

# 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

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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

(Observatory on Borderless Higher Education, 2012, Lawton & Katsomitros, 2012, Cross-border Education Research Team, 2011, Kinser, 2010, Altbach, 2011)

# 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

( Cross-Border Education Research Team, State University of New York at Albany, 2014, Observatory on Borderless Higher Education, 2012)

# 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)

# IBC Nursing Programs

**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

# 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

<http://www.rcsi-mub.com/index.jsp?p=983&n=102>



# 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

<http://www.singaporetech.edu.sg/nursing-practice/health-science-nursing-practice>