



Innovation and Practice of “IaH” Talent Cultivation for Tourism Management Majors in the Context of the Epidemic: A Case Study of Nanjing Xiaozhuang University

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Abstract. The impact of COVID-2019 has put forward new requirements for the cultivation of internationalized talents in tourism management majors. Taking Nanjing Xiaozhuang University as an example, this paper analyzes the elements and path choices of internationalized talents cultivation of tourism management majors in local undergraduate colleges and universities under the Epidemic, proposes an “Internationalization at Home”(IaH) approach to establish an internationalization talent cultivation path for tourism management majors in the post-epidemic era; and explores the core elements of internationalization talent cultivation in the field: internationalized talent cultivation goals, internationalized curriculum system, internationalized faculty, international academic exchanges, international study programs, and internationalized talent cultivation guarantee mechanism, to build an “IaH” talent cultivation mode that is compatible with information technology in order to realize the transformation of internationalized talent cultivation for tourism management majors in China.

Keywords: Tourism management major · Internationalization at Home · Talent cultivation mode

1 Introduction

In today’s era, information technology is changing rapidly, and tourism industry is facing fierce international competition and complex market changes, which puts forward higher requirements on the data processing ability, foreign language ability, cross-cultural communication ability and innovation ability of tourism management professionals. In the context of the COVID-19, it is very necessary to innovate the cultivation mode of tourism management professionals and explore new breakthroughs in tourism talent cultivation.

This paper attempts to build a “Internationalization at Home” (IaH) talent cultivation mode for tourism management majors, identify the elements of international talent

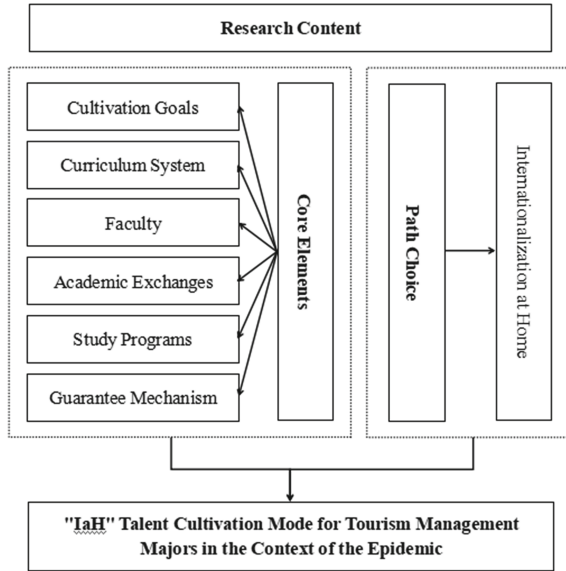


Fig. 1. Research content framework

cultivation and explore the path of home-based international talent cultivation, so as to promote the optimization of tourism management professional curriculum, reform of teaching methods, and improve the quality of internationalization talent cultivation in tourism management (Fig. 1).

2 Overview of Internationalization Talent Cultivation for Tourism Management Majors

In foreign tourism management professional talent cultivation modes, the Lausanne Mode in Switzerland and the Michigan Mode the United States are the most famous. Ecole Hoteliere de Lausanne (EHL) places great emphasis on training students in a practical and pragmatic way, combining theory and practice [1]. The tourism management program of the University of Michigan, whose main feature is the integration of industry and education, incorporates the characteristics of career needs in its teaching, delving into the operational aspects of enterprises in its practice [2].

The most famous modes of training talents in tourism management in China are the modes of South China University of Technology (SCUT) and Beijing International Studies University (BISU). SCUT and Shangri-La Hotel, Guangzhou have been cooperating on the “Talent Development Program”, which is a classic case of in-depth cooperation between schools and enterprises in tourism education in China [3]. The cooperation and educational output of the tourism management program of BISU is the outstanding feature of its international tourism education [4].

In the post-epidemic era, the trend of “de-globalization” or “anti-globalization” poses challenges to the cross-border mobility of faculty, students, researchers and international

cooperation [5]. The traditional internationalization of tourism education has become increasingly unacceptable with its excessive focus on cross-border exchange of personnel, high costs, small coverage and inequitable distribution of educational resources. Receiving the same quality and equivalent international education as international top universities at home will become the new development direction and path of tourism international education in China.

3 “Internationalization at Home” (IaH) Talent Cultivation Path

In the late 1990s, Bengt Nilsson, Vice Chancellor of Malmö University in Sweden, introduced the concept of “Internationalization at Home”(IaH) [6]. IaH means that students receive international education programs in their home countries and schools and learn global knowledge and culture without having to leave home, thus improving their internationalization skills.

As an alternative to the traditional internationalization mode, IaH has characteristics such as “based on local schools”, “open to all students”, and “effectively enhances the internationalization and cross-cultural literacy of all students” [7]. In China, the “Chinese-dominated, international collaboration” approach to local internationalization can make full use of existing high-quality educational resources - Chinese and foreign teachers and students, international curricula, cross-border exchange programs, etc. - to achieve the goal of cultivating international talents through the integration and innovation of internationalization and localization based on local conditions.

4 Internationalization Talent Cultivation Elements of IaH in Tourism Management Majors: A Practice of Nanjing Xiaozhuang University

4.1 Overview of Tourism Management Major at Nanjing Xiaozhuang University (XZTMM)

The major was established in 2001, with 21 full-time teachers and more than 600 students (including 5 international students). The major pursues the educational thought of the University’s founder, educator Dr. Xingzhi Tao, and adheres to the philosophy of “unity of knowledge and action, work-based”, and takes the cultivation of applied tourism talents as its mission. In 2021, the major was approved as a national first-class undergraduate major construction site.

4.2 The Core Elements of Internationalization Talent Cultivation

4.2.1 Internationalization Talent Cultivation Objectives

XZTMM is committed to cultivate applied and complex professionals who are well-rounded in moral, intellectual, physical, aesthetic and labor development, possess cultural self-confidence and national sentiment, master the basic theory and professional skills of modern tourism management, have international vision, management ability,

service consciousness, information technology, and innovative spirit, and are capable of engaging in tourism-related operation, management, planning, consulting, marketing and education, etc.

Graduates must have certain knowledge and ability of cross-cultural communication, understand the customs and habits of major destination countries and major source countries, and have the knowledge and ability of outbound and inbound tourism services and management.

4.2.2 Internationalized Curriculum

XZTMM builds an internationalized curriculum system with all foreign teachers, all English, and bilingual courses in three dimensions, continuously introduces internationalized courses and advanced teaching methods to improve the level of professional curriculum construction.

Overseas Course Introduction XZTMM offers 5 courses with all foreign teachers, namely “Japanese/Korean (I)” (optional) and “Japanese/Korean (II)” (optional), and three English-taught courses, namely “Career” (mandatory), “Financial Management” (mandatory) and “Indonesian Agro-tourism” (optional).

Bilingual Course Construction The University has introduced the internationalization course construction program and actively encouraged teachers with high foreign language proficiency to devote themselves to the bilingual course construction. XZTMM now has 5 bilingual courses, which are “Intercultural Communication” (optional), “Human Resource Management of Tourism Enterprises”, “Literature Search and Essay Writing” (optional), “Tourism Consumer Behavior” (mandatory) and “Tourism Marketing” (mandatory).

4.2.3 Internationalized Faculty

Promote Teachers to Visit and Upgrade Their Academic Qualifications Before the epidemic, teachers were sent to visit and study overseas, and after the epidemic, teachers with overseas diplomas in tourism management were continuously introduced. As of June 2022, there are 21 professional teachers in XZTMM. Among them, 5 teachers have obtained doctoral degrees from overseas universities and 3 teachers are studying for overseas doctorates; 14 teachers have six months or more of overseas working or studying experience, accounting for 66.7%.

Employing Famous Foreign Professors to Teach Since 2017, two professors from Washington State University, whose academic literature on global tourism and hospitality has been cited in Top 20, have taught the international courses of XZTMM for five consecutive years, completing an average of two courses per academic year. Professors from San Diego State University and the University of Florida have also given lectures to students of XZTMM.

Implementing the System of Dual Leaders of the Major While specifying the domestic leader of the tourism management major, XZTMM has employed a professor from Washington State University as the overseas leader of the major, who is mainly responsible for guiding teachers to conduct international academic research and enhance the international influence of the major; helping to promote teachers to visit overseas to improve the internationalization of teachers. The dual leadership mode at home and abroad has effectively promoted the internationalization and specialization of the major.

4.2.4 International Academic Exchange

Thesis and Project Cooperation XZTMM has invited the Director of Communications and senior academic advisors of the Marriott Foundation China Tourism Education Partnership Program to give academic lectures on campus. Some visiting teachers have invited their own supervisors or foreign experts to collaborate in publishing papers or completing research projects, such as publishing papers with professors from Manchester Metropolitan University, East Tennessee State University and Monash University Malaysia, and completing research projects with professors from Northern Arizona University.

Faculty and Students Participate in International Conferences and Lecture Abroad

Before the outbreak of COVID-2019, faculty members of the major attended regional teaching seminars and annual conferences held by the Marriott Foundation China Tourism Education Cooperation Program; faculty members of the major led their students to attend the 2nd China-Australia Tourism Forum and presented papers; two associate professors of the major went to Woosong University in Korea and the Emirates Academy of Hospitality Management to give lectures to hotel management students. After the outbreak of the epidemic, academic exchanges were mainly online seminars, and several faculty members participated in online conferences sponsored by European and American universities, attended international conferences in education, management and social sciences, and conducted academic exchanges with experts and scholars from all over the world.

4.2.5 International Study Program

On the one hand, XZTMM undertakes the training of some international students, and on the other hand, it has developed diversified international cooperation programs including summer study tours, short-term exchange studies, and “Bachelor to Master” program. Students have been selected to study in partner universities such as the Emirates Academy of Hospitality Management, Woosong University, Universitas Jakarta in Indonesia, and Macau University of Science and Technology. In the past three years, 41 students have participated in short-term exchange studies (including online studies); 15 students have participated in exchange programs in the past five years, and 6 students have gone abroad for graduate studies.

4.2.6 Guarantee Mechanism for Internationalized Talent Cultivation

Internationalization is one of the four strategies for school development established by Nanjing Xiaozhuang University. The university and the major have formulated several policy documents to support the cultivation of international talents, such as “Selection and Management Measures for Teaching Staff of Nanjing Xiaozhuang University to Study Abroad”, “Interim Measures for Management of Incentive Financial Assistance for Students of Nanjing Xiaozhuang University to Study Abroad”, “Management Measures for Awarding Bachelor’s Degree to International Students of Nanjing Xiaozhuang University”, and “Management Measures for Student Registration of Sino-foreign Cooperation Program of Nanjing Xiaozhuang University”, etc. to ensure the smooth development of international talents cultivation.

5 Conclusion

The essence of “IaH” is to think about the cultivation of internationalized talents locally, emphasizing the internal construction of internationalization in local universities [8]. After the COVID-2019, the traditional internationalization mode is unsustainable, and IaH should become an effective path to promote the internationalization of tourism management majors.

Tourism management majors should build a local internationalization talent cultivation mode around cultivation objectives, curriculum systems, faculty, academic exchanges, study programs and guarantee mechanisms, emphasizing that tourism management professional talent cultivation is aligned with international professional standards, emphasizing local living and global growth, and cultivating students’ global vision and international management capabilities.

Acknowledgments. This research was supported by “Research and Practice of Hybrid Teaching Reform of Food and Beverage Operation Management Based on Virtual Simulation Technology” (Project number: 202101072003), the first batch of Industry-University Cooperation Collaborative Education Project of the Ministry of Education of the People’s Republic of China in 2021.

Authors’ Contributions. X. Wu: Conceptualization, methodology. J.R. Sun: Data curation. Z.P. Yu: Writing. W. Tu: Supervision. J.X. Liu: Investigation.

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