Wilson & Vlasceanu, 2000). Here, the term ‘internationalisation’ is simply the act of operating in an international location or foreign market. The terms, internationalisation and transnational education, are often used as synonyms for the act of HEI's exporting their degrees in international locations. It's important to note there are key differences in the explicit definitions associated with each term. Internationalisation is delineated by the integration of an international or intercultural dimension into the function of the HEIs and or the composition of its curriculum, faculty, and students through a combination of activities, policies and procedures (Knight, 2004a; 2004b). This characterisation of internationalisation does not rely exclusively on exporting degrees as a strategy for internationalisation. The export of education is rather one form of internationalisation differentiated as transnational education. This can be defined as any teaching or learning activity in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country). A key element of transnational education is that students enrolled in academic programmes or courses of study are located in a different country from the one in which the degree-awarding institution is based (Wilson & Vlasceanu, 2000). The United States, United Kingdom, and Australia have been identified as the dominant exporting countries in transnational education (Rumbley & Altbach, 2007; Tsiligris & Lawton, 2018, pp. 1–6). In almost all forms of transnational education, a certain export model is used for overseas expansion in order to deliver the degree abroad. These export models often take on the following forms: franchise, twinning, articulations, branch campuses, double degree programmes, partnerships, and distance education.

\* Corresponding author.

E-mail addresses: [rick.lagiewski@rit.edu](mailto:rick.lagiewski@rit.edu) (R. Lagiewski), [p.barron@napier.ac.uk](mailto:p.barron@napier.ac.uk) (P. Barron), [a.leask@napier.ac.uk](mailto:a.leask@napier.ac.uk) (A. Leask).

Much discussion, concerning exporting education abroad, focuses mainly on themes regarding how to expand overseas: risk and benefit assessment, market entry modes, quality control issues and management of overseas operations. There is a prevailing assumption that involvement in transnational (exporting) education is an approach to internationalisation at home. Despite the fact that offering degrees overseas is clearly an international activity, it is unclear how such action provides approaches to internationalisation at the home campus or what effects this action specifically has on the academic programme offering its degree abroad. This connection between offering a degree overseas and its influence on the exporting degree programme is largely lacking in the literature. Therefore, this paper aims to investigate the impacts of the IBC export model on the home based program.

**2. Literature and conceptual framework**

The key activities and outcomes surrounding the elements that contribute to internationalisation are well established in the literature (Becket & Brookes, 2008; Brandenburg & Federkeil, 2007; Knight, 2004a, 2004b). However, the body of literature surrounding transnational education and the forms of delivery used to export education across international boundaries tends to emphasise how to establish and manage international programmes overseas (Vignoli, 2004) or the potential capacity building transnational education has on the host country or foreign institutions of higher education (Caruana & Spurling, 2007; Paul, 2009). What is less clear and uncertain is how participating in transnational education impacts the exporting programme not only in the area of internationalisation, but in other operational features and institutional facets. Impacts beyond the primary delivery of an educational degree to the students in the host country or back to the exporting programme can be depicted as spillover effects. A frequent spillover effect is the prospective improvement in the quality of educational institutions surrounding the IBC due to increased competition or implementation of best practises by local HEIs (Rumbley & Altbach, 2007; Vignoli, 2004). Another spillover influence of the IBC on the host location may be the reduction in the number of students travelling abroad, keeping foreign students in their home country and stopping potential brain drain (Vignoli, 2004; Ziguras, 2007, pp. 1–40).

A considerable amount of anecdotal literature has also been published concerning the probable influences on academic programmes and their higher educational institutions when they export their degree transnationally through a branch campus in an international setting. The hypothetical influences identified in the literature can be categorised by three thematic elements for the home campus: internationalisation, reverse knowledge transfer, and return on foreign venture.

**2.1. Return on foreign venture**

One of the frequent themes identified by authors is the monetary and non-monetary benefits and costs associated with exporting degrees internationally by the home programme. This theme, in Fig. 1, is expressed as the return on foreign venture. Few authors make the direct comparison between exporting degrees and the monetary actions of profit seeking organisations such as multinational corporations (MNC); however, McBurnie and Ziguras (2006, pp. 35–37) suggest that if one were to use the MNC transnationality index of the United Nations Conference on Trade and Development to measure transnationality for a university, the levels would be low. Their conclusion is derived from the characteristics of this index which is determined by comparing international and domestic operations in three areas: value of assets, sales, and employment (McBurnie & Ziguras, 2006, pp. 35–37). They also conclude that even while using this index results in low levels of internationality, since HEI operations are overwhelmingly based in their country of origin, transnational operations have a major impact on HEIs financially and in the motivation to operate abroad (Healey, 2018; McBurnie & Ziguras, 2006, pp. 35–37).

Similar to the works of McBurnie and Ziguras (2006, pp. 35–37), financial returns of exporting degrees abroad emerge in the

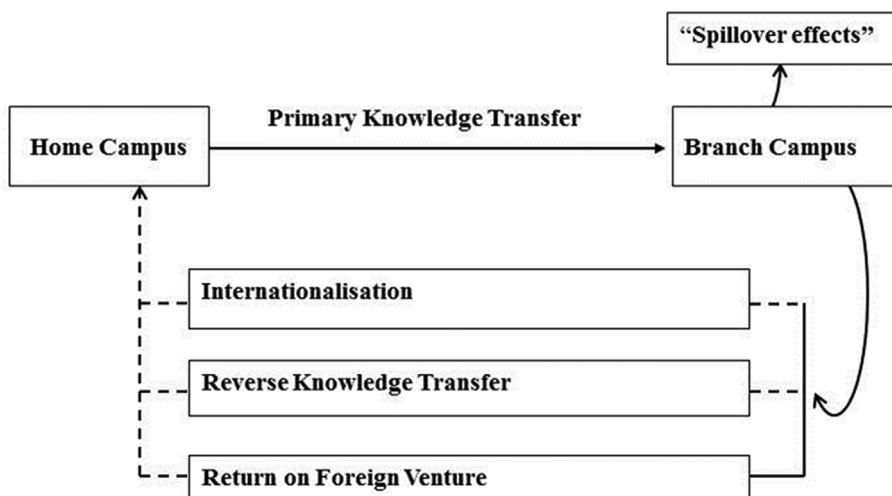


Fig. 1. Conceptual Framework of the influence overseas expansion has on the “Home Campus” from a transnational perspective.

literature often as implicit commentaries rather than empirical studies. The financial impacts on the home campus are postulated as a new revenue source for the home campus (Bacow, 2007; Norris, 2010, p. 23; Vignoli, 2004). Shams and Huisman (2011) identify this home impact as an extra source of income and an opportunity to exploit foreign markets, which Healey (2008) also asserts as an outcome of HEI's having a competitive advantage over competitors in host countries, due to research, faculty and technology. Jones (2009) identifies an uncommonly reported outcome, which is the positive impact on home campus budgets through the transfer of home faculty salaries to the overseas location. In addition to the potential positive economic benefits of exporting degree overseas, authors also cite the high risk associated with expanding overseas due to the large investment and diversion of resources away from the home campus (Jones, 2009; Shams & Huisman, 2011). As a specific form of transnational education, the IBC is cited as a more risky venture, due to the large investment of resources and time needed to establish an overseas presence (Armstrong, 2007).

Middlehurst, Woodfield, Fielden, and Forland (2009), in their empirical study of 28 universities in the UK, reported that generating additional income from student fees, research grants, and contract income was a motivating element for transnational education. In addition to the economic returns on the venture to export academic programmes overseas there is potential positive and negative consequences on the home programme and university's reputation. These again are limited to general remarks or expected outcomes in need of empirical examination and study. For example many authors identify the delivery of a degree overseas will be a positive benefit for the exporting HEI's reputation and exposure internationally (McBurnie & Ziguras, 2006, pp. 35–37; Rumbley & Altbach, 2007; Vignoli, 2004; Ziguras, 2007, pp. 1–40). Whilst these authors cite the enhanced reputation or the prestige of having an international footprint as positive benefits (McBurnie & Ziguras, 2006, pp. 35–37), it's unclear if the influence on the home programme's reputation resulted in higher rankings, greater student enrolment, or ability to recruit faculty and staff. Authors also report the potential detriments to quality and reputation resulting from overseas delivery of degrees (Rumbley & Altbach, 2007; Wilkins & Huisman, 2012). The negative influence on reputation appears to be linked to the consequences or risks of campus closures or lack of quality control at the IBC (Armstrong, 2007). Howe and Martin (1998) suggest the potential loss of control over student entry and teaching quality standards at the IBC will lead to potential damage to the home programme's reputation. While it is unclear how specifically the external reputation of a HEI will be impacted by the quality or success of its IBC, there is some suggestion that the internal atmosphere will be impacted. Bacow (2007) suggests that since IBCs are set up at the highest level of HEI administration, faculty may view such ventures cynically as a presidential initiative. Howe and Martin (1998) also indicate that teaching staff may feel pressure trying to support home and abroad programmes while undertaking their research and administrative duties, which may result in negative impacts on quality both home and abroad.

The influx of international students generated from the IBC to complete course work or to enrol in additional degrees is identified as a benefit for the home campus (Norris, 2010, p. 23). This may be associated within this section as the financial returns from fees and revenue generated from students (Qiang, 2003); however, others have also identified this may come with the need to expend effort to integrate international students into the home campus (Randall, 2008).

## 2.2. Reverse knowledge transfer

A second element proposed to categorise the experience and learning gained by the home programme delivering their degree overseas in conceptual framework Fig. 1 is reverse knowledge transfer. This element is similar to the knowledge multinational corporations may gain from their overseas operations in order to expand and manage new ventures in other countries. Therefore, a potential effect of exporting the home campus' institutional knowledge within their academic degree offering is the knowledge gained on how to manage and deliver their degree overseas (Ziguras, 2007, pp. 1–40). Randall (2008) states that two of the most important lessons learned from the activities of transnational education are the dangers of underestimating the need for strategic planning and a management structure to manage overseas operations. Shanahan and McParlane (2005), reporting on the University of New England in Australia, detail the important knowledge learned regarding the need for proper assessment of risk prior to taking part in transnational education. Walton and Guarisco (2007) reported in their case study findings that a programme involved in transnational education ultimately established a partnership office on the home campus to monitor quality assurance, disseminate good practices and standardise operations across the university. By participating in transnational education, not only do home programmes learn how to manage risks and maintain quality assurance (Howe & Martin, 1998), they also gain knowledge on how to recruit students and maintain teaching staff from home and abroad to deliver the course content (Howe & Martin, 1998; Ziguras, 2007, pp. 1–40).

## 2.3. Internationalisation

Échevin and Ray (2002) assert that HEIs that have their own institutions abroad are on a fast track to internationalisation since it creates a mix of national and foreigners promoting cultural interpenetration between the two locations. This assertion exposes what appears to be a prevalent assumption regarding transnational education, which is that by exporting education abroad there will be an internationalising effect for the home programme derived from the interaction with the foreign location. Whilst there are many models for delivery and operation of degree programmes exported to international locations, how each specific model, such as an IBC, impacts internationalisation at home are less defined.

A common theme in the literature is the international engagement opportunities transnational operations can provide existing students and faculty not available on the home campus (Ziguras, 2007, pp. 1–40). Many authors identify the enhanced opportunity for faculty and students to experience an international climate through working and studying outside their national culture (Becket & Brookes, 2008; Hale & Tijmstra, 1990; McBurnie & Ziguras, 2006, pp. 35–37; Rumbley & Altbach, 2007). Overall, there seems to be

evidence in the literature to indicate that working at the overseas operation assists faculty and staff in developing an understanding of other cultures and new ways of learning and teaching (Howe & Martin, 1998; Middlehurst et al., 2009; Sangpikul, 2009). It's notable that authors also call for formal reflection on how to utilise what the faculty and staff have gained through their international experiences and integrate this back at the home campus (Brookes & Becket, 2011; Leask, 2004), since this may not occur innately. There is some evidence to suggest that one of the results of working with the overseas programme is the new view of the course material gained by the faculty and the potential to develop their international knowledge and cultural sensitivity to it (Black, 2004).

One of the frequently identified returns from overseas delivery of degrees is the recruitment and enrolment of international students at the home campus (Adams, 1998; McBurnie & Ziguras, 2006, pp. 35–37). Randall's (2008) case study reflections provide one of the uncommon pieces of literature that connect the presence of international students from the overseas campus coming to the home campus as having enriched the understanding and insight of the home faculty and forced classroom activities to account for the complexity of the global world. As identified with faculty experiences abroad, Armstrong (2007) advocates that increased global knowledge will not occur automatically from the influx of international students and requires specific programmes to stimulate such outcomes for domestic students.

Much of the literature above is derived from diverse forms of transnational education, as much of the attention on IBCs has been on branding and financial returns (Rumbley & Altbach, 2007). Rumbley and Altbach (2007) are critical of the potential promise of internationalisation linked to branch campuses and suggest that the focus not be solely on the “big shiny manifestations of internationalisation”, but on other parts of the phenomenon as well. This paper endeavours to fill this request by examining the phenomenon of transnational education from the position of the home campus, rather than from the IBC perspective.

#### 2.4. Conceptual framework

Internationalisation is often used as a catchall phrase for all international dimensions in HEI, which may not be helpful; therefore, as de Wit (2002) recommends, a conceptual framework (Fig. 1) is proposed that guides this work. These elements, as described above, consist first of the primary knowledge transfer from the home campus to the IBC. This element consists of the exported degree programme and the expertise contained within this home academic programme, primarily utilised to educate students studying at the branch campus. This may result in spillover effects, which represent the influences of exporting the degree at the IBC beyond the education received by the student enrolled there. The potential influences of the IBC on the home campus identified in the literature are categorised by internationalisation, reverse knowledge transfer, and return on foreign venture. The term ‘return on investment’ was deliberately not used to avoid interpreting this element from solely a financial perspective.

### 3. Methods

To address the objective of the study, a case strategy consisting of a mixed-methods approach, combining both quantitative and qualitative tactics was utilised. Data was collected through three phases. The first phase sought to identify what programmes in the United States exported their degree internationally. An online survey was administered through the International Council on Hotel Restaurant and Institutional Education to member schools. From these findings, three programmes were identified and agreed to participate in this study. Specific criteria for selecting academic programmes were utilised in order to identify an established IBC. The IBC must be operated by the awarding institution, and provide degrees taught face-to-face, supported by traditional academic infrastructure, such as classrooms and office space. The IBC must deliver the home programme's degree on a physical campus facility where the students enrolled there can complete their degree. The IBC must have had at least one graduating class or been operating for at least five years. In this study, the point of multiple cases is not to study a representative sample of cases, but rather to gain richer understanding of the impacts of branch campuses on home programme elements such as faculty, students and curriculum.

The second phase consisted of a quantitative survey consisting of 13 sections containing closed-ended and open-ended questions administered to faculty which resulted in a total of 60 participants. The third phase consisted of a structured interview process resulting in 27 phone interviews ranging in length from 13 min to 63 min with an average of 26 min per interview. All interviews were digitally recorded and a transcript was developed and then organised using NVIVO 10. Responses were then coded, condensed, and interpreted. The interviews and their meanings are used to help explain and enrich the findings of the online survey. The conceptual framework in Fig. 1 is utilised to organise these findings and the discussion below.

### 4. Results and discussion

Through the online survey instrument respondents were asked to identify how the IBC influenced their work on the home campus and identify the impacts the IBC had on the home programme itself specific to internationalisation. Table 1 below illustrates the outcomes at the home programme due to the existence of the IBC as affirmed by respondents.

Respondents were also asked to identify individual impacts resulting from the existence of the overseas programme illustrated in Table 2 below.

#### 4.1. Internationalisation

It was evident that one of the central impacts of the IBC on the home programme was the exchange opportunities it provided the faculty at the home campus to work at the IBC location. This element of faculty internationalisation was the second-most identified

**Table 1**  
Identified influences of the IBC on the home programme.

Influences	Affirmed
	%
Opportunities for U.S.-based students at the programme's home campus to study abroad (semester/quarter length)?	71.2
The exchange of faculty members between the two campuses?	67.3
Increased numbers of foreign students studying at the programme's home campus?	68.6
Overseas study tours (5 weeks or less) for programme's home-based students?	57.7
Increased interest by the programme to create additional degree programmes abroad?	56.9
Opportunities for home-based faculty to present papers at international conferences abroad?	50.0
The programme's creation of other international programmes overseas (outside of IBC)?	50.0
The co-creation of international conferences or seminars with the programme at the IBC?	48.1
Joint research for home-based faculty with colleagues abroad?	32.7
Overseas work/internship opportunities for students studying at the programme's home campus?	28.8
The consideration or requirement of foreign languages as part of the curriculum?	28.8
The consideration of foreign experience when hiring new faculty and staff to work at the home campus?	26.9
International guest speakers to the programme's home campus?	26.9
Publications for home-based faculty with colleagues abroad?	21.6

**Table 2**  
IBC influence on faculty and staff at the home programme – online survey results.

Influences	Affirmed
	%
Increasing your willingness toward working with international students?	65.40
Increasing your interest to work on international issues at the programme's home campus?	63.50
The addition of international context to courses you teach?	53.80
The addition of international context to courses offered in the degree programme you teach in?	52.90
The creation of new courses that emphasise an international aspect of the degree programme you teach in?	30.80
Opportunities for you to present papers at international conferences abroad?	25.00
Joint research for you with colleagues abroad?	9.60
Publications for you with colleagues abroad?	5.80

influence of the IBC on the home campus, with approximately 67 per cent of the respondents affirming this outcome through the quantitative survey. Additionally, 42 per cent of the participants in the quantitative phase of the study identified having taught at the IBC or having travelled there on official business. Of those who took part in the interview phase, 82 per cent indicated that they had gone to the IBC for academic purposes, either to teach or take part in administrative duties.

These findings support the common roles faculty have in supporting the IBC abroad, which require travel to the IBC. Themes emerged that faculty gained new perspectives of industry, geography, and cultural awareness as a result of the IBC. The following statements were given as responses as to the influence of IBC on their work: 'Enhanced my cultural awareness'; 'It has given me insights into another culture'; and 'It has helped me to see the role of culture in constructing knowledge.' Additionally, it was reported by respondents that: 'It has enhanced my appreciation of an eastern European perspective'; and '... as well as hospitality corporations', and provided understanding of 'the local needs of hospitality operators' in China. These findings support those of (Healey, 2018) who noted that transnational educational programs resulted in the home campus staff becoming more international in their outlook and helped develop their world view. Specifically the findings corroborate (Waterval et al., 2017) suggestions that visits to the host country change the beliefs and ideas about the host country.

Results showed that some faculty applied their experience and new knowledge learned into their course content without formal systems requiring them to do so. This appears to have helped internationalise their pedagogy. More than half (53 per cent Table 2) of the survey respondents affirmed that the existence of the IBC resulted in the addition of an international context to the courses offered in their degree programme.

*It [IBC] brings a global perspective of hospitality businesses and cultures. We were required to "dive into" a culture dramatically different from the U.S. This caused many courses to include a broader worldview of their topic.*

What emerges from the interviews is that the mobility of students and faculty between the two campuses generated some international content to the courses being delivered at the home programme. This seems to occur both formally and informally. It also emerges that the IBC may be connected to a programme's formal efforts to add an international or global component to their courses. The excerpt below express this idea:

*We just have gone through, in the last few years, a major curriculum revision, and it was started about the same time we initiated [IBC]. The focus really has been upon, what do you need to deliver to hospitality in an international marketplace, and that has been our view from a long-time perspective.*

One respondent expressed that their experience at the IBC gave them “a more global perspective” to all of their classes. Another commented that it allowed them to develop their “teaching style to accommodate the large number of international students” studying at the home programme from the overseas programme. Some survey respondents expressed specific international effects on their classes. As one respondent explained, “It has given me more and better examples of leadership and meeting management and business ethics from an international perspective.” As one interviewee summarised below, it appears the IBC provided a resource for faculty to utilise global examples in the classroom.

*I just think having experienced that [IBC] just made me more open and more willing to incorporate global issues and concerns in my classes.*

The addition of international content and examples appears to be more likely an ad-hoc decision by faculty and staff.

Prior works have noted that transnational education may provide home-based faculty with the opportunity to collaborate and conduct research with colleagues abroad (Black, 2004). The current work found some scholarly activities evolved from the IBC activity, but this influence did not emerge as a significant influence of the IBC. However, in one case, a joint academic conference was organised which resulted in scholarship being produced by both campuses that was delivered at the IBC. It's not surprising that research and scholarship activities did not emerge as a primary outcome of the IBC. As Hill and Thabet (2018) note that for home based staff the primary focus is often managerial and knowledge exchange leaving their research agenda as secondary to developing the IBC itself.

The results of the quantitative survey, as shown in Table 1, indicate that the most identified influence of the IBC on the home campus was the opportunities generated for home-based students to study abroad. 71.2 per cent of survey respondents indicated that study abroad opportunities occurred as a result of the IBC, and almost 60 per cent of the survey participants indicated the occurrence of short-term study tours. More than one-half of the interviewees also identified study abroad opportunities as an influence of the IBC on the students from the home programme. Some respondents considered it an opportunity made convenient for home students to participate in, since the IBC was part of the home programme. This convenience appears to be associated with the fact that the IBC has similar course credits and cost. The excerpt below illustrates this view:

*... I think it provided our students ... a really good study abroad opportunity. ... Since the costs are exactly the same, they can take the same courses [at the IBC] and stay for a whole semester, and some of them have really learned a lot from that experience.*

*Later on, the idea of our students being able to go over there for 10 weeks and study and get the same degree without losing any credit going over to a foreign country, I think that was a very positive thing on our students here. As a result of the fact that we were offering the same degree, there was no course transfer or no credit changes.*

These findings further support the idea that student mobility is an interconnected feature of international education as advocated by (Tran & Dempsey, 2017).

In addition to the general opportunity to study at the IBC, home students appear to be influenced in three areas. These were reported as: their interactions with IBC students, learning and growth gained, and careers and employment benefits. Approximately one-third of those interviewed identified the interaction of the home students with the branch campus students as an impact of the IBC on the home programme. These interactions are reported to have occurred for both the students who participated in study abroad at the IBC and for those had encounters through studies at the home campus. Interaction with foreign students from the IBC were reported to occur when IBC students studied at the home campus or when the home campus students were connected in common courses using distance learning technology.

Respondents reported that students studying on the home campus returned from their study abroad experiences at the IBC more globally knowledgeable. In general, the respondents revealed that they thought their students gained an international or global awareness from their study abroad at the IBC. The following excerpt expresses this view:

*We send our students there and they send their students here, and the interaction has been valuable to create a sense of globalism from both sides. We do manage to have a lot of interaction with the students from different cultures and it just adds to their growth in internationalism.*

One respondent reported that the IBC provided opportunities for their home students to study abroad, *which is invaluable for them and part of the University's overall vision to produce internationally competent graduates*. International learning and growth were also mentioned as occurring at the home campus from direct and indirect experiences with the IBC. For example, one interviewee explained that they had a Chinese national from the IBC teaching at the home campus during the summer, and that the home students were *very happy because they felt they got more global or international understanding than they otherwise would have*. In some cases online courses provided an international learning environment:

*... Technology enabled us to merge students from both campuses in a common course and in a common class, and that enriched all of the management concepts that we were trying to deliver to our students, because those management concepts were viewed differently in other [international] locations and that we certainly were able to diversify and broaden our student understanding of management.*

Interview data provided very little evidence of home students working internationally due to the IBC, but rather a discourse emerged that the experience of studying abroad at the IBC helped prepare home students to work internationally. The discourse in the interview stage of data collection revealed that the experience at the IBC helped home students gain an international experience that would be favourable on a resume and help with future employment opportunities. One respondent described the impact of the study abroad experience on the home students as having the following career benefits:

*It's not only an experience they can bring back, but also something that I think looks very good on a resume. Where they had international experience and then they would also be able to interact with maybe a customer at the hotel or some other event, but they would have that global experience.*

Some interviewees expressed that the experience of studying at the IBC made their home students more understanding of international differences and that this experience would assist them in their confidence and inclination toward working globally. The following excerpts below exhibit this perspective of completing a study abroad at the IBC:

*In terms of their experience, they are more willing to try different work opportunities, and live and think globally, as opposed to just locally.*

*... it's a resume builder. It helps in their experience set because they will have seen different management styles, different organisational structures in other countries. So, that was a benefit to the individual student. It became a major talking point for the student as they met with recruiters, whether for international positions or domestic positions within the United States.*

The majority of the participants in this study indicated that the IBC made their programme more internationally focused. This was indicated by the increased number of international students on the home campus and also that the programme now viewed the industry and education from a global perspective. Results also indicated the home programme was believed to be more internationally focused, since the IBC provided the programme with a foothold internationally and generated new international exposure.

#### 4.2. Reverse knowledge transfer

One of the evident impacts of the IBC identified was that the programme gained knowledge about what was required to export its degree internationally. From taking part in transitional education, participants reported their programmes gained new understanding and learning about the intricacies of offering an overseas programme. Some reported that this experience provided the programme and HEI with the knowledge needed to open new international programme. Overall, the learning and experience of offering a degree internationally has assisted the HEIs in both operating the current IBC and the institute's efforts to export degrees elsewhere internationally. Half of those surveyed reported (Table 1) that the IBC influenced the programme's creation of other international programmes overseas. In some cases these IBCs had become the model for developing new IBCs and transnational opportunities at the HEI as expressed in the following excerpt:

*[we] became known for its ability to develop and execute in an overseas situation or environment. It's not just from a faculty exchange and student exchange standpoint. We had the ability to handle the total risk of the real estate side, of putting in the systems, transporting faculty, maintaining their level of satisfaction. This is one of the bigger outcomes and it was that model that we created [at the IBC], was a test model for [other IBCs opened]. It will probably be a test model for wherever we end up in a future period.*

A possible explanation for this was that in these cases, the IBC was either the university's first IBC or one of its earliest attempts to establish a permanent overseas offering of their degree, resulting in a pioneering experience for future transnational endeavours at the home campus.

#### 4.3. Return on foreign venture

While being identified as an international asset to the home programme, reputation was a prevailing element identified as a return on foreign venture due to the establishment of an IBC. About one-third of the respondents identified positive effects on the programme's exposure, promotion, and brand. Respondents reported that the programme's reputation was enhanced for the following stakeholders: incoming students, present students, and industry. One individual expressed that the main impact of the IBC was how they were viewed relative to other universities in their state. The individual stated that other hospitality programmes and universities within the State university system “are a little bit in awe of what we have pulled off. programme, the following points regarding the IBC were expressed:

*The expansion of the brand was really a big one. We were the first ones in China and I know, within our own venue of hospitality schools, we were the model for how to go in and do something and do it well.*

*It's definitely reputation. Finances, that can be one; but really, reputation is the number one. [We] became known for the ability to develop and execute in an overseas situation or environment. ... This is one of the bigger outcomes and it was that model that we created in [the IBC], was a test model for [our other IBCs]. It will probably be a test model for wherever we end up in a future period.*

The above excerpt also appears to support that the IBC influenced the programme's internal reputation by becoming the model by which other overseas expansion would be developed. The excerpt below also alludes to reputation, but from the perspective of parents and students:

*... reputation, in that when our perspective students come here, a lot of them nowadays are thinking of study abroad or doing something international. And we have a [IBC] has [our] name on it, were I think that makes mom and dad feel a little bit better, a little bit safer that we can send our student overseas and they are actually still in [our] programme. The building over there flies the [our university's] flag.*

Some interviewees, when asked what the main impact was of the IBC, connected reputation to the exposure that the IBC provided their programme as the excerpt below expresses:

*Probably reputation. I think it's just having our name out there, having university news and local newspaper and industry papers seeing that exposure. I know quite certainly, we are not the only college to have global experience so it keeps us competitive.*

Two responses however expressed that it had a negative impact in the area of reputation. They reported: 'It is cheapening our brand'; 'The quality of the degree was diluted, particularly in Asia'; and 'The admissions requirements were too low.' One interviewee confirms a similar view that the IBC may be cheapening the home programme's reputation. This interviewee explains that whilst the English language requirements are the same for both the IBC and home campus that they feel the IBC students "have not shown proficiency in written, spoken or any kind of English." The interviewee states:

*... they [IBC students] have more access because we have the programme [IBC] now. However, what I am trying to say is, if I am sitting in a classroom [at the home campus] as a student who is working very hard to earn a bachelor's or master's degree, having had to earn all the requirements beforehand, passing an SAT, having a diploma from high school, etc. And there is someone sitting next to me that could not attain that same thing, it almost, you could significantly say, cheapens the degree ...*

This mixture of reputational gain and potential risk to reputation supports Healey's (2018) assertion that these transnational models require a managed approach to the potential positive and negative outcomes.

Survey and interview data, revealed that industry recognition generated from graduates of the IBC are resulting in international exposure for the programme's brand. This was described in the following statements: 'Our students are obtaining great positions in the industry and are being sought after by global-international companies' and that, "Students employed by multi-national hotel companies build the [our] brand'. One interviewee explained that the greatest impact of the IBC on the home programme was likely the reputation they gained for producing such a large number of graduates [at the IBC] with the English skills and western orientation to work for major hospitality companies. The excerpt below depicts the role that the IBC may have on generating industry recognition:

*We have received great recognition in the hospitality industry. ... the CEO of Hilton Corporation, made a special visit to our [IBC] last year. Senior executives from Marriott and Hilton both come.*

About one-quarter of the respondents interviewed suggested that international exposure was an impact of the IBC associated with the recognition the home programme was receiving abroad from the IBC. The opinion emerges from the data that the IBC generated awareness for the academic programme's brand through the international exposure, promotion, and recognition it created. These findings are consistent with Échevin and Ray (2002) and Teichler (2009) who suggest that HEIs' involvement in transnational education can be perceived as enhancing one's international reputation and visibility. A possible explanation for this result is that by establishing an IBC, the programme receives media attention and gains an overseas presence that may help differentiate their programmes from competing domestic programmes. This appears to support (Lawton & Tsiligiris, 2018, pp. 217–226) who observe that branch campuses are prestige projects for exporting universities receiving constant media attention. It may also be that U.S.-based programmes attribute some gain in prestige by offering their degree internationally, since the hospitality and tourism industry is clearly a global business subject. This result is consistent with the views and opinions of many authors who suggest that one of the motivations and benefits of transnational education is the positive impact on reputation (Healey, 2018) McBurnie & Ziguras, 2006, pp. 35–37; Rumbley & Altbach, 2007; Vignoli, 2004; Ziguras, 2007, pp. 1–40).

Another important return on the IBC was the economic benefits resulting from an increase in student enrolment. A recurrent theme was that the IBC positively affected the enrolment on the home campus. Across all cases students from the IBC either had transferred into the U.S.-based programme to complete a graduate degree, or had transferred in to complete their undergraduate degree. One-third of the interviewees identified enrolment, when asked how the IBC influenced the home programme. The following excerpts reveal this influence:

*..., it has become a feeder for us from China. Once they finish their education in China, then they apply to the graduate programme here ...*

*... This gives us quite a bit more students from Asia and gives us more of an international feel to our curriculum ...*

One respondent, choosing "not to be on the record", stated: *the university likes the fact that there are so many students coming from [the IBC] who pay out-of-state fees.* They explained that IBC students enrolled are paying the highest tuition fees at the home campus, because they are charged at the out-of-state rate.

Some respondents expressed that an impact of the IBC for home campus students was that they became very close to the IBC students who came to study in the graduate and undergraduate programmes at the home campus. In some cases, the connection between students of both campuses appears to be very strong. Interviewees articulated the following examples below:

*... I just got an email from someone who spent two semesters over there [at the IBC] and she is holding up a sign—the best friend that she made over there is coming [to the home campus] That type of international connection is really great.*

[A student at the home campus] said: *You know, I have done the study abroad and this is my senior year. Can I graduate with the students over [at the IBC] instead of coming back to [home campus] to walk there? So, they wanted to complete their entire degree there because they had this bond with the students. That's a good sign.*

Interactions with the IBC students also provided home students with an impression of the IBC. One interviewee expressed that students from the IBC studied abroad first at the home campus, and this generated interaction with the home students, which resulted in their interest and eventual participation in study abroad at the IBC.



One interviewee alluded to the notion that even though the standards for enrolment in the home campus and the IBC were technically the same, they expressed doubt. “I have students [in my class] that I feel have not shown proficiency in written, spoken or any kind of English. The respondent explains that it appears that the IBC students do not have the English skills, but do have the funds. Another aspect of the inadequate proficiency of English language skills reported was the difficulty to integrate the IBC students into classes at the home programme since international students tended to group together. While a small minority mention the drawbacks of inadequate English proficiency of their IBC students, the most common outcome of the IBC on the home students appears to be study abroad and the friendships developed. This outcome is expressed in the excerpts below:

*... we bring in so many more Chinese students into our programme that do senior year or graduate study here. They come and interact with our American students, developing relationships and friendships, so our students are getting a cultural exposure to China.*

*They [home students] definitely establish friendships and relationships and certainly learn more and are more open to learning about other cultures.*

These findings match those observed by (Healey, 2016) who found that one of the challenges in supporting these transitional endeavors was teaching students with different learning styles and limited English language ability.

One unexpected finding was that the IBC was utilised as an asset to offset the costs of faculty. In this case, it was noted that the creation of the IBC helped save the academic programme and maintain the home-based faculty. This view was connected to areas such as increasing enrolments both at home and at the IBC:

*We were at that point in a declining enrolment situation and had been for a number of years. This suddenly allowed us to take on new students. The thought was that the number of these students would be quite great, and it turned out that guess was correct. ... I think it allowed us to maintain a faculty size that we would not have been able to maintain had we simply stayed at the [home] campus.*

The results of this study also indicate that there are various costs and detriments to the home programme resulting from the foreign venture to deliver a degree programme at an IBC. A small number of the interviewees identified negative impacts on faculty as the overall main impact of exporting the degree overseas. These impacts were related to their work environment and the impact of their absence on the department when working at the IBC. There was some evidence that supporting the IBC with home campus faculty and staff “stressed” the programme in terms of covering the courses at the IBC. This loss of “talent” at the home programme was indicated by some as a main impact of the IBC on the home programme. Some respondents identified that serving the IBC, either at the home campus or at the IBC, created more job responsibilities and increased their work overall. These findings are consistent with both Hill and Thabet (2018) and Howe and Martin (1998) who identifies the challenges for staff attempting to maintain leadership duties at home and abroad in support of transnational operations. This result may be explained by the fact that faculty may be required to serve an overseas location, requiring international travel, time away from home campus resources, and duplicating their administrative roles across two organisations. This overall finding is in alignment to what Healey (2018) refers to as the challenge of ‘serving two masters’ the home and branch campus.

Another finding was that the IBC may have taken away from the focus at the home programme or directed resources away from efforts needed to operate the domestic operations. While this was not extensively reported, it is interesting to note that some members of the faculty felt that the resources used to support the IBC could have been better utilised at home. One response seems to best summarise this view:

*[the IBC] “has used a lot of administrative and faculty time, effort, and resources that I believe would have been more effectively used on our main campus.”*

The opportunity costs associated with an IBC is seldom identified in the literature which may be explained by the private nature of such internal business workings of HEIs resulting in less public awareness of this consequence. However Healey’s (2018) work did uncover some similar findings where respondents reported that the transnational education was something that did not support the core programme at home and that takes up resources that could be used elsewhere.

#### 4.4. Spillover effects

While it was not the purpose of this study to document how the IBC impacted the foreign environment beyond providing education in the host country, some broad views emerged among the interviewees regarding how their degree may have influenced the IBC environment. These perspectives were related to employment, western concepts and ideas, and the development of hospitality and tourism industry. There was reporting among interviewees that IBC students gained career and employment benefits due to their enrolment and study in a degree programme from the United States. One respondent expressed that since the students are graduating from “quote on quote western programme” which is approved and accredited by a strongly recognised US based programme, major hotel and restaurant brands are hiring their IBC students. Employment discourse emerged surrounding the following areas; the skills gained that created demand for students and the perceived ability that students could now work globally due to their education at the IBC. One of the areas identified was the ability to speak English and interact in a western corporate environment.

Another respondent expressed that the market for westerners and Americans had increased in the tourism industry through the “infiltration of western ideas” from the IBC and because the IBC graduates could deliver higher quality service “necessary to please the western visitor”. A similar view reported was that the IBC helped turn the tourist trade around by educating students which helped change both service and the tourism sector from a socialist model to a western oriented one and provided the local market

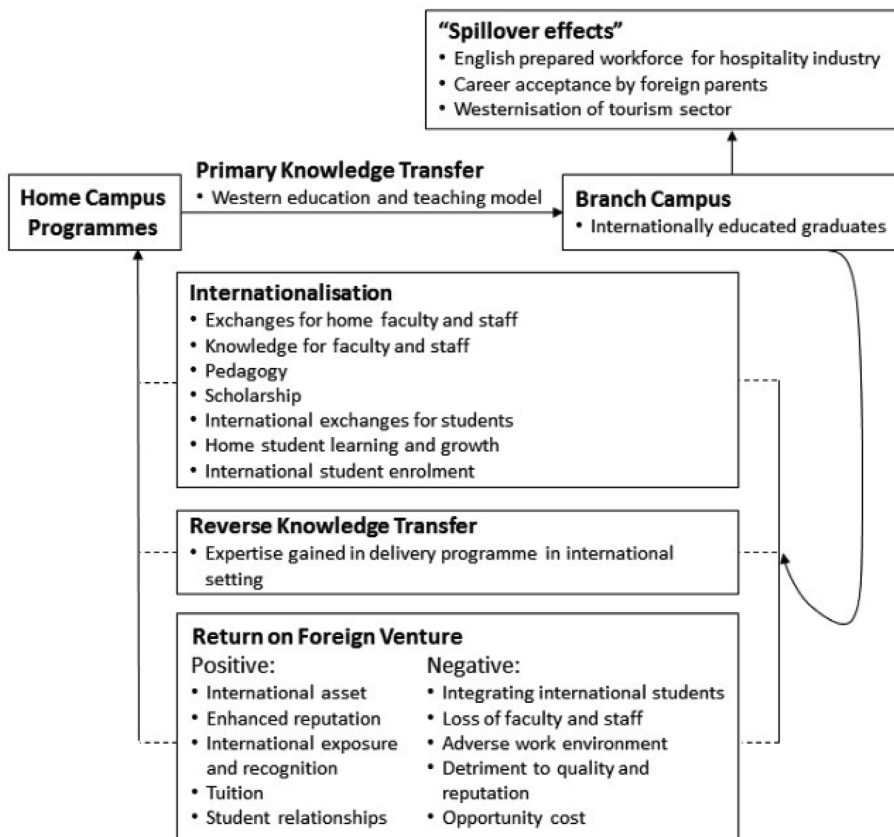


Fig. 2. Conceptual model of the influence overseas expansion has on the home programme.

with a better workforce. An interesting observation from some of interviewees was the required change in mind-set that needed to be addressed with the parents of the IBC students to generate acceptance of both an education and career in hospitality management. The excerpts below demonstrate this finding:

... there was a lot of resistance in China especially from the parents of the students, because they don't see it as being a prestigious type of occupation. So there is a whole educational process there ...

... [students] are in high demand. So if the students want to go into it full-time, the jobs are out there. ..., the service industry is not viewed by some [positively] So to still impress or prove upon mom and dad that hospitality is really a viable career, I think there are still a few challenges over there, but seeing we do have 1100 students in the programme, I think we are starting to win that ...

This finding is similar to Huimin and Perry Hobson's (2008) observation in their review of hospitality and tourism education in China. They expressed that few Chinese parents are willing to see their children work in what are perceived as "serving" sectors (Huimin & Perry Hobson, 2008, p. 29).

#### 4.5. Conceptual model

This combination of findings provides support for the conceptual model Fig. 2 that the IBC has both internationalising and non-internationalising influences on the home-based academic programme.

### 5. Conclusion

This paper provides a unique view of transnational education from the perspective of the home programme and the impacts of an IBC model. Impacts on the home programme have been categorised into three elements; internationalisation, reverse knowledge flow, and return on foreign venture. While there is general agreement that for internationalisation to occur it should ideally be grounded in formal efforts to integrate an international or intercultural dimension into the academic elements of the faculty, students, and curriculum. This work reveals that even without a formal effort to utilise transnational education to internationalise the home programme ad, hoc elements will emerge through the mobility of students and faculty between the two campus locations. Even without physical mobility there appears to be some opportunities to integrate international elements through the delivery of online

courses between the home campus and the IBC. Home programme faculty did gain some new international understanding of their subject areas, but it appears the knowledge gained from an IBC primarily resulted from the reverse knowledge transfer from setting up the IBC in a foreign country. Similarly to a multinational corporation (MNC), academic programmes gain the expertise to open up IBCs which provides their universities the knowledge and ability to open up additional IBCs.

While MNC often seek to gain economic benefits through international expansion this work indicates that HEIs exporting their academic degrees through international branch campuses result in both positive and negative economic and non-economic returns on the venture to export abroad. While financial returns associated with increased enrolment were identified, the main return on exporting degrees abroad appear to be connected with associated benefits to the programme's reputation. A possible explanation for this result is that by establishing an IBC, the programme receives media attention and gains an overseas presence that may help differentiate their programmes from competing domestic programmes. It may also be that U.S.-based programmes attribute some gain in prestige by offering their degree internationally, since the hospitality and tourism industry is clearly a global business subject.

The primary detriment to exporting degrees abroad appears to be the extra effort required by faculty to support the IBC. While Healey (2018) primarily focused on managers of transnational educational partnerships, faculty responses in this study appear to support his conclusion that endeavors like IBCs come at an organisational cost. These impacts were related to the faculty work environment and the impact of their absence on the department when working at the IBC. There was some evidence that supporting the IBC with home campus faculty and staff “stressed” the programme in terms of covering the courses at the IBC. Some respondents identified that serving the IBC, either at the home campus or at the IBC, created more job responsibilities and increased their work overall. This study also detected that faculty needed to devote some time and effort to integrate international students into the U.S. classroom environment when they continued their studies at the home programme. These adjustments were related to integrating IBC students into the social dynamics of a U.S. classroom environment and account for differences in cultural and English speaking skills. Interestingly, evidence suggested that a benefit of having the IBC are the relationship and friendships students make with IBC students, both on the home campus and while studying abroad at the IBC.

## 6. Limitations and future research

This study acknowledges that a theoretical framework does not exist in the literature on transnational education to explain the outcomes of exporting education on the home campus, therefore, a conceptual framework derived from the literature was created to guide the research which may have limitations, but is appropriate since the qualitative nature of this research is not intended to test a theoretical framework. However, it is important to recognise the conceptual framework chosen here may be limited by anecdotal literature and that through future testing of the conclusions and findings of this research study, new conceptual models may emerge. A specific limitation of the interview data was that faculty were used as the sole source for primary data. While the literature supports faculty as the main element of internationalisation because of their general permanence relative to students and their role in delivering the academic degree, a limitation maybe that the views of other stakeholders were not evaluated.

The current research was designed to explore how exporting hospitality and tourism education internationally, influences the faculty, students, and curriculum elements of their programmes. Through the foundations developed in the literature and the findings of this research, there emerges the opportunity for greater theory development and assessment. It is recommended that the findings and conceptual model developed in this research be utilised to lay the groundwork for a theory on transnational education and its effect on the internationalisation of the exporting programme. Therefore, the next stage in theorizing transnational education should incorporate further research involving some level of hypothesis testing.

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