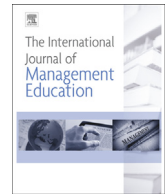


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Research notes

An innovative model for delivering business education in India



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ABSTRACT

Purpose: The purpose of this article is to describe the development and establishment of the University of the Fraser Valley's (UFV) unique Bachelor of Business Administration program in Chandigarh, India. This program offers the entire four-year BBA program in Chandigarh, with the students enrolled as UFV students and receiving UFV course credit. The article also makes recommendations to other post-secondary institutions considering entering the Indian education market.

Design/methodology/approach: The article describes the conceptualization, development, and implementation of the program, using the experiences of the paper's first author.

Findings: The Indian education market has distinctive characteristics that institutions must take into account when entering that market. A considerable amount of groundwork is necessary for non-Indian institutions to be able to offer a marketable program in India, and institutions embarking on such a program must be prepared for the reality that the program will not immediately be profitable. However, there are many potentially beneficial outcomes from such a venture.

Originality/value: This paper describes an international education program that is distinctive in its approach and structure. The article provides information that will be valuable to other institutions considering the possibility of offering programs in India.

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1. Introduction and purpose

The internationalization of post-secondary education is an area of increasing activity for many universities and colleges. In Canada, that activity has been driven by government policies aimed at increasing international student numbers, and by the need for post-secondary institutions to develop new revenue sources to offset declines in government funding. In 2013, the most recent year for which complete data are available, there were 222,530 international students enrolled in Canadian post-secondary programs (Deacon, 2015); an earlier survey indicated that international students in Canadian university programs paid on average nearly \$17,000 CDN per year in tuition and other educational fees (Kunin, 2012). Business programs are often a focus of internationalization efforts by Canadian post-secondary institutions because of international students' interest in studying business in Canada. In the 2013–14 academic year, 53,112 international students in Canadian post-secondary institutions were enrolled in undergraduate business, management and public administration programs (Statistics Canada, 2015). Undergraduate business-related programs were the most popular field of study for undergraduate international

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students in Canada, representing 33% of total international student enrollment in Canadian undergraduate programs (Statistics Canada, 2015) – an increase from 23.2% in 2008 (McMullen & Elias, 2011). In British Columbia, 32% of international students enrol in business programs – more than double the 14% rate of domestic students (Heslop, 2014).

India is a country of interest to many Canadian post-secondary institutions recruiting international students because of the long-standing business and demographic connections between Canada and India. The annual value of trade in manufactured goods between Canada and India is nearly \$3 billion CDN (Asia Pacific Foundation, 2014). Over 1.5 million Canadians identify themselves as being South Asian (Statistics Canada, 2012) and since the mid-1990s, India has been the second-largest source of immigration to Canada, outnumbered only by immigration from China (Gee, 2011). India is also an attractive source of international students for Canadian universities because of the large numbers of potential students, the well-established Indian secondary and post-secondary education systems, and Indian students' familiarity with English. In 2011, over 20 million Indian students were enrolled in primary and secondary schools where English was the language of instruction (Rahman, 2012). In the 2012/13 academic year, more than 2000 international students from India were enrolled in British Columbia's post-secondary institutions – the highest number of students from any country other than China (Heslop, 2014). However, it can be challenging for foreign post-secondary institutions to establish an educational presence in India or to recruit Indian students, because of India's complex regulatory systems and the difficulties that non-Indians face in understanding and functioning within India's distinctive culture.

The University of the Fraser Valley (UFV) in British Columbia, Canada, has taken a unique approach to recruiting Indian students for its business administration programs. Since 2006, UFV has offered its entire four-year Bachelor of Business Administration (BBA) program in Chandigarh, a modern city in the northwestern region of India. The UFV Chandigarh BBA program is unique because of its structure. While the courses are offered on the campus of a partner institution, the Chandigarh students are enrolled as UFV students, and the program's courses are UFV's courses. Students in the program can transfer to UFV in Canada at any point during the program, or can complete the entire BBA program in Chandigarh.

The purpose of this paper is to describe the process of creating UFV's Chandigarh BBA program, and to outline some of the challenges and benefits of the program over its nearly 10 years of operation. This information will be of interest to other post-secondary institutions recruiting Indian students, or those exploring partnerships with Indian post-secondary programs or institutions. The UFV Chandigarh BBA program may not be easily replicable elsewhere because of its structure and because of the resources required for its design and implementation, but UFV's experiences in establishing and operating the program may provide useful ideas to other post-secondary institutions interested in the Indian education market.

The paper will begin with a description of the process through which the program's location and structure was determined. It will then turn to a description of how the program was established and opened. We then present an overview of the outcomes of the program to date, including the challenges that have been encountered as the program has grown and developed. The paper concludes with a set of recommendations to other institutions considering similar ventures.

2. Program location and structure

India was a logical region for UFV to explore for educational opportunities. UFV, as its name indicates, is located in the Fraser Valley, east of Vancouver; approximately 23% of the population of the Valley's largest city is South Asian (City of Abbotsford, 2014). The majority of these South Asians are affiliated through family or business connections with the Punjab region in northwestern India. One of the major cities in the Punjab is the city of Chandigarh, a modern and planned city designed in 1947 by the Swiss-French architect Le Corbusier. With a population of 1.1 million, Chandigarh serves as the capital for the two states of Punjab and Haryana, which have a combined population of 52 million (Bindhyeshwari, 2011). The strong connections between Chandigarh and Canada are demonstrated by the fact that a Canadian consular office – one of only four Canadian consulates in all of India – is located in Chandigarh.

UFV's School of Business has offered a Bachelor of Business Administration (BBA) degree since 1995. This degree program was seen by UFV's senior administration as the ideal program through which to create educational connections with India, because of the popularity of business degrees in India's education market. Even though there are more than 3000 post-secondary business schools in India, there are still more potential students than there are programs to accommodate them (Bhutiani, Nair, & Hicks, 2014). North American degrees also have a strong reputation in the Indian educational and labour markets (Times of India, 2011).

However, despite its international dimension, UFV's Chandigarh BBA program was primarily an initiative of the UFV School of Business. UFV has an International Education department, but unlike other initiatives administered by that department, the Indian BBA initiative had two purposes. It was intended as a student recruitment initiative, but it was also intended to give UFV a direct presence in India by creating a platform through which other UFV programs could be offered. Additionally, the BBA program that was to be offered in India was an established UFV program, and was (and is) the same program that is offered at UFV in Canada. Thus, it was felt that the School of Business should have responsibility for the Chandigarh program, to ensure consistency and quality control in program delivery across all locations where the BBA is offered.

International and transnational post-secondary programs have many different types of structures, each with their own benefits and drawbacks. For most Canadian universities, degree-level program offerings outside Canada usually take the form of joint degrees (two institutions offering a single degree), dual degrees (two institutions jointly offering a program that results in a degree from each participating institution), or branch campuses (a physical location offering the institution's own programs) (AUCC, 2014). While more than 130 foreign universities have some form of academic relationship with an Indian

university (Chakrabarti, Bartning, & Sengupta, 2010), there is no consistent or dominant format among these relationships, with the choice of structure largely dependent on the desired outcomes of each participating institution. Thus, in designing the Indian BBA program, the UFV School of Business had a variety of structures and precedents to consider, as well as its own capabilities and resources. The School eventually narrowed its possibilities for the program down to three different structural options; the benefits and drawbacks of each are outlined in Table 1.

The analysis in Table 1 indicates that the option of directly offering the UFV BBA program in India, using an existing local facility, was easily the most costly and labour-intensive choice. This option also did not use the program structures that most Canadian universities use for international programming. However, UFV's administration chose this option because it provided the opportunity for UFV to deliver a product that would distinguish UFV from other Canadian post-secondary institutions, especially those considering ventures in India. This option would also increase UFV's profile and presence in the Indian educational market.

3. Program establishment

In 2003, UFV's President travelled to India as part of a delegation from the British Columbia government; during that trip, he became aware of the potential for post-secondary education in India involving Canadian schools. In 2004, a UFV business faculty member and the acting Dean of the faculty that included the School of Business travelled to three regions of India to assess program possibilities and potential locations. Upon their return, they recommended to UFV senior management that Chandigarh was the most viable site for a UFV business program offering.

There were two major factors that influenced the selection of Chandigarh as the site for the UFV BBA program in India. One is that Chandigarh has a high concentration of private and public secondary schools structured on the model of the British primary and secondary education system, and using English as their language of instruction. This results in the Chandigarh area having a large population of well-educated secondary school students that are fluent in English. The second reason is that the majority of Indo-Canadians residing in the Fraser Valley and British Columbia are from the Punjab region where

Table 1

Benefits and drawbacks of different program structure options for the UFV BBA program in India.^a

Program design	Benefits	Drawbacks
Establishing transfer credit for courses from Indian college or university into UFV BBA in Canada	<ul style="list-style-type: none"> • No additional curriculum or program development costs for UFV • No program delivery costs for UFV in India • Minimal student recruitment costs for UFV in India 	<ul style="list-style-type: none"> • UFV has no control over quality of course content or delivery at Indian school • Transfer agreements must be established and then be updated if curriculum changes at either school • UFV has limited control over how Indian school markets courses or recruits students
Establishing transfer credit for completed program at Indian college or university into UFV BBA in Canada [2 + 2 model]	<ul style="list-style-type: none"> • No additional curriculum or program development costs for UFV • No program delivery costs for UFV in India • Some student recruitment costs for UFV in India 	<ul style="list-style-type: none"> • Requires more complex transfer arrangements because content of Indian program must equal first two years of UFV BBA (including pre-requisites for upper-level courses) • Transfer agreements must be regularly monitored and/or updated to ensure equivalencies are maintained • UFV has no control over quality of course content or delivery at Indian school • UFV has limited control over how Indian school markets program or recruits students • Indian students deemed inadmissible to Canada, or unable to travel to Canada, may not be able to use course or program credit in either Canada or India
Offering part or all of UFV BBA program in India, using facilities of local partner school	<ul style="list-style-type: none"> • Courses are UFV courses, so no issues with transferability or quality control • Canadian degrees are very attractive in Indian education/labour market • Indian students would be taught in North American style, facilitating any transition to UFV in Canada and improving their chances of academic success • Indian students would be able to transfer to BBA in Canada at any point in the program • UFV would control program admissions and marketing • Students unable to come to Canada would still be able to complete degree 	<ul style="list-style-type: none"> • Considerable start-up costs, and ongoing operational costs • Essential to find a local partner school with a credible reputation, as well as appropriate facilities and technology to host program • Operations of program in India would have to fit UFV policies and practices • Local staff and instructors would have to be hired and retained • Ideally, at least one UFV instructor from Canada would teach in each semester of the India program; would require instructor to travel to and from India and spend 14 weeks there • UFV Canada would incur costs because of additional resources needed in Canada to administer Indian program

^a UFV does not offer an MBA program, so, despite the appeal of North American MBAs to Indian students, an MBA program was not a consideration in the decision-making process.

Chandigarh is located. This Canadian Indo-Canadian community has excellent social, cultural, political and economic connections with Chandigarh and with northern India. This meant that UFV could use the connections of its local communities in Canada when establishing and promoting the program in India.

UFV's administration approved the recommendation to locate the program in Chandigarh, and the Dean and faculty member returned to Chandigarh in 2005. They stayed there for several months to establish the program, during which time they were assisted by several visits from UFV's president. This extended stay also allowed UFV to build an excellent working relationship with the Canadian High Commission in Delhi and the Canadian Consulate in Chandigarh. Both of these consular offices were kept informed of the program being designed, delivered and managed directly by UFV. The acting Dean then was appointed as the UFV President's advisor on strategic initiatives and as the program champion responsible for the launch and management of the program.

In 2005, Indian regulations did not allow foreign universities to offer their own programs directly in India. Therefore, UFV created and incorporated an education society in India so that UFV could have direct control over the administration of the BBA program and its finances, especially the collection of tuition fees paid by students. The education society served as the legal entity that was the intermediary between UFV and any Indian educational partners that it chose to work with. (The Indian regulations were changed in 2013, and foreign universities are now permitted to independently operate in India as Section 25 or non-profit companies [Nanda, 2013]).

Financial constraints ruled out the option of the education society creating an independent UFV branch campus in India. This would have required selecting an appropriate site and then building facilities, or locating and refurbishing an existing facility; either one of these choices would have required considerable expenditures of capital and other resources. Thus, the decision was made to partner with a local credible university and its affiliated college, and to use these institutions' facilities to deliver the UFV BBA program. UFV already had signed a Memorandum of Understanding with Panjab University, a state university in Chandigarh with a top ten national ranking. Goswami Ganesh Dutta Sanatan Dharma College (SD College), an affiliate of Panjab University, was eventually chosen as the partner institution to provide the infrastructure for UFV's program.

Several private and public colleges were considered and evaluated before SD College was chosen. Research on international educational partnerships has indicated that demonstrated trust, commitment and clear communication are essential in helping these relationships succeed (Heffernan & Poole, 2005); these qualities were critical factors for UFV in evaluating and selecting an appropriate partner institution. At the time this choice was being made, SD College was rated as one of the best colleges for business education in northern India. UFV's having already signed an agreement with Panjab University greatly facilitated UFV's opportunities to partner with a local institution that had good academic credibility and integrity. SD College is centrally located in the city of Chandigarh, is easily accessible by all modes of transportation, and was willing to renovate its facilities to Canadian standards. In exchange for providing the physical site for the UFV BBA program and for advising UFV on matters related to domestic education, SD College agreed to be paid a percentage of the tuition fees collected from the students in the UFV program.

Another issue in establishing the program was determining the tuition fees that would be charged to students in the program. In 2006, Chandigarh residents had the highest per capita income in India (Kahol, 2012). Because of this, tuition fees in the Chandigarh BBA program were set at the same rate paid by domestic students at UFV in Canada. While this rate was much higher than the tuition fees Indian students were paying at universities and colleges in and around Chandigarh, it served as a salient attribute to position and differentiate the BBA degree as an applied Canadian business program. The rate was also cheaper than what parents in Chandigarh would have paid to send their children to study in Australia, the UK, or the US.

Recruitment for the UFV program had to be carefully planned, because of UFV being a new entrant into the Indian education market, and because of the specific characteristics of the Indian secondary school system. In the Indian education system, the grades from 10 + 2 courses (the equivalent of Canadian grade 12) are released in March. This is also the time when parents and children start the formal application process for the child's university admission. Recognizing this, the recruiting for UFV's BBA program was carried out between March and June. An institution's perceived prestige is among the most influential factors when international students choose a program offered by a foreign institution in their home country (Wilkins & Huisman, 2013). Because of this, and to ensure that accurate information was being conveyed and that appropriate potential students were being targeted, UFV personnel were present in Chandigarh during the recruitment period. On the advice of the Canadian Consulate in Chandigarh, UFV decided not to use agents or other local representatives to assist in recruiting students, as it was extremely difficult to assess or monitor the ethical standards of how these agencies conducted their business.

The Chandigarh BBA program officially launched in the summer of 2006, with 20 students enrolled. The academic year at Indian universities starts in July, but UFV's academic year starts in September. So as not to lose students admitted into UFV's BBA program to Indian universities, the BBA program began in the months of July and August with student orientation sessions. The programming in these sessions consisted of condensed courses that covered written and oral communications, along with supplemental courses in business. The courses were intended to bring Indian students up to speed with the Canadian way of university teaching, and to give them foundational knowledge to help them succeed in the UFV BBA program.

Though SD College provided the infrastructure for the UFV program, the students in the program were directly enrolled into UFV's registration system as UFV students, and the UFV Registrar's Office viewed the Chandigarh campus as another campus of UFV. This arrangement enabled students in Chandigarh to get a UFV student number and identification card, which made them feel as though they were part of the UFV community in Canada. Classes on the Chandigarh campus were

scheduled using the same timetable structure used at the UFV campuses in the Fraser Valley, and the program continuance requirements were the same as those in other programs at UFV. Some modifications were made to the UFV registration system to accommodate direct registration of the Chandigarh students into the courses offered in India.

The Chandigarh BBA entrance requirements were adjusted to reflect the grading system used in the Indian secondary education system, in which students are classified as “First Class” if they have a grade average of 60% or higher. Another adjustment had to be made to UFV policies to allow Indian parents to see their children’s transcript. Parents demanded access to their children’s academic records because they were paying their children’s tuition fees. An exemption to UFV’s Freedom of Information and Protection of Privacy policies was granted to allow this to happen while students were enrolled in the program in India. (If students transfer to Canada, this privilege is no longer available to their parents in India.)

When the Chandigarh BBA program began, it was intended that at least one faculty member from the UFV School of Business in Canada would teach in Chandigarh each semester. To encourage Canadian faculty members to spend a semester in Chandigarh, two floors of a private residence were rented, furnished, and staffed by a housekeeper and a chef. Additionally, personal transportation around the city was provided by a UFV vehicle and driver. This set-up created a comfortable home-like environment for visiting faculty. When Canadian faculty members arrived in Delhi (the international airport closest to Chandigarh), a local taxi operator was contracted to receive them and transfer them to a hotel in Delhi, and then either drive them to Chandigarh or take them back to the Delhi airport for a flight to Chandigarh. This enabled a hassle-free process for Canadian faculty arriving in India. These services were also made available for other UFV faculty, staff or administrators making visits to the region.

4. Outcomes of the program to date

The success of the Chandigarh BBA program can be assessed by examining the numbers of students enrolling in and completing the BBA degrees. Tables 2 and 3 present this information. Table 2 shows the numbers of students in the program for each year from 2006 to 2012 (the most recent year for which complete data are available), including the number of students from Chandigarh completing their programs in Canada. Table 3 presents the reasons for students not completing the program during those years.

The data in Table 2 show that the completion rate for students in the Chandigarh BBA program has averaged 64% over its first seven years of operation. This percentage is roughly in line with the overall student retention rate for UFV, which in the 2012/13 academic year was 69% (UFV, 2015). The data in Table 3 indicate that the majority of students who have not completed the program have voluntarily withdrawn.

The education society’s platform enables UFV to have direct control over the quality and the academic rigour of the Chandigarh BBA program. The effectiveness of this control was, and still is, demonstrated by the success of the students who transfer to UFV’s campus in Abbotsford to complete the BBA degree. Because the entire four years of the program in India are scheduled in sync with the program in Canada, students are able to transfer to the Abbotsford campus after completing one, two or three years of study in India and without losing any time toward program completion. As Table 2 indicates, the majority of the Chandigarh students choose to transfer to Canada after two years of study. The excellent working relationship between the program, the Canadian High Commission, and the Canadian Consulate in Chandigarh has meant a 100% approval rate to date for students in the program applying for a student visa to Canada.

UFV’s student recruitment strategy in India is undoubtedly one of the reasons for the strong retention and degree completion rate in the Chandigarh BBA program. UFV directly controlled the recruitment process for the program, and targeted the private and public schools in northern India that follow the British education model, in which all teaching from kindergarten to grade 12 is conducted in English. Directly targeting these schools ensured that UFV was able to screen and admit only high-calibre students. The focus on recruiting students with a higher potential for success was also one of the major reasons why agents or other third parties were not used for student recruitment, as these sources might cast too wide a net or bring in unqualified students. Not using agents or other third parties for student recruitment was also the process recommended to UFV by the Canadian Consulate in Chandigarh, and following the Consulate’s suggestion built the foundation for the solid working relationship between UFV’s Chandigarh operations and the Canadian Consulate.

Table 2

Student admission and degree completion rates for the UFV Chandigarh BBA program.

	2006	2007	2008	2009	2010	2011	2012
Number of students admitted	20	21	34	22	34	40	38
Number completing BBA degree in Canada	8	6	16	9	18 ^{a,b}	31	14 ^c
Number completing BBA degree in Chandigarh	2	6	4	2	6	4	6 ^c
Degree completion rate	66%	57%	59%	50%	70%	87%	n/a ^c
Number of students not completing program	5	9	14	11	10	7	18

^a One student completed the Diploma in Business administration (Years 1 and 2 of the program) and did not proceed to Years 3 and 4 of the BBA program.

^b As of June 2016, one student from the 2010 intake is still enrolled in the BBA program.

^c As of June 2016, eight of the students from the 2010 intake are still enrolled in the BBA program; six others graduated with the Diploma in Business Administration and have not proceeded to years 3 and 4 of the BBA program.

Table 3
Reasons for students' non-completion of the UFV Chandigarh BBA program.

	2006	2007	2008	2009	2010	2011	2012
Dismissed for academic reasons	0	2	10	2	3	0	5
Withdrew to enroll in another academic program	3	0	1	0	1	1	0
Withdrew to enroll in non-academic program	1	0	1	0	1	0	0
Transferred to another Canadian post-secondary program	0	0	1	7	0	2	1
Voluntarily withdrew ^a	1	7	1	2	5	4	12

^a This category includes students who attended classes in at least one semester and did not register for or attend classes in subsequent semesters, but who did not formally withdraw from the program.

UFV's program in Chandigarh is also distinctive in two other respects. In a "franchise" model, where a Canadian institution gives its curriculum to a local school for delivery, or in a "two plus two" model, where two completed years of an Indian program transfer into the third year of a Canadian program, the Canadian institution has limited or no control over the quality of the Indian program content or delivery. And in both models, if students cannot transfer to the next part of the program, their credits have very limited use in India. The course credits in the UFV Chandigarh BBA program are UFV credits, and many of these courses already have transfer agreements between UFV and other Canadian post-secondary institutions. So if a student leaves the UFV program, the credits that they have accumulated are already transferable to many other Canadian schools; they can also apply for transfer credit at any other school in Canada or elsewhere. The other distinctive attribute of the Chandigarh BBA program is that it permits students to earn a Canadian credential without leaving India. This option opens the program to a larger market of potential students in India, as it appeals to parents who have no desire to send their child overseas for a multitude of social or economic reasons.

The Chandigarh BBA program is administered by an advisory group of UFV senior administrators, and the School of Business oversees the program curriculum and programming. UFV's Indian education society platform also allows faculty members in other UFV programs, such as English as a Second Language, to work not only with Indian faculty and students in the Chandigarh BBA program but also with the students, staff and faculty of SD College. SD College faculty members with appropriate qualifications have regularly taught in the Chandigarh BBA program, and UFV faculty members have delivered short-term professional development programs to SD College faculty members. UFV faculty members from other programs who are visiting the Chandigarh region are also able to use the Chandigarh BBA facilities, including faculty accommodation and transportation. This support has facilitated the development of cross-national research initiatives in UFV programs such as Geography and Global Development. UFV's educational platform also allows non-UFV programming, such as Microsoft certification, to be offered to students enrolled in UFV's Chandigarh BBA program and to students enrolled at SD College.

In establishing and operating the BBA program in Chandigarh, UFV solicited input from the Indo-Canadian community in the Fraser Valley in assessing the needs of families and students in India. This interaction has developed a strong base of support for the program in the local Indo-Canadian community, to the point that Indo-Canadians in the Fraser Valley will recommend the Chandigarh BBA program to their relatives in India. This support has encouraged Canadian students of Indian heritage to attend a semester of UFV courses in India and stay with family or friends in Chandigarh. It has also encouraged Indian students to attend courses in Canada and stay with family or friends in the Fraser Valley. These options are particularly important for young women, whose families may not want to send them anywhere they cannot stay with someone the family knows and trusts.

As Table 3 shows, some students who have left the program have transferred to other universities in Canada, the USA, the UK, and Australia. These transfers may be seen as having a negative effect on the program, because the students have been supported by UFV resources which are then "lost" when the student does not complete the program. But the fact that the students are able to use their courses to continue successfully at other non-Indian post-secondary institutions is a testament to the acceptability and quality of UFV's Chandigarh BBA program.

5. Addressing challenges

When launching and establishing the BBA program in Chandigarh, the President and the VP Academic of UFV at the time recognized that the initiative would not generate net revenue in the immediate future. They decided to commit substantial resources to establish an educational platform in India because that platform would produce immediate non-financial benefits - e.g. goodwill - and would create a framework to facilitate a presence for other UFV programs in India. The platform would also provide all UFV faculty members with the opportunity to conduct research in India.

However, UFV's administration also acknowledged that the normal program approval process at UFV might move too slowly for the Chandigarh BBA program to become operational within a reasonable time frame. Thus, in order to expedite the decision-making process around establishing the Indian program, an understanding was reached between the President and the VP Academic that the President's office would serve as the incubator for the BBA program in India, and would also have the authority to make decisions about the program. This meant that the program champion reported directly to the President, and that the President could make decisions on UFV's behalf in regard to the program. Without such an arrangement in place, it would have been extremely difficult to launch the program in a timely and business-like fashion. The length of time for

standard approval processes in most Canadian universities would most likely have resulted in missing the window of opportunity that was present in Chandigarh in 2005 and 2006.

Another factor that helped overcome many challenges during the establishment phase was that the program champion had attended the top private high school in Chandigarh. At the time the program champion attended this school, it was affiliated with the University of Cambridge and offered Cambridge's O-level curriculum. This personal connection to Chandigarh allowed the program champion to capitalize on the University of Cambridge alumni network in Chandigarh and Delhi to get sound advice on researching and launching the program in a timely manner.

When the BBA program was launched in 2006 and students were recruited and admitted, parents and students were informed in no uncertain terms that admission into the program did not equate to an automatic issuance of a student visa to Canada. This reality had to be diligently and sensitively managed, as the vast majority of Chandigarh's education/immigration agents were promising prospective students admission to a Canadian university, and guaranteeing the issuance of a student visa. It is for this reason that UFV was advised by the Canadian Consulate in Chandigarh not to use agents, and instead to directly recruit and admit good-quality students and then assist them in completing their Canadian student visa applications.

Offering the UFV BBA courses in India concurrently with the BBA courses at UFV in Canada meant that any UFV faculty member teaching in India was required to be in Chandigarh for an entire semester - approximately three and a half months. This requirement limited the number of full- and part-time UFV faculty in Canada that were interested in or willing to teach in India. Nonetheless, there has always been at least one Canadian UFV faculty member teaching in the Chandigarh BBA program every semester. Additionally, during the summer Indian faculty members have travelled to Abbotsford to observe classes at UFV in Canada, and to teach summer session courses in the Canadian BBA program. Indian faculty members in the Chandigarh program, who generally teach part-time, are hired from SD College and other post-secondary institutions in Chandigarh, and the hiring of part-time faculty in India follows the processes and standards outlined in the UFV collective agreement. The CVs of Indian applicants for part-time faculty positions are also vetted by an appropriately qualified faculty member at UFV in Canada. Part-time instructors in Chandigarh must take workshops on delivering Canadian course content and on evaluating students using UFV policies and procedures.

To ensure the long-term success of the Chandigarh BBA program, relationships had to be developed and nurtured not only with the Principal of SD College and the President of the governing education society of SD College, but also with the faculty, staff and student body of SD College. These relationships were critical in the early years of the program. There were concerns among SD College's community and various stakeholders that a foreign university was going to have undue influence on the operations of SD College, and that UFV's program would cannibalize students from SD's own Commerce and Business Administration programs. The strength of the positive relationship that was established is shown by the fact that the relationship has endured through several changes of administrative leadership at SD College.

All 39 of the current full- and part-time staff members of the Chandigarh BBA program have been hired locally. The staff positions include an associate director (a position currently held by a graduate of the program), an academic manager, a faculty chair, marketers, recruiters, and facilities personnel. As the program developed, it became apparent that the administrative and operational functions in India were much more efficiently managed if the associate director and the academic manager had in-depth knowledge of how the UFV BBA program operates in Abbotsford. Thus, the Chandigarh BBA associate director and academic manager make at least one trip per year to UFV's Abbotsford campus to report to the Chandigarh BBA administrative committee and to meet their counterparts in Abbotsford. These regular meetings help ensure consistency and fit between the operations of the BBA program on both campuses, and help avoid the problems that can arise if staff or administrators in international programs have different understandings or interpretations of each location's assigned responsibility and autonomy (Edwards, Crosling, & Lim, 2013).

The Chandigarh BBA program expanded in 2015 to admit two cohorts annually instead of one. The full impact of this increased level of activity may become more apparent once more students begin to transfer to study in Canada, but at present the program appears to be functioning well at this larger size. The structure of the program has also expanded to allow students to complete two years of study and receive a diploma, rather than having to commit to four years of study to earn any credential. This change may help to retain students who discover they cannot complete the entire degree program but who still want formal recognition of the work they did complete.

Another challenge has been the difficulty of persuading non-Indo-Canadian students in the Fraser Valley to take advantage of the opportunity to spend a semester in Chandigarh. The Chandigarh BBA program was designed for Indian students to be able to transfer to Canada *and* for Canadian students to be able to transfer to India, but nearly all of the transfers within the program have been Indian students coming to Canada. The only Canadian students who have transferred to India have been Indo-Canadian students. The two major reasons why non-Indo-Canadian students are reluctant to spend a semester or more in India are the costs of international travel and the lack of homestays or student dorms in Chandigarh with the standard of accommodations that Canadian students are accustomed to. Both the Chandigarh and Canadian BBA programs are considering ways to address this issue, so that more Canadian students can take advantage of the educational opportunity in Chandigarh.

6. Conclusion and recommendations for other institutions

UFV's BBA program in Chandigarh marked its 10th anniversary in 2016, and appears to be well positioned to continue on its successful path. The Chandigarh BBA students who complete their programs in Canada are able to obtain two-year or

three-year Canadian work visas to gain experience in the Canadian labour market. The graduates who return to India work in their family business or seek corporate employment; some have also gone on to graduate programs in Canada, the US, and other parts of the world. And in the fall of 2015 the UFV Computer Information Systems program began offering its Bachelor of Computer Information Systems program in Chandigarh, using UFV's facilities at SD College.

UFV's Chandigarh BBA is an innovative program that would be difficult to replicate exactly. However, there are lessons that other post-secondary institutions considering operations in India can draw from UFV's experience in designing, implementing and operating its Indian BBA program.

When starting such a program, establishing contact with the right people in the region is essential. Consular and high commission offices can provide general assistance, but direct contacts in India will be most critical in facilitating connections with appropriately qualified institutions. The starting points for developing these contacts could be individuals with personal or professional ties to India, who understand the institution and what it is trying to accomplish in India. Also, such individuals will be knowledgeable in Indian customs and cultural norms.

A program champion is essential for at least the first five years of a program's research, launch, and operation. The amount of effort involved in laying the groundwork for the program, navigating approval processes, planning recruitment programs, and taking care of the numerous small and large details that arise means that, ideally, the program champion should be working on the program full-time. The program champion's work will be much easier if the program is run with an expedited internal approval process, so that decisions can be made as needed to move the program forward. Depending on resources, the program champion will likely need to make multiple trips of three to four weeks each year to the program location(s), or travel less frequently and stay for longer periods of time.

An on-the-ground presence in India of someone from the institution is essential to launching the program. In addition to overseeing the operations of the program, this person should also be involved in student admission, timetabling, and instructor recruitment. As such, this individual should ideally be a faculty member or someone with an academic background. This individual's presence is also essential for orientation sessions for students and for instructors, to familiarize them with the non-Indian style of higher education. This individual should also be involved in the mentoring and evaluation of Indian instructors teaching in the program.

In targeting good-quality secondary schools for student recruitment, consular officers and trade commissioners holding the portfolio for education are key resources for making connections with those schools and gaining access to them. The services of a student recruitment agent are usually free to an institution, but these services are only free initially. An agent must be paid when the student is admitted and transfers to the foreign institution's home campus. In addition, most agents charge upfront fees to students without the foreign university's knowledge. Because agents are only paid when a student is admitted, agents will generally bring in more students than are actually qualified in order to increase their chances of getting payments. However, this wide recruitment can actually incur higher costs to the institution, because of the resources that will then be devoted to screening out unqualified applicants. Applications from unqualified students also put undue stress on consular officers. Not using agents' services for student recruitment means the school will expend more of its own effort and resources on recruitment, but this strategy is ultimately more cost-effective in attracting qualified applicants who may be more admissible to the program and more likely to receive permission to study in other countries.

When a non-Indian university is delivering its courses in India, either directly or through a local partner, it is essential to enforce the norms and expectations of the non-Indian institution. Different educational norms between the country of the home institution and the country where the program is offered can have a significant and negative effect on the program if these differences are not explicitly acknowledged and appropriately managed (Pullman, 2015). This is particularly true for a program like the Chandigarh BBA in which students may eventually transfer to study at the home institution. For instructors in the Chandigarh BBA program, enforcing North American educational norms usually means, for example, enforcing attendance standards; starting classes on time and expecting students to be there on time; and requiring that students be prepared for class. Instructors must also be prepared to shift students' study habits from cramming for a heavily-weighted final exam to putting in consistent effort and being evaluated throughout the semester. However, the UFV instructors from Canada who have taught in the Chandigarh BBA program have observed that once Indian students understand and adapt to these norms, they are extremely hard workers and a pleasure to teach.

The UFV Chandigarh students who have transferred to Canada continue their studies in a program they are already part of, and move to a community with a large Indo-Canadian population. Between that and the Canadian-style education they have already received, there are usually few, if any, problems with culture shock problems when they transfer. If a program located outside India is receiving students that have been educated in Indian-style schools, it may be beneficial to require those students to transfer several months prior to the official start of the semester, and for the receiving program to offer orientation programs to those students. These steps will assist the students in adapting to their new school and community, and also increase the students' opportunities for academic success.

Based on UFV's experience, a program in India like the Chandigarh BBA needs to run for at least five years and to see at least 25%–30% annual growth in applications and admissions to become established and viable. If these targets are not achieved, the program may not be able to accept new students, but may still need to continue for some time after the five-year point if that is the only way for students already enrolled in the program to complete their degree. Most students in India may be able to transfer to the home institution to finish their degree, but there will likely also be students who are unable or unwilling to transfer, and who then must be provided with the opportunity to complete the degree in India. After those students have graduated, restructuring or re-opening the program will probably not be financially worthwhile, given the amount of

resources dedicated to the program to that point. The time and resources needed to sustain such a program for five years, with appropriate rates of growth during that period, emphasizes the importance of thorough groundwork at the start of the initiative. A strong start and appropriate resourcing will minimize the possibility that the program will not be successful at the end of its first five years.

In proceeding with a program initiative like the Chandigarh BBA, it is important for all stakeholders, including those at the governance and senior administrative level of the institution, to recognize and accept that such an initiative may not generate net revenue until several years into its operation. This reality may challenge traditional expectations of post-secondary entrepreneurialism - particularly the expectation that entrepreneurial ventures will generate revenue quickly. It is crucial that stakeholders understand that the program will not immediately produce net revenues; this understanding is especially important to maintain if stakeholders change over time and bring in new or different expectations. If the institution is not prepared to sustain its commitment until the point when the program becomes profitable, the program initiative may not be feasible unless the institution revises its expectations around what forms of academic entrepreneurialism it is prepared to support.

Despite the challenges in operating a program like the Chandigarh BBA, there are also many financial and non-financial benefits that the program has brought to UFV. The program has enhanced the reputation of UFV internationally. It has promoted the brand of British Columbia education and Canadian education in India and in South Asia. It has established a steady flow of qualified students into the UFV BBA program in Canada, which has further supported the growth of that program. The connections between the Chandigarh BBA program and the Fraser Valley's Indo-Canadian community have also generally strengthened UFV's connections with that community. And the open and trustworthy approach of the Chandigarh BBA program has created educational and social opportunities for Indian students, particularly young women, which they might not have had access to otherwise. Thus, while the Chandigarh BBA program has required considerable effort, time and resources to establish and sustain, it has produced benefits far beyond the immediate economic benefit to UFV alone. The information and recommendations in this article may help other post-secondary institutions to reap similar benefits.

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