

PROMOTION AND IMPLEMENTATION OF CAMPUS TOURISM IN MALAYSIA: A REVIEW ON UNIVERSITI MALAYSIA SABAH

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Abstract: Tourism contributes to social, economic, and environmental benefits, is one of the fastest-growing industries, and has garnered considerable attention. Globally, diverse forms of tourism have been introduced, and campus tourism is actively promoted. It has recently been reported that campus tourism has attracted the attention of tourists due to the beauty and variety of activities available on campus. Due to the limited exposure to campus tourism in Malaysia, this study aims to promote and enhance the understanding of campus tourism. Furthermore, this study also intends to investigate the potential criteria that might be present on university campuses to encourage its implementation. For the purpose of conducting a literature review, three search engines, Scopus, Science Direct, and Google Scholar, were utilised. According to this review, campus tourism development is characterised by six components: Urban tourism, knowledge-based tourism, the hub of activities, campuses as vacation destinations, year-round tourism, and building and landscape architecture, with China dominating. Moreover, elements and criteria for thriving campus tourism have also been explored to generate ideas for campus tourism development in Malaysia. In summary, this review provides universities and colleges with information about the potential for future campus tourism implementation promotion.

Keywords: Campus tourism, sustainability, Universiti Malaysia Sabah.

Introduction

University is notably an integrated platform for science, culture, human resources, and knowledge (Mangi *et al.*, 2019). In this scenario, cultural tourism in universities, defined as campus-based or campus tourism by several academics (Mangi *et al.*, 2019; McManus *et al.*, 2021), has been one of the most rapidly expanding niches in cultural (urban) tourism in recent years (Li *et al.*, 2021) due to its unique beauty and characteristics (Magolda, 2000) and good social relations practices (Fang, 2020). Generally, campus tourism refers to the socio-economic benefits of visiting higher education institutions' distinctive architecture, beautiful scenery, and rich cultural heritage (Pan *et al.*, 2011; Zhi-Gui, 2011). In this regard, campus tourism provides tourists with a unique experience and increases the influence of the university (Cheng *et al.*, 2020). McManus *et al.* (2021) reported that some of the cultural attractions of the most prestigious and ancient

universities in Western Europe attract more than one million visitors annually, while several university campuses in China receive an average of 4,000 visitors daily. Not surprisingly, campus tourism development become a topic of intense interest among tourism researchers (Cheng *et al.*, 2020). Numerous researchers have investigated campus tourism, focusing on the driving force (Chickering & O'Connor, 1996), image design (Johnson, 1994), campus planning (Yahres, 2000; Zhang & Li, 2013) and campus environmental development (Zhiqing *et al.*, 2010; Fan, 2012). Therefore, universities must be regularly accessible to the public to promote scientific, technological, and cultural awareness and the value of higher education (Jian *et al.*, 2005).

An expanding trend, campus tourism involves the transformation of university campuses into tourist destinations. Mangi *et al.* (2019) revealed that campus tourism has

become a worldwide phenomenon, and this trend is gaining momentum. In China, university campuses are considered a local tourism brand in provinces such as Beijing, Shanghai, Zhejiang, and Nanjing (Ming, 2007; Xiao-Ping *et al.*, 2007). However, the World Tourism Organisation (WTO) has not yet established the terminology of “campus tourism”. Since China is the originator of campus tourism, numerous academicians and researchers have used the term “campus tourism” in most articles published in Chinese journals (Hong *et al.*, 2005; Ming, 2007; Xiao-Ping *et al.*, 2007; Wei, 2009; Zhi-Gui, 2011; Mangi *et al.*, 2019; Cheng *et al.*, 2020). Previously, “campus tourism” was discussed by Woodward (2013) in *The Routledge Handbook of Cultural Tourism in the chapter titled “Campus Tourism, universities, and destination development”*.

In addition, academics have explained university campuses in various contexts and have become an integral part of the modern tourism industry (Ming, 2007; Wei, 2009). In this regard, it has been an influential component and extension of urban tourism (Hong *et al.*, 2005; Mangi *et al.*, 2019), and it is a tourist destination associated with the centre of knowledge and activities (Hong *et al.*, 2005; Gumprecht, 2007). Thus, tourism on university campuses is a significant component of a growing niche (Almeida & Silveira, 2022) in urban cultural tourism (Hong *et al.*, 2005; Pan *et al.*, 2011; Zhi-Gui, 2011). Therefore, campus tourism is a distinct type of tourism (Ming, 2007; Xiao-Ping *et al.*, 2007) that reflects current urban development trends and will serve as the foundation of urban tourism in the future (Hong *et al.*, 2005; Zhi-Gui, 2011).

Nevertheless, some individuals may be confused between campus tourism and edutourism, the similarities, concepts, and distinctions shared by both entities. Rosnan and Abdullah (2018) state that “edutourism” refers to international travel that emphasises educational purposes. Interestingly, Jaunis *et al.* (2022) classify edutourism as being associated with tertiary education and study abroad demand,

where students choose host universities to continue their studies, whereas campus tourism focuses on tourist destinations where universities are open to the public. Furthermore, universities as knowledge-based institutions should be at the forefront of practising sustainable tourism in urban areas (Bin, 2004). Thus, emerging campus tourism is a crucial strategy for educating society about a new concept, improving their understanding, and spreading awareness. Against this backdrop, community participation in sustainable programs at the university, such as a tree-planting campaign, increases public understanding and awareness of this concept. Over the past two decades, the university has not only served as a centre for the advancement of numerous scientific and academic disciplines, but it has also provided students with the opportunity to study while travelling (Hong *et al.*, 2005; Huang & Wu, 2005; Mangi *et al.*, 2019). Thus, campus tourism is significantly related to knowledge-based tourism and has a positive socioeconomic impact on communities.

Moreover, campus tourism is not a recently developed practice globally, whereas most top-ranked universities have emerged from this concept. For instance, campus tourism is well-known at prestigious universities in certain countries, such as the Massachusetts Institute of Technology (MIT), Harvard University, Paris University, Stanford University, University of Oxford, and the University of Cambridge (Mangi *et al.*, 2019). The University of Cambridge has offered campus tours since the 1980s, attracting millions of visitors annually from various regions (Zhi Gui, 2011). In East Asia, China has been one of the leading nations in promoting and implementing campus tourism over the past several decades (Bin, 2004). As a result of the rapid growth of the tourism industry in China, campus tourism was introduced to accommodate human needs and trends. Bin (2004) revealed that numerous universities from various nations have gradually opened their doors to the public as knowledge-based and cultural exchange increases. For this reason, most provinces in China have become popular tourist destinations for the general

public, students, and their families in campus tourism (Ming, 2007; Xiao Ping *et al.*, 2007). Thus, campus tourism encourages individuals to explore their academic and cultural interests and is a desirable location for recreation.

Significantly, Universiti Malaysia Sabah (UMS) represents the first university in Malaysia to have already applied campus tourism, utilising its natural resources to promote the university internationally (Jaunis *et al.*, 2022). Furthermore, UMS set a record by becoming the country's first public university to launch an EcoCampus Action Plan in 2013 (Nawi & Choy, 2020). This EcoCampus Action Plan has led UMS to establish ecotourism packages as a creative, significant, and sustainable university (Universiti Malaysia Sabah, 2018) due to Malaysia's diverse natural assets and distinctive culture, which has become a significant opportunity to expand its tourism industry. In this context, the emergence of university tourism is intricately linked to the advancement of landscape planning as a discipline. Campus landscapes, integral components of the university environment, play a crucial role in campus tourism (Cheng *et al.*, 2020). These landscapes can influence tourists' travel decisions and overall experiences through their visual and sensory aspects (Dober, 2000; Bardekjian *et al.*, 2012). Well-designed campus landscapes offer visitors a delightful travel experience and are a significant conduit for disseminating the local culture associated with universities (Toth, 2017; Kun & Jun-Hua, 2017). Consequently, university campus tourism generates substantial social impacts and contributes to the growth of diverse industries within the city (Yao & Li, 2018).

In conclusion, by emulating the practices of successful universities, Malaysia can also implement campus tourism. Campus tourism significantly impacts the tourism industry, contributing to the national economy and indirectly promoting sustainability. Currently, campus tourism in Malaysia is in its early stages and is growing compared to other forms of tourism. Despite having immense potential, most

universities lack exposure and guidelines for implementing campus tourism. Consequently, it is challenging to adopt this novel tourism with insufficient knowledge. Therefore, this review aims to delve into further details regarding Malaysia's potential for booming campus tourism and to discuss its potential economic effects.

Methodology

This study analyses previous scientific literature on booming campus tourism in Malaysia and attempts to highlight the criteria of the potential for campus tourism establishment in the country. This study applied both quantitative and qualitative approaches to this review. Thus, a non-systematic literature review method was conducted in this review. This review identified relevant articles on search terms using three scientific research databases: Scopus, Science Direct, and Google Scholar. The literature searches were conducted using the keywords "campus tourism", "campus-based tourism", "university tourism", and "urban tourism". Therefore, the selected query strings were determined based on the criteria, concepts, and implementation of campus tourism. As described by Zhi Gui (2011), campus tourism is an expansion of urban tourism in which the university serves as the tourist's destination. Campus tourism exemplifies contemporary urban development trends and will serve as the foundation of urban tourism in the future (Hong *et al.*, 2005). Thus, "urban tourism" is included in this research to learn more about specific city developments, such as university development that provides tourist attractions.

Furthermore, the most relevant and related articles were selected to be reviewed in this study. Table 1 shows that the selected paper's criteria must include the query strings (campus tourism, campus-based tourism, university tourism, urban tourism) for Scopus, Google Scholar, and Science Direct databases published from 2000 to 2022. Significantly, the documents listed on Scopus with the keywords "campus tourism"

(Table 2) and “edutourism” (Table 3) were analysed based on their regional boundaries. In terms of implementation-based boundary, this review focused on the Scopus-indexed subject area of campus tourism (Figure 2), critical success factors for campus tourism (Figure 3), and a summary of the review conducted (Figure 6). Within the scope of the activity-based boundary, this review paper examined the organisations that assist in campus tour activities at the top-ranked universities in the world (Table 4). The policy-based boundary section discussed the component attraction of campus tourism for several Malaysian universities (Table 5) and the successfulness of campus tourism at Universiti Malaysia Sabah.

Results and Discussion

Campus Tourism Indexed by Scopus

(i) Publication by Scopus Using Two Queries – Campus Tourism and Edutourism

This review highlighted the number of publications on Scopus from 2000 to October 2022 using two queries: “campus tourism” and “edutourism” (Figure 1). In addition, this review also revealed that the articles indexed on Scopus with the terms ‘campus tourism’ and ‘edutourism’ (Tables 2 and 3) indicated the presence of regional studies to provide a comprehensive global overview of campus tourism research.

Based on Figure 1, the keyword “campus tourism” was initially presented on Scopus in 2000, with one publication similar in 2003. However, the paper by Renzi and Klobas (2000)

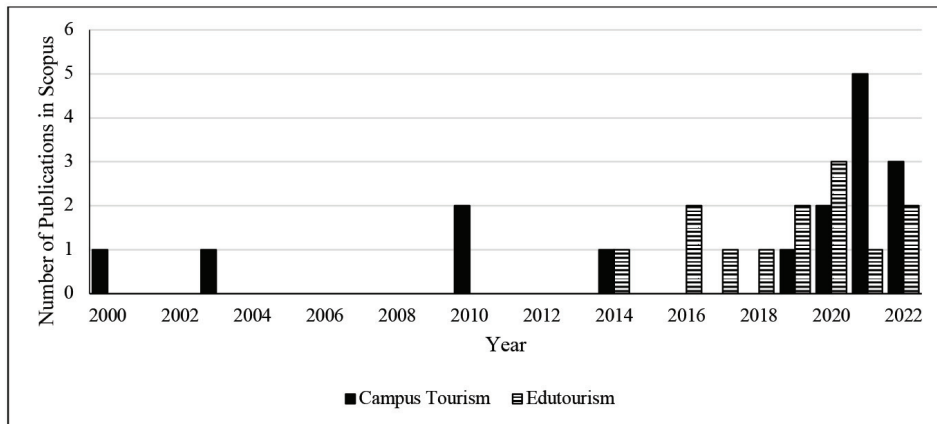
described course learning in the university, while Williams (2003) discussed the students’ thoughts towards the implementation of a course management system that is not directly related to campus tourism (Table 2). In this regard, Xiuhe (2005) reported that scholars have deliberated on campus tourism since the beginning of 2000, though some claim it was first introduced earlier. A study by Huang and Wu (2005) mentioned that campus tourism was introduced in early 2000 but became limited until years later. Surprisingly, based on this study, the keyword “campus tourism” has existed since 1996 in Google Scholar search engines, which report opinions on campus-based tourism enterprises and their conceptual frameworks. Significantly, this finding demonstrates that campus tourism is not a novel phenomenon. Nevertheless, it might not stand out significantly at that point. Unfortunately, no publication related to campus tourism has been reported from 2004 until 2009, based on Figure 1. However, after six years, two papers from the United States (Silkes *et al.*, (2010) and China (Lou, 2010) have been published discussing the activities conducted on campus in 2010 based on this study.

Interestingly, for the first time, a paper related to campus tourism and edutourism was published together in 2014 based on this study. The keyword “edutourism” was used to notice the growing development in publication among these two terms. In addition, due to the growing demand for education and knowledge and the increased competition among educational institutions, the number of publications about “edutourism” will be greater than “campus

Table 1: The keywords used and the total number of publications recorded from Google Scholar, Scopus, and Science Direct

| No. | Query Strings/Keywords | Number of Publications | | |
|-----|------------------------|------------------------|--------|----------------|
| | | Google Scholar | Scopus | Science Direct |
| 1 | Campus tourism | 582,000 | 16 | 8,034 |
| 2 | Campus-based tourism | 5,240 | 1 | 7,527 |
| 3 | University tourism | 1,630,000 | 146 | 79,782 |
| 4 | Urban tourism | 1,930,000 | 1,621 | 37,431 |

Note: Number of publications carried from 2000 to October 2022.



Note: Data for 2022 are from January to October. Source: Scopus (2022).

Figure 1: Number of publications on Scopus from 2000 to 2022 using two queries

tourism” between 2016 and 2020 (Figure 1). This situation is observable as the number of universities and competition in the higher education sector increases (Kamdi *et al.*, 2016). Furthermore, the number of universities offering various facilities has fostered the growth of edutourism as a platform for transferring knowledge. According to Echtner and Ritchie (2003), edutourism is the most popular form of travel, and initiatives for education and learning strongly support it. As a case in point, Abubakar *et al.* (2014) discussed the motives of students seeking education in countries other than their ordinary residence in their research entitled “Motivational factors for educational tourism: A case study in Northern Cyprus” (Table 3). Additionally, the term “campus tourism” has been rising steadily since 2019, with most papers published in China, followed by other nations. Thus, numerous scholars have analysed this topic, with the highest number of publications reported in 2021 as “campus tourism” surpassed “edutourism” in popularity. Furthermore, countries such as Kazakhstan, Ukraine, Costa Rica, and Australia have begun implementing “campus tourism” in their nations. Although China adopted this concept later than other nations, it indubitably places the most significant emphasis on campus tourism as it continues to expand.

(ii) *The Subject Area of Campus Tourism Indexed on Scopus*

Figure 2 shows the subject area of campus tourism indexed on Scopus from 2000 to October 2022 to get information on previous studies that had been done by the researcher related to campus tourism associated with the subject area. According to this figure, the studies on business, management, accounting, and social science show the highest number of publications, with 26.7%, followed by other subject areas. These findings show that campus tourism is mainly categorised under tourism, leisure, and hospitality management, including business, management, and accounting subject areas. This result is supported by Mangi *et al.* (2019) in a case study of Tsinghua University Beijing (Table 2), where the research discussed tourism site development on campus. Furthermore, the fields of geography, planning, and development were categorised under social sciences based on this funding. A study conducted by Cheng *et al.* (2020) in “A landscape study of Sichuan University (Wangjiang campus) from the perspective of campus tourism” reveals that the planning and development subject area is related to campus tourism. The results of this study revealed that the scholars focus more on tourism and management but less on economics or environmental science (Table 2). This subject area can be expanded by exploring

Table 2: Documents were listed on Scopus from 2000 until October 2022 using the keywords “campus tourism”

| No. | Title | Author(s) and Year of Publication | Country |
|-----|--|-----------------------------------|----------------|
| 1 | Steps toward computer-supported collaborative learning for large classes | Renzi & Klobas (2000) | Italy |
| 2 | Implementation of a course management system: Experiences and students' thoughts | Williams (2003) | Australia |
| 3 | Hospitality career fairs: Student perceptions of value and usefulness | Silkes <i>et al.</i> (2010) | United States |
| 4 | Notice of Retraction: The application of Chinese garden art in the Campus Landscape – Zhejiang Tourism College Campus Landscape Design II | Lou (2010) | China |
| 5 | Embedded software design of campus tourism navigation based on QT | Han <i>et al.</i> (2014) | China |
| 6 | Universities emerging as tourism sites in China: A case study of Tsinghua University Beijing | Mangi <i>et al.</i> (2019) | China |
| 7 | A landscape study of Sichuan University (Wangjiang campus) from the perspective of campus tourism | Cheng <i>et al.</i> (2020) | China |
| 8 | Exploring the moderating effect of campus recreation participation on the relationship between education satisfaction and self-esteem | Unguren (2020) | Turkey |
| 9 | The establishment of international university campuses as a key factor in the development of local tourism in the Turkestan region in Kazakhstan: Economic and legal aspects | Altynbassov <i>et al.</i> (2021) | Kazakhstan |
| 10 | Construction of a Multidimensional International Language Training System based on an Analytic Hierarchy Process for modern hotels | Tian (2021) | China |
| 11 | Using augmented reality WEB-Application for providing virtual excursion tours in university campus | Bakhmut <i>et al.</i> (2021) | Ukraine |
| 12 | Biological inventory at a university campus using ICT and citizen science participation | Salas & Barquero (2021) | Costa Rica |
| 13 | Chinese tourist at the University of Sydney: Constraints to co-creating campus tourism? | McManus <i>et al.</i> (2021) | Australia |
| 14 | Attractions of campus tourism experience by “shared dormitory” in China using online reviews | Li <i>et al.</i> (2022) | China |
| 15 | Searching for prestige: Motivations and managerial implications of Chinese campus tourist | O'Regan & Choe (2022) | United Kingdom |
| 16 | Academic tourism as an emerging tourism industry in Kazakhstan | Altynbassov <i>et al.</i> (2022) | Kazakhstan |

Source: Scopus (2022).

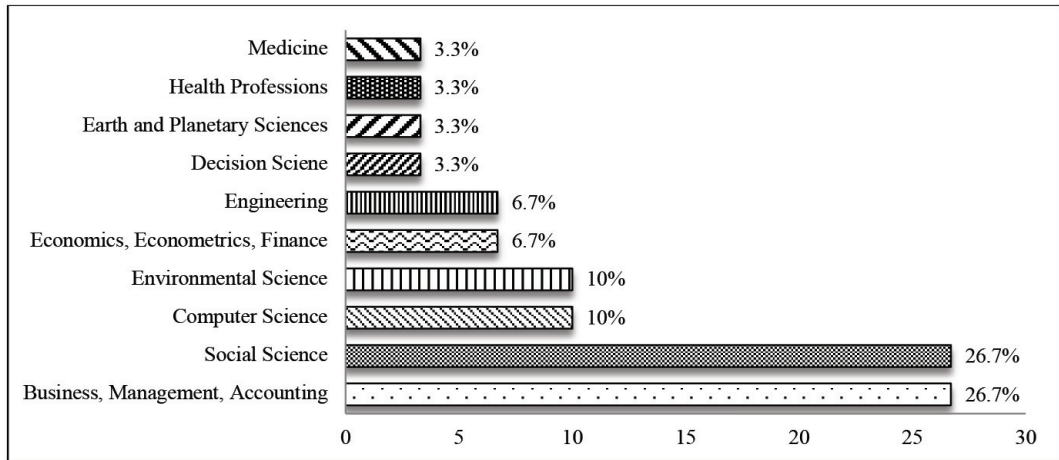
Table 3: Documents were listed on Scopus from 2014 until October 2022 using the keywords “edutourism”

| No. | Title | Author(s) and Year of Publication | Country |
|-----|---|---|--------------|
| 1 | Motivational factors for educational tourism: A case study in Northern Cyprus | Abubakar <i>et al.</i> (2014) | Turkey |
| 2 | The role of edu-tourism in bridging racial divides in South Africa | Wells (2016) | South Africa |
| 3 | Choice of Malaysia as an edu-tourist destination among international edu-tourists: An exploratory factor analysis | Ojo <i>et al.</i> (2016) | Nigeria |
| 4 | Edu-tourist’s perceived service quality and perception – the mediating role of satisfaction from foreign students’ perspectives | Rahman <i>et al.</i> (2017) | Bangladesh |
| 5 | Motivations of educational tourists in non-English-speaking countries: The role of languages | Castillo Arredondo <i>et al.</i> (2018) | Spain |
| 6 | Climate Smart Agriculture Edu-tourism: A Strategy to Sustain Grassroots Pro-biodiversity Entrepreneurship in the Philippines | Magnaye (2019) | Philippines |
| 7 | Determining key influential factors affecting visitors’ decision to visit Edu-tourism in Kampoeng Tahu Tinalan Kediri with AHP | Srikalimah <i>et al.</i> (2019) | Indonesia |
| 8 | Digital tourism education collaboration for strengthening micro business and post COVID-19 sustainable education models | Tosida <i>et al.</i> (2020) | Indonesia |
| 9 | “ZERO to HERO” landscape utilisation of volcanic landscapes during and after eruption | Prabandari & Handoyo (2020) | Indonesia |
| 10 | Is edu-tourism a sustainable option? A case study of residents’ perceptions | Alipour <i>et al.</i> (2020) | Turkey |
| 11 | Library as a survival effort for a tourism village in the pandemic era: A case study in Kampung Lawas Maspati Surabaya | Reindrawati <i>et al.</i> (2021) | Indonesia |
| 12 | Insights from the relationship between urban form, social media, and edu-tourism | Iranmanesh & Mousavi (2022) | Turkey |
| 13 | Like, tag, and share: Bolstering social media marketing to improve intention to visit a nature-based tourism destination | Gaffar <i>et al.</i> (2022) | Indonesia |

Source: Scopus (2022).

in greater depth the effects of campus tourism on the economy, such as its contribution to the nation’s gross domestic product. In addition, applying an economic valuation method, such as the willingness to pay for campus tourism conservation, can be related to environmental

science, similar to studies done by Musa *et al.* (2021) and Musa and Darman (2022). Therefore, this future research is crucial for improving research knowledge and promoting campus tourism terms. Consequently, research on campus tourism must be expanded and



Note: Data for 2022 are from January to October. Source: Scopus (2022).

Figure 2: The subject area of campus tourism indexed on Scopus from 2000 to 2022

enhanced by exposing multiple subject areas. Thus, the availability of a wealth of information can significantly enhance the scope of research on campus tourism while also fostering tremendous encouragement for implementing campus tourism at other universities.

Concept of Campus Tourism

Generally, campus tourism strives to achieve a symbiotic relationship between economic, environmental, and social benefits (Jaunis *et al.*, 2022). Against this backdrop, campus tourism involves visiting the distinctive architecture, beautiful landscape, stimulating academic environment, and extensive culture of higher education institutions, which not only provides visitors with a one-of-a-kind experience but also increases the university’s influence (Zhi Gui, 2011; Cheng *et al.*, 2020). Six criteria comprise the campus tourism concept: (1) Urban tourism, (2) knowledge-based tourism, (3) the hub of activities, (4) campuses as vacation destinations, (5) year-round tourism, and (6) building and landscape architecture (Hong *et al.*, 2005; Gumprecht, 2007; Jaunis *et al.*, 2022). This unique form of tourism reflects urban development trends and is expected to play a crucial role in urban tourism in the years to come.

(i) Urban Tourism

One criterion for campus tourism is that it extends urban tourism, allowing city dwellers to engage in modern, unique, and enhanced recreational activities on university campuses (Mangi *et al.*, 2019; Jaunis *et al.*, 2022). Adapting to this strategy could also reduce individuals’ travel time, distance, and transportation costs (Jaunis *et al.*, 2022). In this scenario, emerging campus tourism, for example, will offer urban residents a new environment in which to engage in these activities.

(ii) Knowledge-based Tourism

In addition, universities are also associated with knowledge-based tourism in the campus tourism concept because they serve as a hub for disseminating information across various subject areas and play a crucial role in providing public education (Gumprecht, 2007). Xiuhe (2005) opines that campus tourism focuses on providing intellectual satisfaction to campus visitors. The university is essential for educating society about science, technology, and cultural development because it provides a framework for research, human resources, culture, and knowledge (Jian *et al.*, 2005). In addition to promoting local culture, the international student exchange program is one of the best examples of a focus on knowledge transfer.

(iii) The Hub of Activities

Moreover, the university campus is a hub for activities that benefit the surrounding communities through its museums, galleries, sports stadiums, green environment, beautiful scenery, and numerous significant events (Mangi *et al.*, 2019). In this instance, students are attracted to the campus by the available amenities, which promote effective teaching, learning, and extracurricular activities. According to Gumprecht (2007), students are more likely to participate in sports activities on campus than other activities.

(iv) Campuses as Vacation Destinations

Intriguingly, people from various regions have recently targeted campuses as vacation destinations, contributing significantly to the number of visitors on campus (Jaunis *et al.*, 2021). In this manner, some colleges and universities have used accommodation resources, frequently idle during extended breaks (Connell, 1996). Affordability and the availability of amenities may make universities the best vacation destinations for some individuals. According to informal interviews conducted by Connell (1996) with a campus-visiting family, the college was viewed favourably regarding cleanliness, food, lodging, services, and reasonable prices. For instance, the University of Edinburgh offers couples and family housing to students who wish to bring their partners or children while studying there (University of Edinburgh, 2022).

(v) Year-round Tourism

In addition, tourists can visit the campus year-round because campus tourism concepts are year-round, regardless of the season. In this instance, universities are scientific tourism destinations because hosting seminars, conferences, and other scientific meetings (Kosiewicz, 2014) can enhance the university's reputation while indirectly promoting campus tourism. Hong *et al.* (2005) found that through these initiatives, numerous sightseeing activities would be incorporated into their events, frequently bringing a wide variety of tourism to the

campus or surrounding areas. To illustrate, the TOURIST Conference is one of the events held annually and was hosted by Kasetsart University, Bangkok, Thailand, in 2020 and 2021 (KIMBA, 2022). As a result, some institutions provide on-campus accommodation to attract more affluent leisure or conference-based tourists attending business events and work meetings (Connell, 2000; Li *et al.*, 2021).

(vi) Building and Landscape Architecture

Furthermore, aesthetically pleasing landscapes and architecture make campus tourism more alluring and encourage quick visits. According to Xiao Ping *et al.* (2007), the antiquity of historic university buildings, now considered national treasures, attracts tourists. Consequently, this idea was implemented at Universiti Malaysia Sabah (UMS), where visitors were offered campus tour packages that included tours of historical buildings, gallery and museum tours, nature tours, and education camps (EcoCampus Visitor Information Centre 2019). Significantly, the Pink Mosque, the third largest mosque in Kota Kinabalu, is the most attractive structure at UMS. Other distinctive structures and landmarks in UMS, such as the Clock Tower, Pinakol Stairs, and Azman Hashim Gallery, could attract international tourists from various countries, particularly China, to visit UMS.

Criteria of Campus Tourism to Be a Success

Some researchers investigated the characteristics and strategies associated with campus tourism to promote the successful implementation of this concept. Universities exhibiting particular campus tourism-related characteristics could propose implementing this concept. Most institutions that employ this element to promote campus tourism embrace a unique blend of symbolic or functional heritage and contemporary culture. In this context, five factors must be considered for campus tourism to be booming: (1) The availability of resources, (2) the facilities provided, (3) the support of top management, (4) high-influential universities, and (5) the marketing strategy (Figure 3).

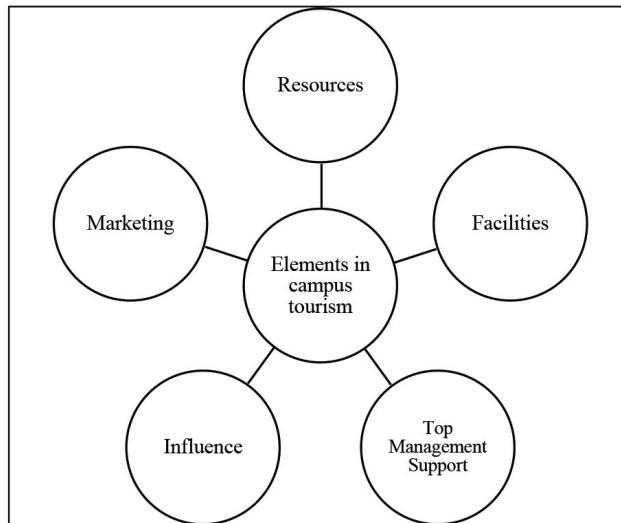


Figure 3: Essential elements in the success of campus tourism

(i) The Availability of Resources

In general, resources, such as natural resources, money, landscape, and culture, are the assets or materials organisations have access to function effectively. Campus tourism highlights universities with abundant natural resources, which promote beautiful scenery and landscape, and green space as a conservation area for environmental sustainability. Mangi *et al.* (2019) and Gumprecht (2007) agree that a campus with beautiful scenery would attract tourists and provide relaxation satisfaction. Against this backdrop, beautiful landscapes, such as green spaces, can reduce stress, give relaxation, and enhance students' focus on their studies (Ming, 2007).

(ii) The Facilities Provided

In addition, university facilities and services attract people to campus. Students and the public are now provided with most university amenities, such as libraries, stadiums, laboratories, sports complexes, beautiful halls, hospitals, accommodations, transportation, and museums. However, Mangi *et al.* (2019) revealed that students, faculty, and the surrounding community are increasingly interested in using campus facilities for leisure time and activities.

(iii) The Support of Top Management

Furthermore, the role of top management in decision-making and activity oversight should be considered. According to Hussin and Kunjuraman (2015), universities emphasise their environmental responsibility and promote campus tourism. Therefore, the top management proposed several strategies (Table 4), such as establishing related organisations to monitor, assist, and ensure that campus tourism contributes to social, economic, and environmental benefits.

(vi) High-influential Universities

Additionally, universities with substantial influence on others tend to attract recognition. By attracting funding from other private companies, universities with a high ranking, extensive community involvement, and strong partnerships enhance their reputation. For example, Sime Darby granted the University of Malaya (UM) 2.5 million for sustainable research (Hussin & Kunjuraman, 2015). Consequently, the contribution and support of other agencies contribute to the realisation of the campus tourism implementation vision.

Table 4: Related organisations assist in campus tour activities among the world’s top-ranked universities

| University | Information Session | Group Tour | Related Organisations |
|---|--|--|---------------------------------------|
| Massachusetts Institute of Technology, USA | Monday to Friday | Reservation is mandatory for a group of 10 or more people | Information Center & Admission Office |
| Stanford University, USA | Monday to Friday | A Group of 9 people or more must book a group tour | Visitor Center |
| Harvard University, USA | Monday to Saturday | Reservation is required for a group of 15 or more (maximum 125 people) | Information Center & Admission Office |
| California Institute of Technology (Caltech), USA | History and architecture session held on the fourth Thursday of each month | Reservation is required but extremely limited | Admission Office |
| University of Oxford, UK | Monday to Sunday | Operated by travel agencies | Visitor Information Center |
| The University of Cambridge, UK | N/A | Operated by travel agencies | Visitor Information Center |

Source: Mangi *et al.* (2019).

(v) The Marketing Strategy

Finally, marketing strategies for campus tourism promotion are essential to expose universities locally and internationally. The marketing strategies must be compelling enough for campus tourism to be well-known. Marketing is crucial to all business aspects (Abduh & Dahari, 2011). Thus, all methods colleges use to inform the public about their offerings, including advertising, PR, public relations, and sales promotion, are marketing strategies (Ivy, 2008). To re-evaluate the perspectives of public areas, awareness, and mechanisms for promoting their university campuses with the initiative for improvement, during the summer of 2017, Zhao (2017) conducted a “campus tour” at Tsinghua University.

The Component Attraction for Campus Tourism in Malaysia

Table 5 shows the component attraction for campus tourism for several universities in Malaysia. The components were divided into (1) unique buildings, (2) beautiful landscapes, (3) sports and recreation activities, (4) tour package provided, (5) campus facilities attraction, and (6) university ranking. Specifically, unique

architecture is one of the criteria for campus tourism to be successful, and most universities with unique architecture have the potential to be successful in campus tourism. Jaunis *et al.* (2022) asserted that the university’s campus buildings highlight its stature and capacity for providing quality education. In addition, ancient universities with significant architectural and cultural value attract tourists (Shull, 2011; Woodward, 2013; McManus *et al.*, 2021). According to a previous study by Mangi *et al.* (2019), most respondents visit the University of Tsinghua (China) to explore historical sites of interest. Not surprisingly, China is renowned worldwide as a destination for campus tourism, and many papers on campus tourism have been published in China. In Malaysia, Universiti Teknologi Petronas (UTP) is one of the universities famous for its iconic building and impressive architecture, and its architectural style has won accolades, including the Aga Khan Award in 2007 (Malaysia Counsel, 2020). The overall design resembles a five-pointed star comprised of five semicircles and is reminiscent of a city dwelling in a thriving urban area, as do the five-pointed structures that connect different buildings (Malaysia Counsel, 2020).

Significantly, a crucial criterion for encouraging tourism activities is the aesthetic value of the beauty of the campus. Consequently, campus green spaces are one of the most important aspects of campus tourism and can influence tourists’ decisions and experiences through their perceptions and visuals (Bardekjian *et al.*, 2012). In this scenario, Universiti Sains Malaysia was listed as one of the most beautiful campuses in Malaysia for students to pursue their education based on a cross-reference of universities included in online travel resources (Jayatilaka, 2021). In addition, sports and recreation activities provide an opportunity to visit a tourist destination. Jakovlev *et al.* (2014) reported that sports influenced individuals to travel to attend major sporting events. Moreover, sports and recreation activities encourage tourists to participate during their visit. According to Relac (1979), sports recreation in tourism is a way to enhance visitors’ active vacations, such as participation-based activities. Furthermore, the availability of campus recreation is an essential factor for students when deciding where to continue their education (Haines, 2001). Consequently, this may serve as a reason for promoting campus tourism. Most Malaysian universities offer a variety of recreational activities that not only

make visitors happy but also promote good physical and mental health.

Subsequently, tour packages are one of the tourism products that typically include multiple unique elements in a single trip and can be guided with or without a tour operator. Stec (2015) states that a tour package may include a single service (such as lodging and transportation) or multiple services (such as lodging, transportation, catering, and sightseeing). This criterion pertains to the combination of campus facilities and attractions. The campus tour packages allow tourists to explore the academic world of universities and gain knowledge from tourism experts. Generally, tourists must pay for these services before the start of the tour. Local universities that provide these packages include Universiti Malaysia Sabah (UMS) and Universiti Putra Malaysia (UPM) (Table 5). Lastly, university rankings have intellectual, marketing, knowledge, scientific, and financial significance (Kayyali, 2020). For this reason, the ranking of universities not only influences the enrollment of local and international students but also contributes to the expansion of their networking with other universities. As a result, there is an excellent opportunity to implement campus tourism due to its significant impact on campus promotion.

Table 5: Component attraction of campus tourism for several universities in Malaysia

| Component | Universities | Attraction | Source |
|---------------------|--------------------------------------|---|--|
| Unique buildings | Universiti Malaya (UM) | Main Library | (Universiti Malaya, 2022) |
| | Universiti Teknologi Petronas (UTP) | Main campus building | (Malaysia Counsel, 2020) |
| | Universiti Malaysia Sabah (UMS) | Pink Mosque | (Universiti Malaysia Sabah, 2022) |
| Beautiful landscape | Universiti Sains Malaysia (USM) | “The University in a Garden” concept | (Universiti Sains Malaysia, 2022) |
| | Universiti Malaya (UM) | “Rimba Ilmu Botanic Garden” | (Universiti Malaya, 2022) |
| | Universiti Kebangsaan Malaysia (UKM) | Fern and herbs garden landscape | (Universiti Kebangsaan Malaysia, 2022) |
| | Universiti Malaysia Sabah (UMS) | Outdoor Development Centre (ODEC) Beach | (Universiti Malaysia Sabah, 2022) |

| Component | Universities | Attraction | Source |
|----------------------------------|--------------------------------------|--|--|
| Sports and recreation activities | Universiti Putra Malaysia (UPM) | Bukit Ekspo Ayer Hitam Forest Reserve Padang Golf Driving Range | (Universiti Putra Malaysia, 2022) |
| | Universiti Utara Malaysia (UUM) | Go-Cart Deer Park Bukit Raya Hill | (Universiti Utara Malaysia, 2022) |
| | Universiti Sains Malaysia (USM) | KOPA Arena@USM | (Universiti Sains Malaysia, 2022) |
| | Universiti Malaysia Sabah (UMS) | UMS Peak Outdoor Development Centre (ODEC) | (Universiti Malaysia Sabah, 2022) |
| Tour package | Universiti Putra Malaysia (UPM) | EduPark@UPM | (Universiti Putra Malaysia, 2022) |
| | Universiti Malaysia Sabah (UMS) | EcoCampus Tour Packages | (EcoCampus Visitor Information Centre, 2019) |
| Campus facilities attraction | Universiti Sains Malaysia (USM) | KOPA Arena@USM Smart Room The Bricks Tetupai Lounge | (Universiti Sains Malaysia, 2022) |
| | Universiti Kebangsaan Malaysia (UKM) | Balai Busana Melayu Museums and gallery | (Universiti Kebangsaan Malaysia, 2022) |
| | Universiti Putra Malaysia (UPM) | “Muzium Warisan Melayu” | (Universiti Putra Malaysia, 2022) |
| | Universiti Malaysia Sabah (UMS) | HUMS (Hospital UMS) Museums and gallery UMS Jetty | (Universiti Malaysia Sabah, 2022) |
| University ranking | Universiti Malaya (UM) | 65th in the QS World University Ranking | Top Universities, 2022 |
| | Universiti Putra Malaysia (UPM) | 143th in the QS World University Ranking | |
| | Universiti Kebangsaan Malaysia (UKM) | 144th in the QS World University Ranking | |
| | Universiti Sains Malaysia (USM) | 147th in the QS World University Ranking | |
| | Universiti Teknologi Malaysia (UTM) | 191st in the QS World University Ranking | |

Successfulness of Campus Tourism at Universiti Malaysia Sabah

Malaysia is one of the well-known tourist destinations chosen by travellers from around the globe. Malaysia is a megadiverse country, as

evidenced by its ecosystem comprising 15,000 species of flowering plants, 286 species of mammals, 4,000 species of fish, and 150,000

species of invertebrates (Rahmad, 2008). Several higher education institutions have implemented various sustainable initiatives to preserve and spread a sustainable environment for the future. In this context, Universiti Malaysia Sabah (UMS) has implemented campus tourism to promote sustainability and tourism. Prof. Datuk Dr. Mohd. Harun Abdullah, the former Vice-Chancellor, was the one who inspired the establishment of UMS as an EcoCampus (Hussin & Kunjuraman, 2015). Specifically, Universiti Malaysia Sabah is located at 6°01'51.2394"N 116°06'59.4"E near Kota Kinabalu, with the South China Sea and Mount Kinabalu as its scenery (Figure 4).

Universiti Malaysia Sabah unveiled its EcoCampus in February 2013, which will serve as a model for community revitalisation until 2020, whereas UMS members explore the sustainability ethos through five core principles (sustainable development, ecological protection, environmental compatibility, environmental stewardship, and resources conservation) (Universiti Malaysia Sabah, 2022). It was Malaysia's first university to implement campus tourism by introducing EcoCampus, which provides tourist tour packages on campus (Jaunis *et al.*, 2021). Nature Delight

Tour, Gallery and Museum Tour, Sunset Tour, Architecture Heritage Tour, and Nature Education Camp are among the five public tour packages offered by UMS (EcoCampus Visitor Information Centre, 2019). Following foreign universities like Oxford University and Peking University, which had already matured in this tourism sector, UMS's first initiative to promote campus tourism was to open the doors to the public. Zhi Gui (2011) supports the notion that campus tourism can financially support the university's maintenance and growth. Therefore, the measures taken to maintain and manage these activities must be dependable, as should the actions required to implement tourism-related practices on campus to improve the environment.

Figure 5 illustrates some of the attractions of the Universiti Malaysia Sabah (UMS). Figure 5 (a) depicts the Pink Mosque, a university mosque. It is the third-largest mosque in Kota Kinabalu (Universiti Malaysia Sabah, 2022) and is frequently visited by tourists from different regions. Meanwhile, the Aquarium and Marine Museum are one of the primary components of Marine BioValley, housing a variety of marine life, including turtles, sea cucumbers, fishes, molluscs, and others [Figure 5 (b)]. This museum



Source: Google Earth Pro (2022).

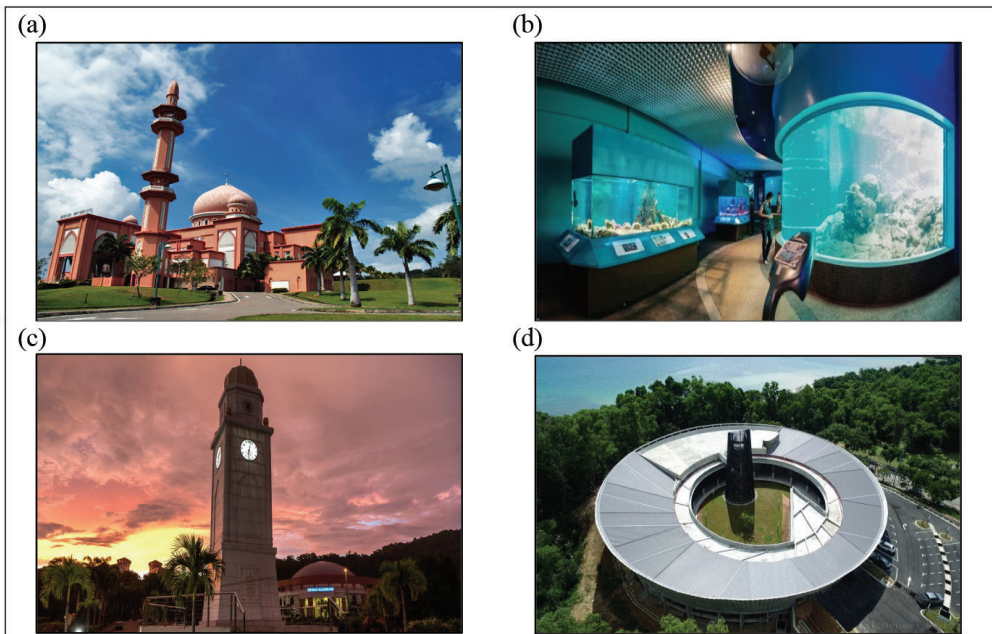
Figure 4: Map of Universiti Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia

inspired others to conserve marine life through education, research, and exploration (Universiti Malaysia Sabah, 2019). In addition, the UMS Clock Tower symbolises pride for UMS communities and the intellectual significance of time [Figure 5 (c)]. The new attraction at UMS is the Azman Hashim UMS Gallery, an art gallery [Figure 5 (d)]. This gallery was donated by Tan Sri Azman Hashim, an entrepreneur banker, to promote Borneo art by local artists and UMS students (Universiti Malaysia Sabah, 2022). The Beriu Tower, which resembles a traditional fish trap used by locals in Sabah known as the “Bubu ikan” and offers visitors a panoramic sea view of Sepanggar Bay from the top of the tower, is one of the gallery’s distinctive architectural features (Universiti Malaysia Sabah, 2022).

Consequently, the Eco-Campus Centre is one of the initiatives established by UMS to stabilise social demands and promote economic and environmental sustainability (EcoCampus Visitor Information Centre, 2019). According to Hussin and Kunjuraman (2015), EcoCampus is

a reference centre that acts as a steward for the environment by maintaining infrastructure development, learning, teaching, research, operations, and environmental management. In addition, to achieve a sustainable campus, this campus provides carbon-reducing services such as electric bicycles, electric scooters, buggies, electric tandem two-seat bicycles, and mountain bikes.

Universiti Malaysia Sabah is notable for being Malaysia’s first university to implement entrance fees. Wei (2009) revealed that one of the ways the university maintains its resources is by collecting entrance fees from tourists to manage campus tourism. In this context, fundraising from entrance fees charged in ecotourism destinations is an initiative to support biodiversity conservation (Musa *et al.*, 2021; Musa & Darman, 2022). Currently, most of Malaysia’s public universities are free to attend. However, UMS was the first university to introduce the “Green Ticket,” which charged foreign visitors MYR10 while granting free



Source: Universiti Malaysia Sabah (2022).

Figure 5: Places of attractions in Universiti Malaysia Sabah: (a) Pink Mosque, (b) Aquarium and Marine Museum, (c) Clock Tower, and (d) Azman Hashim UMS Gallery

access to local visitors (Jaunis *et al.*, 2021). The “Green Ticket” could be used for campus conservation, development, and maintenance. Additionally, a survey was conducted at UMS to determine the willingness of local visitors to pay for campus tourism access (Jaunis *et al.*, 2021).

In response to the government’s challenge to remain competitive in the global economy, Malaysia’s public universities are attempting to improve the quality of their higher education to attract more international students (Jaunis *et al.* 2021). For example, the mobility program enabled UMS to enrol many international Chinese students. However, the COVID-19 outbreak two years ago significantly affected global tourism, including campus tourism at UMS. Before the pandemic, UMS frequently received many Chinese tourists, but that number has decreased dramatically due to government restrictions-the impact on tourists and the student mobility program. Rashid (2020) noted that most international visitors to UMS in 2019 came from China, accounting for 80% of the total. As the only country to realise campus tourism as a local travel brand (Mangi *et al.*, 2019), China contributes to the international promotion of this concept.

Conclusions

In conclusion, considering social, economic, and environmental factors, campus tourism is recognised as a valuable contributor to the growth of the tourism industry. The findings from this review demonstrate the increasing international popularity of campus tourism. While China has embraced campus tourism with evident emphasis and ongoing expansion, it remains a relatively novel concept in Malaysia. Thus, research on campus tourism should be expanded and enriched by exploring various subject areas, thereby harnessing the abundant availability of information to broaden the scope of campus tourism research significantly and greatly encourage its implementation at other universities globally. This review identifies six criteria that comprise the concept of campus tourism: Urban tourism, knowledge-based

tourism, the hub of activities, campuses as vacation destinations, year-round tourism, and building and landscape architecture. This distinctive form of tourism not only reflects urban development trends but is also anticipated to play a pivotal role in shaping the future of urban tourism. Moreover, to ensure the flourishing of campus tourism globally, five crucial factors must be considered: The availability of resources, the facilities provided, the support of top management, high-influential universities, and the marketing strategy. Based on this review, the attractions of campus tourism for several universities in Malaysia can be categorised into distinct components, including unique buildings, beautiful landscapes, sports and recreation activities, tour packages provided, campus facilities attractions, and university ranking.

Against this backdrop, Malaysia, a country abundant in natural resources and biological diversity, has undertaken several initiatives to foster environmental sustainability, with campus tourism as a noteworthy endeavour. As a result, universities are increasingly seen as potential local tourism hubs and centres for knowledge dissemination. Therefore, drawing inspiration from successfully implementing this concept in other countries, universities should be mindful of campus tourism requirements to facilitate the industry’s expansion. In this regard, the country’s tourism industry is poised to play a significant role in the future, reaping numerous benefits from this development. Universiti Malaysia Sabah (UMS) is the first institution in Malaysia to offer campus tourism to local and international visitors. UMS has succeeded through a multi-faceted approach, including attracting foreign tourists, implementing admission fees to support conservation efforts, and overseeing critical organisations like the EcoCampus Visitor Information Centre (EVIC). The achievements of UMS in campus tourism serve as a valuable model for other universities. However, there is room for improvement in promoting campus tourism by ensuring effective management of tourism-related activities. Therefore, successfully implementing

campus tourism requires collaboration among all stakeholders, including the university and the community. Consequently, further research is necessary across various university tourism domains to promote local brand tourism and mitigate existing conflicts, thus advancing the goals of campus tourism. Therefore, Figure 6 provides a concise summary of the findings from this review, offering an overview of the campus tourism scenario in Malaysia.

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Conflict of Interest Statement

The authors declare that they have no conflict of interest.

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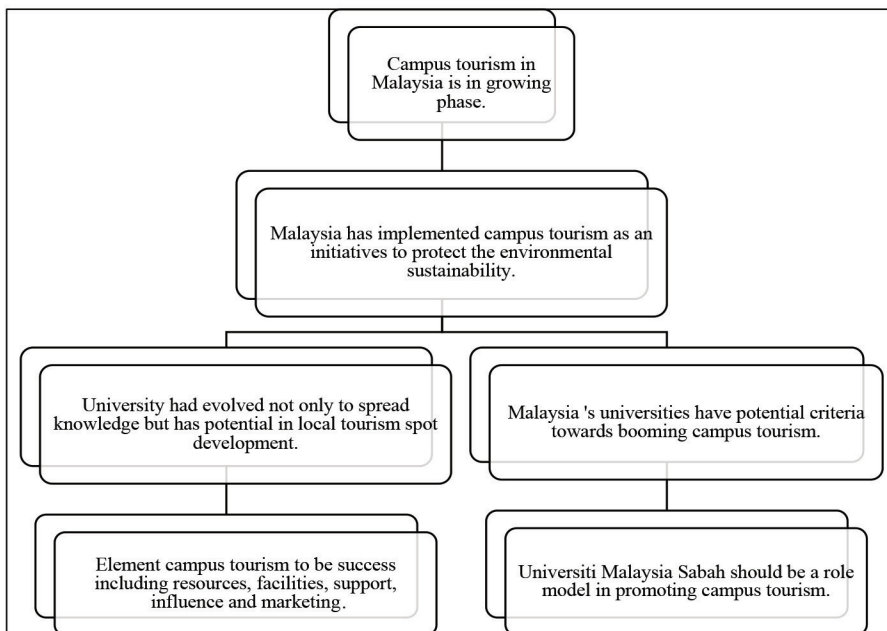


Figure 6: A summary of this review’s findings conducted

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