The Growth of International Branch Campuses and the Implications for Cross-Border Nursing Education

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Learning Objectives

- To understand the depth and breadth of international branch campus development as a growing segment of cross-border education
- To identify the potential opportunities IBCs could provide to help meet the global demand for nursing education
Overview

1. Significance of Study
2. International branch campuses (IBCs)
3. Motivation
4. Challenges
5. Dynamics of Quality
6. Future Implications
Significance of the study

- Link current international higher education research and policy issues with trends specific to nursing education
- Explore growing educational opportunities for nursing globally
- Increase awareness of the global shortage of nurses
- Alternative approaches to improve health outcomes
International Branch Campus

1) A degree program must be offered

2) Awards for completion of the degree must be given

3) Physical presence of a foreign institution in a host country

4) Students must complete all or part of the degree program at the host country campus

IBC Growth

- 210 IBCs worldwide
- 68 importing countries
- From 2006 to the end of 2011, the # of IBCs increased 144%
- Shift in development from the Middle East to Far East

Geographic Landscape of IBCs

- Largest importing countries include: United Arab Emirates (33), China (29), Singapore (14), Qatar (11), Malaysia (9)

- Largest exporting countries include: United States (81), United Kingdom (32), Australia (17), France (12), India (8)

(Cross-Border Education Research Team, State University of New York at Albany, 2014)
Why IBCs?
Motivation and Benefits

• Increase university prestige
  
  Global recognition

  Fulfilling Mission

• Generate revenue from the growing international market
  
  Educational Hubs, Tax Free Zones, Foundations
Motivation and Benefits

• Emerging and transitional economies looking towards higher education institutions to help in the building of a knowledge economy

  Technology, Engineering, Biomedical Sciences

• Aiding the growth of local universities

  Medical, Dental, Business
IBC Nursing Programs

1- Curtin University of Technology (Australia)
   Singapore (2008)

2- University of Manchester (United Kingdom)
   Singapore (2012)

3- University of Calgary (Canada)
   Qatar (2005)
4- Manipal University (India)
Nepal (2000)

5- Royal College of Surgeons in Ireland (Ireland)
Bahrain (2006)

6- Grameen Caledonian College of Nursing, Glasgow University (UK)
Bangladesh (2010)
IBC Medical Programs

- Weill Cornell Medical College (Qatar)
- The Royal College of Surgeons in Ireland (Bahrain)
- Newcastle University Medical School (Malaysia)
- Duke University (Singapore)
- Manipal University (Sri Lanka)
Challenges

- Enrollment
- Sources of Revenue
- Administrators & Faculty
- Curriculum
- Changing Local Conditions
  - Market
  - Political instability
- Market
- Political instability
Dynamics of Quality

- Oversight of Curriculum
- Accreditation
- Management of partnerships and fiduciary responsibilities
- Connecting degree programs with the labor market
- Evaluation of educational outcomes
Future Implications

- Reduce global health disparities
- Reduce the maldistribution of health professionals
- Increase access to qualified nursing professionals
- Increase educational opportunities
- Increase educational attainment levels
- Growing research and collaborative opportunities
IBC Websites

Curtin University of Technology- Singapore

http://www.curtin.edu.sg/courses/undergraduate/nursing-conversion-program-for-registered-nurses/

Manipal University- Nepal

http://www.manipal.edu.np/PROGRAMS/Pages/Nursing.aspx

Royal College of Surgeons in Ireland-Bahrain

IBC Websites

Grameen Caledonian College of Nursing, Glasgow Caledonian University – Bangladesh

http://www.gcu.ac.uk/grameencaledonianpartnership/gccn/introductiontogccn/

University Calgary – Qatar

http://www.qatar.ucalgary.ca/

University of Manchester – Singapore