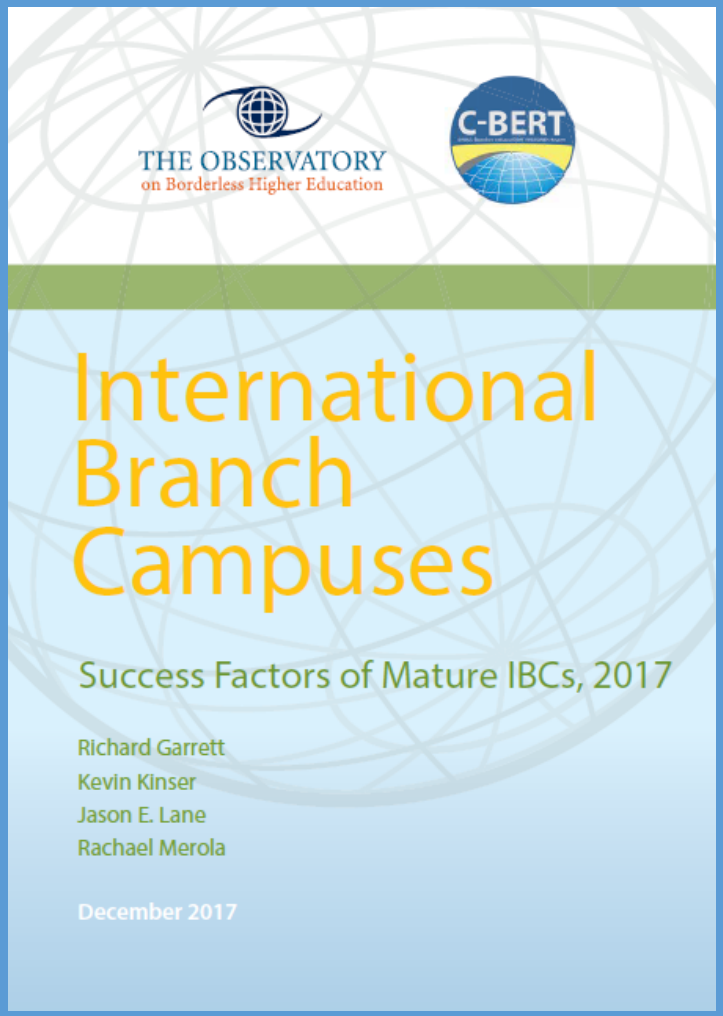
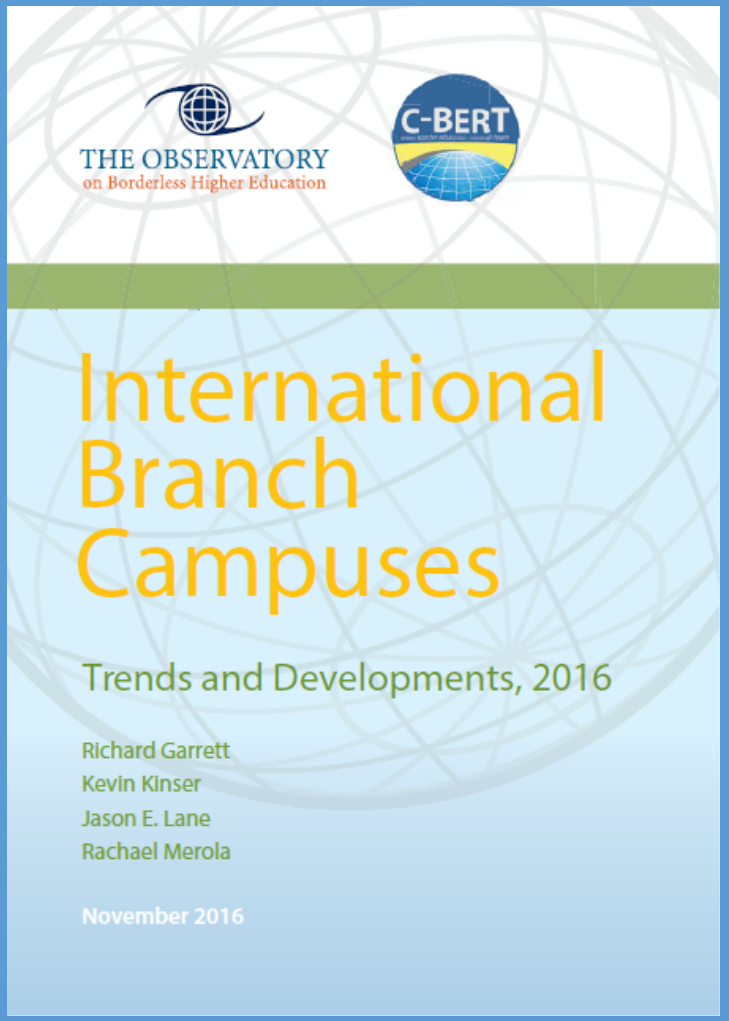
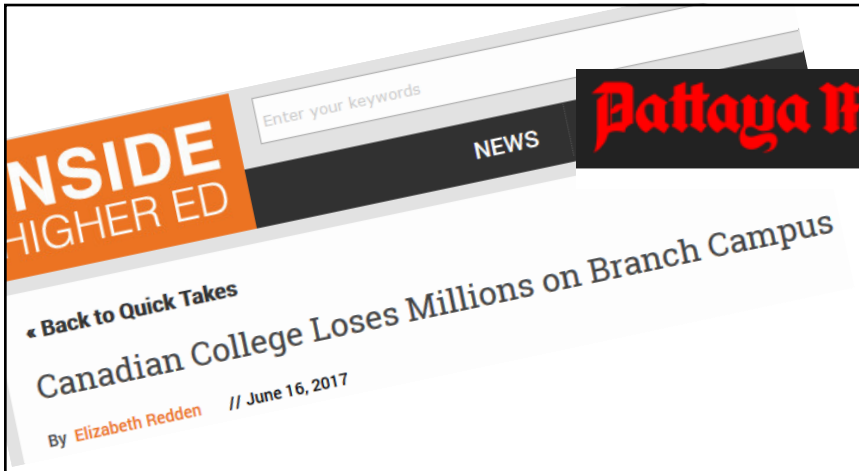
International Branch Campuses:
Overview of Trends & Issue

JASON E. LANE, Ph.D.
Co-Director, Cross-Border Education Research Team (www.cbert.org)
Professor & Chair, Educational Policy & Leadership, SUNY-Albany

Presented at the 2018 University Quality Assurance Forum
National Institution for Academic Degrees and Quality Enhancement of Higher Education


THE OBSERVATORY
on Borderless Higher Education
C-BERT
International Branch Campuses
Success Factors of Mature IBCs, 2017
Richard Garrett
Kevin Kinser
Jason E. Lane
Rachael Merola
December 2017


THE OBSERVATORY
on Borderless Higher Education
C-BERT
International Branch Campuses
Trends and Developments, 2016
Richard Garrett
Kevin Kinser
Jason E. Lane
Rachael Merola
November 2016



Pattaya Mail

Govt to allow foreign institutions to open universities in Thailand

THE AUSTRALIAN
FOR THE INFORMED AUSTRALIAN

New entry barriers in Asia

Australia's offshore higher education market faces decline as universities in China, Hong Kong, Singapore and Malaysia reposition themselves to compete for local students, analysis suggests.

THE WORLD UNIVERSITY RANKINGS

Gulf education hub 'irreparably damaged' by Qatar crisis

BBC NEWS

Glasgow Caledonian University New York campus wins degree status

DEFINITION

“an entity that is owned, at least in part, by a foreign higher education provider; operated in the name of the foreign education provider; and provides an entire academic program, substantially on site, leading to a degree awarded by the foreign education provider.”

Other Types of CBHE

Distance learning sites: Locations where instruction is not conducted onsite

Subsidiary locations: Locations founded or owned by a foreign entity that is not a degree granting institution

Partnership Operation: Campus is co-founded/established by local and foreign universities, with joint design/delivery of programs and services

Multi-state institutions: campuses in different countries with no home campus

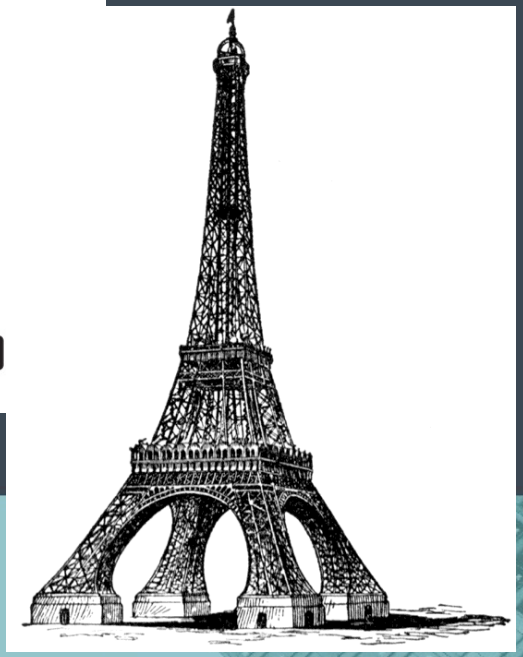
New Institution: Foreign backed but controlled/operated in name of new institution, with the degree awarded by the new institution

Parsons goes to Paris (1920s)

PARSONS
PARIS

SCHOOL O
ART + DESI

Fashion Illustration Class, Paris Ateliers, 1920s



Johns Hopkins opens in Italy

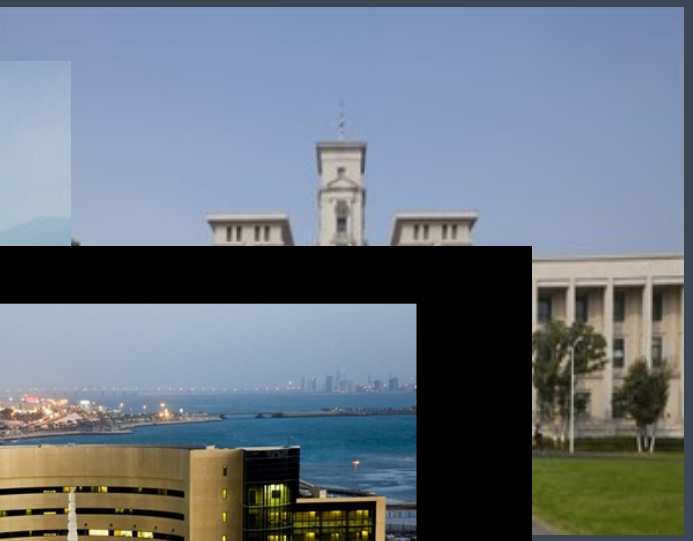
WASHINGTON • NANJING • BOLOGNA
SAIS
HNS HOPKINS
UNIVERSITY

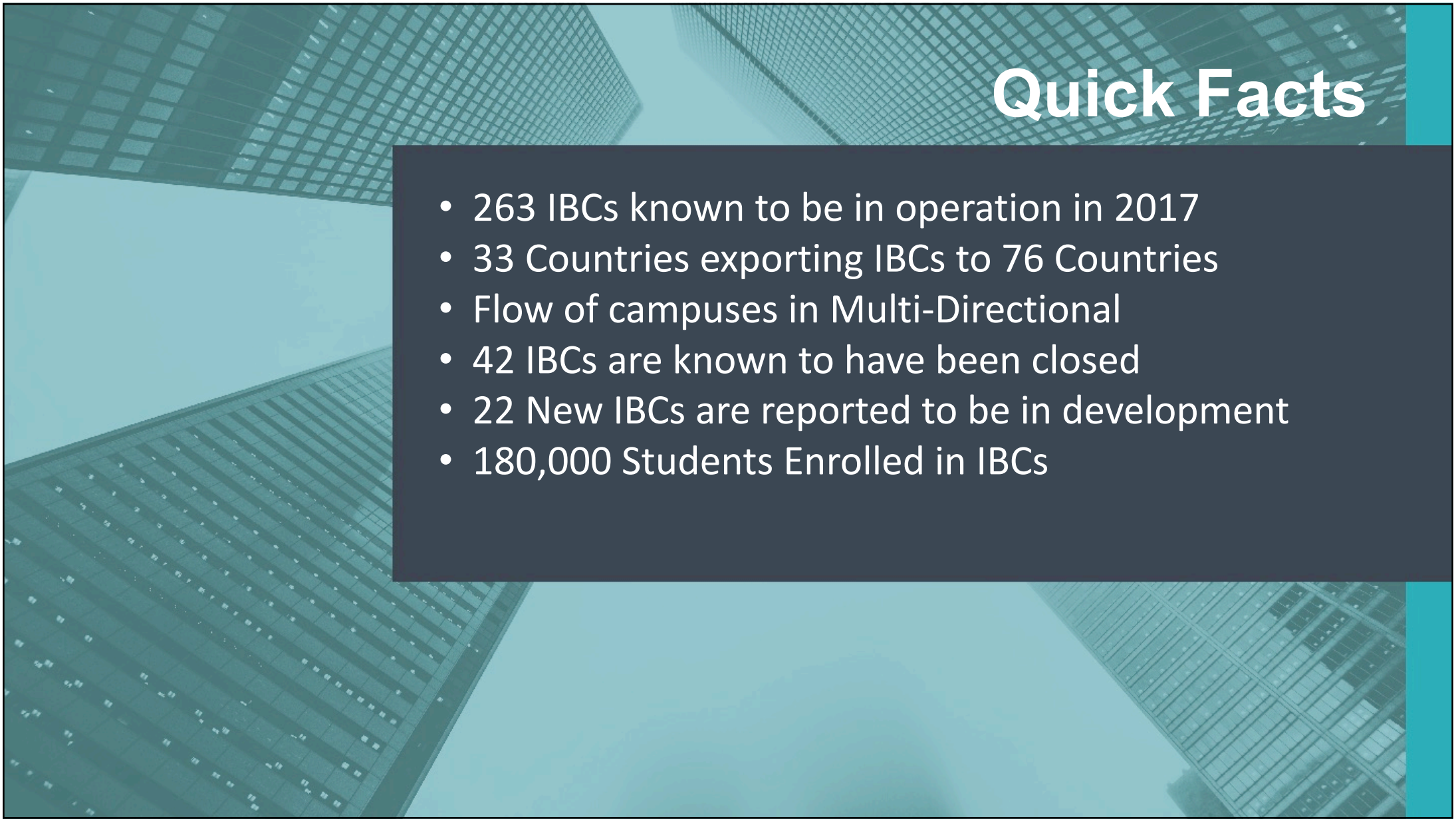
Florida State heads to Panama

Today

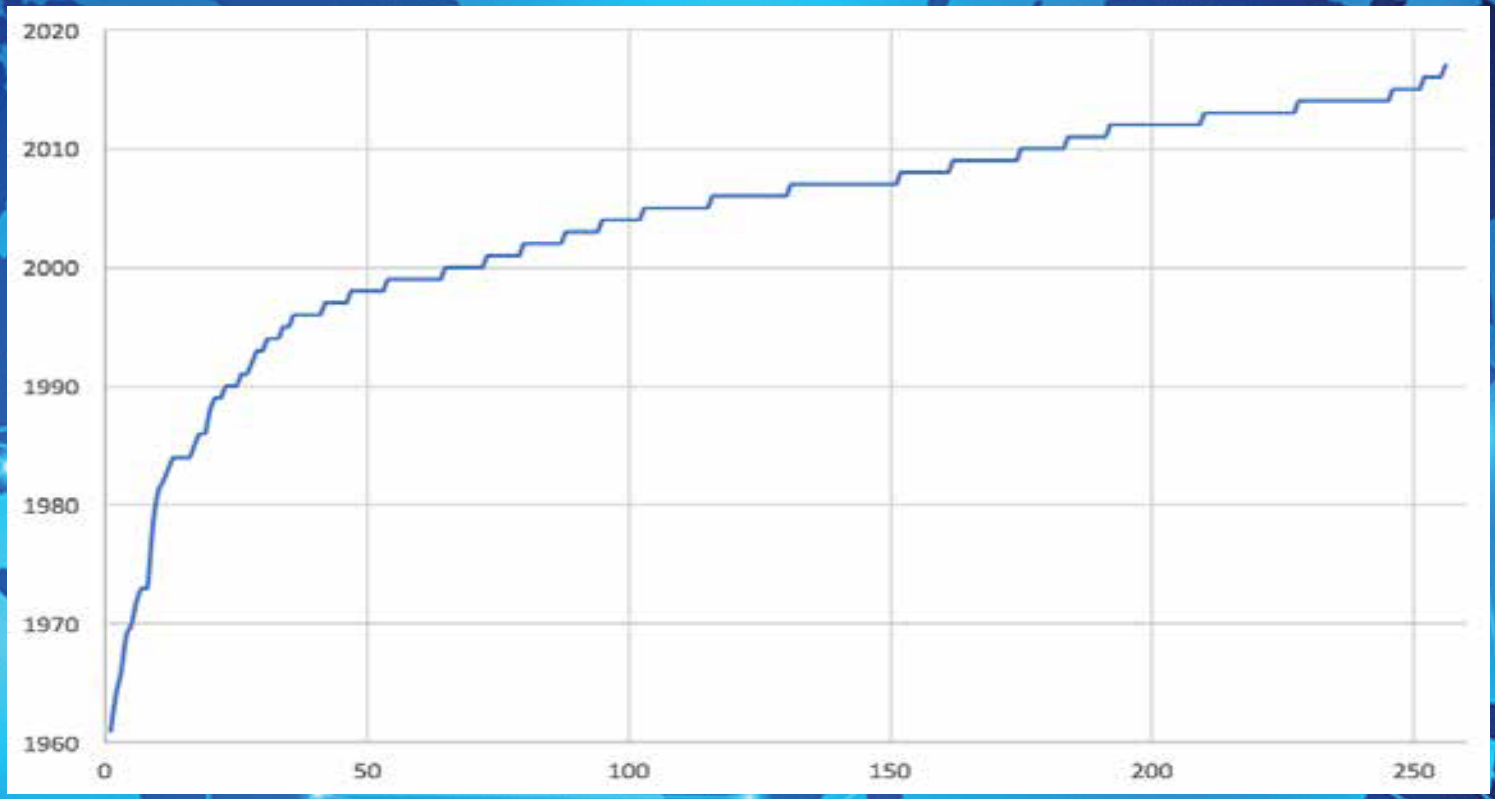
Information and Communication Technologies Institut
Carnegie Mellon | PORTUGA
AN INTERNATIONAL PARTNERSHI

Not just a US phenomenon

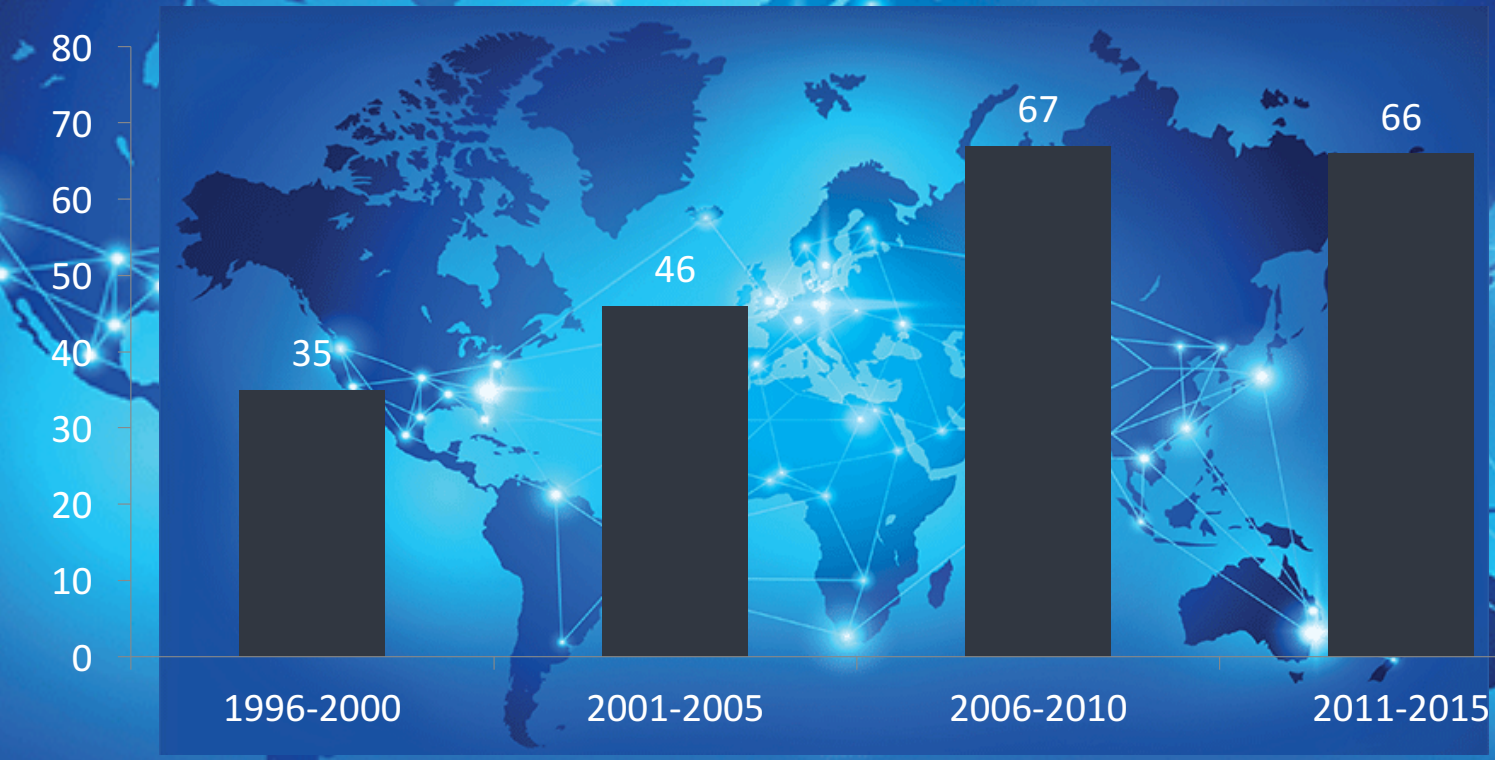


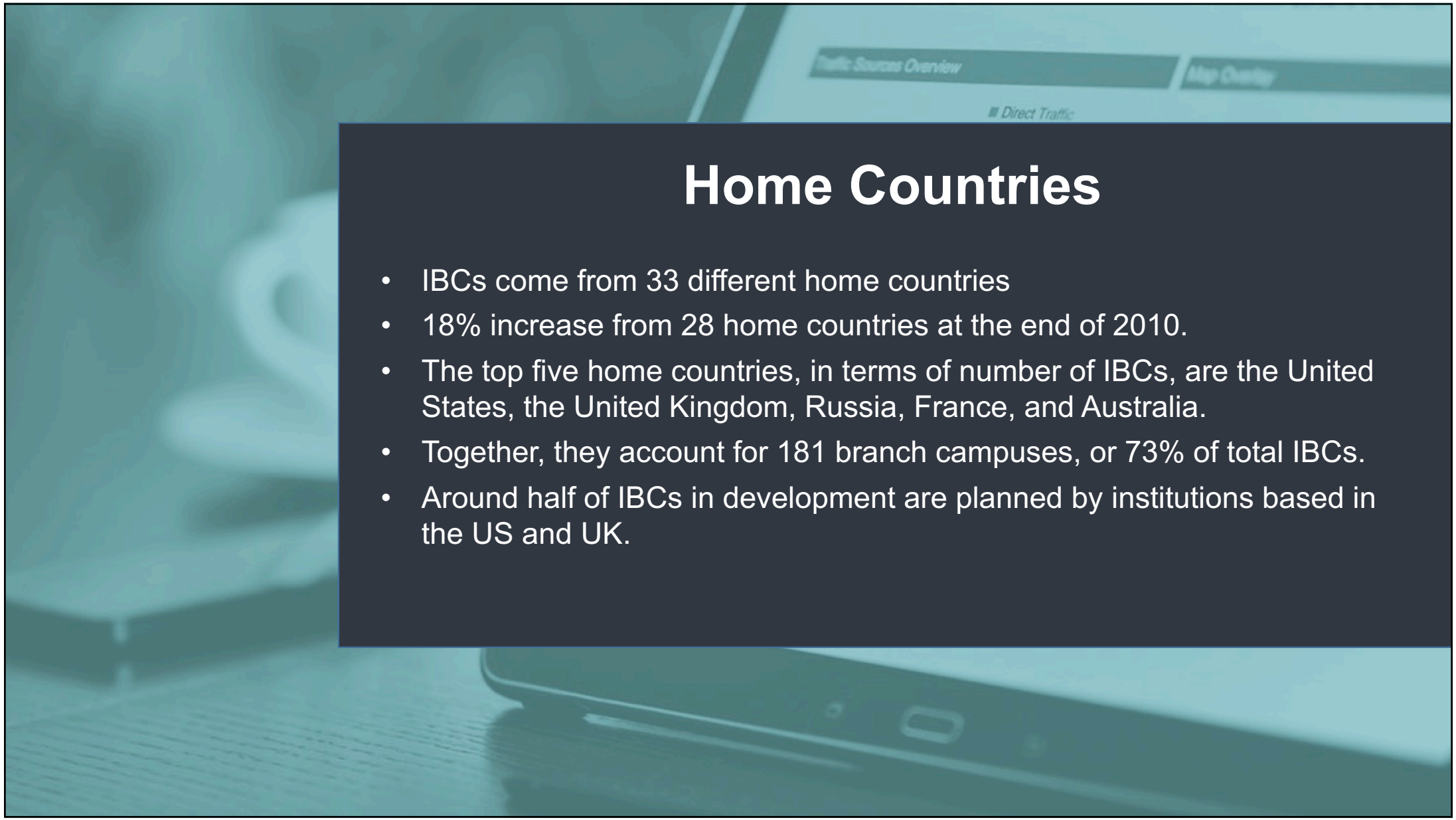

Quick Facts
• 263 IBCs known to be in operation in 2017
• 33 Countries exporting IBCs to 76 Countries
• Flow of campuses in Multi-Directional
• 42 IBCs are known to have been closed
• 22 New IBCs are reported to be in development
• 180,000 Students Enrolled in IBCs

International Branch Campuses, 2000-2017*



International Branch Campus Openings, 1996-2015

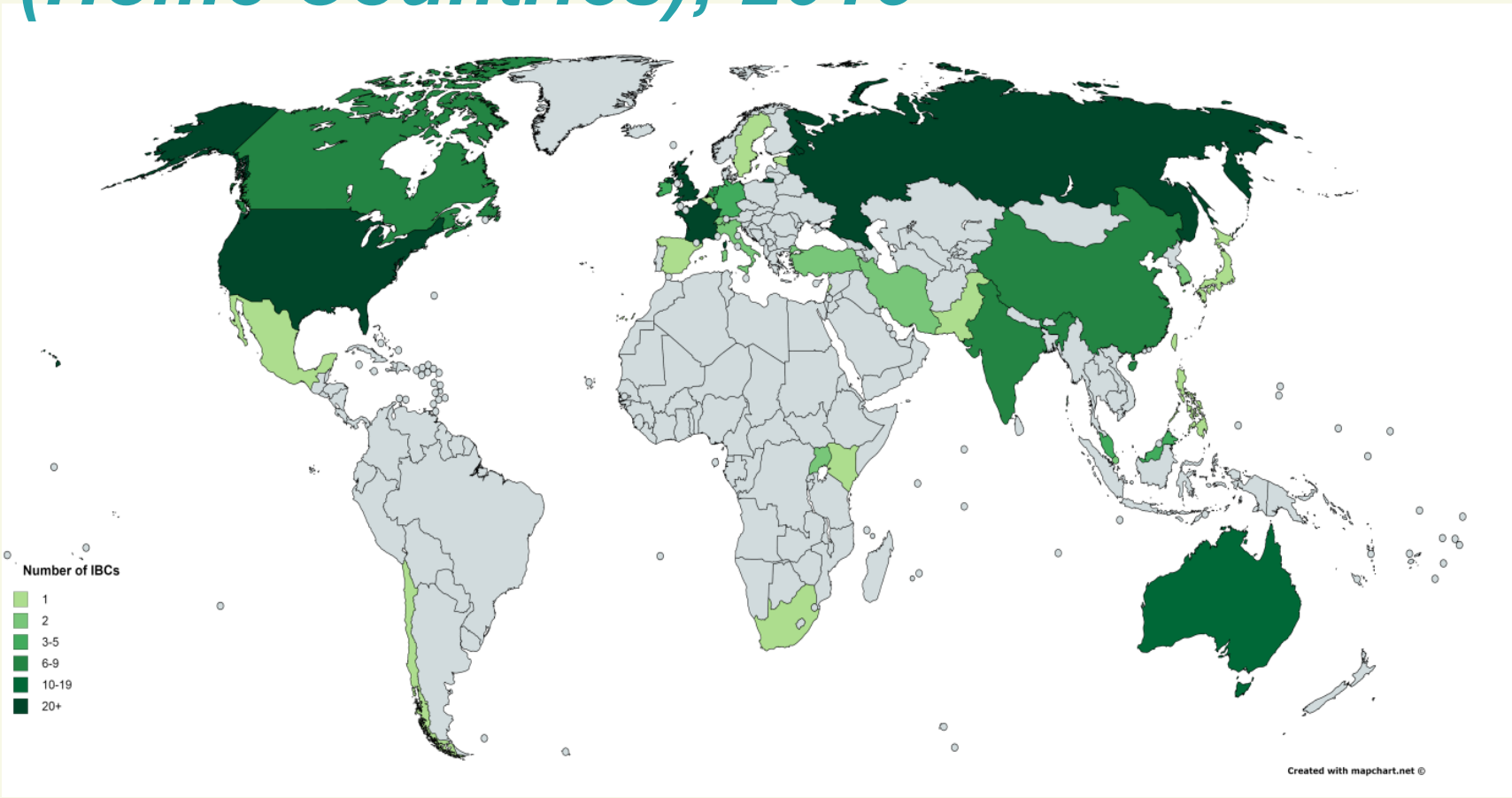




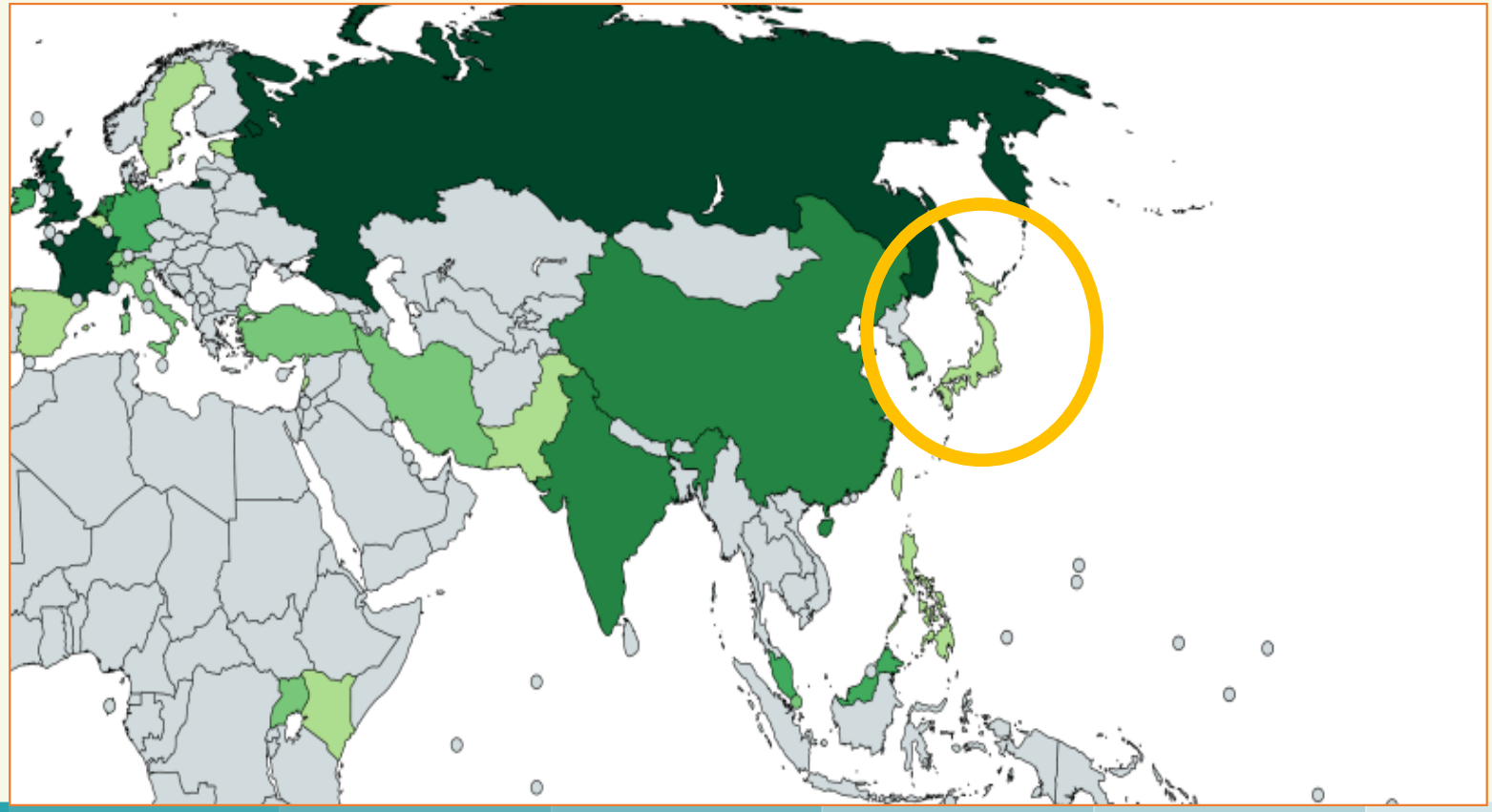
Home Countries

- IBCs come from 33 different home countries
- 18% increase from 28 home countries at the end of 2010.
- The top five home countries, in terms of number of IBCs, are the United States, the United Kingdom, Russia, France, and Australia.
- Together, they account for 181 branch campuses, or 73% of total IBCs.
- Around half of IBCs in development are planned by institutions based in the US and UK.

Global IBC provision (Home Countries), 2015



Global IBC provision (Home Countries), 2015



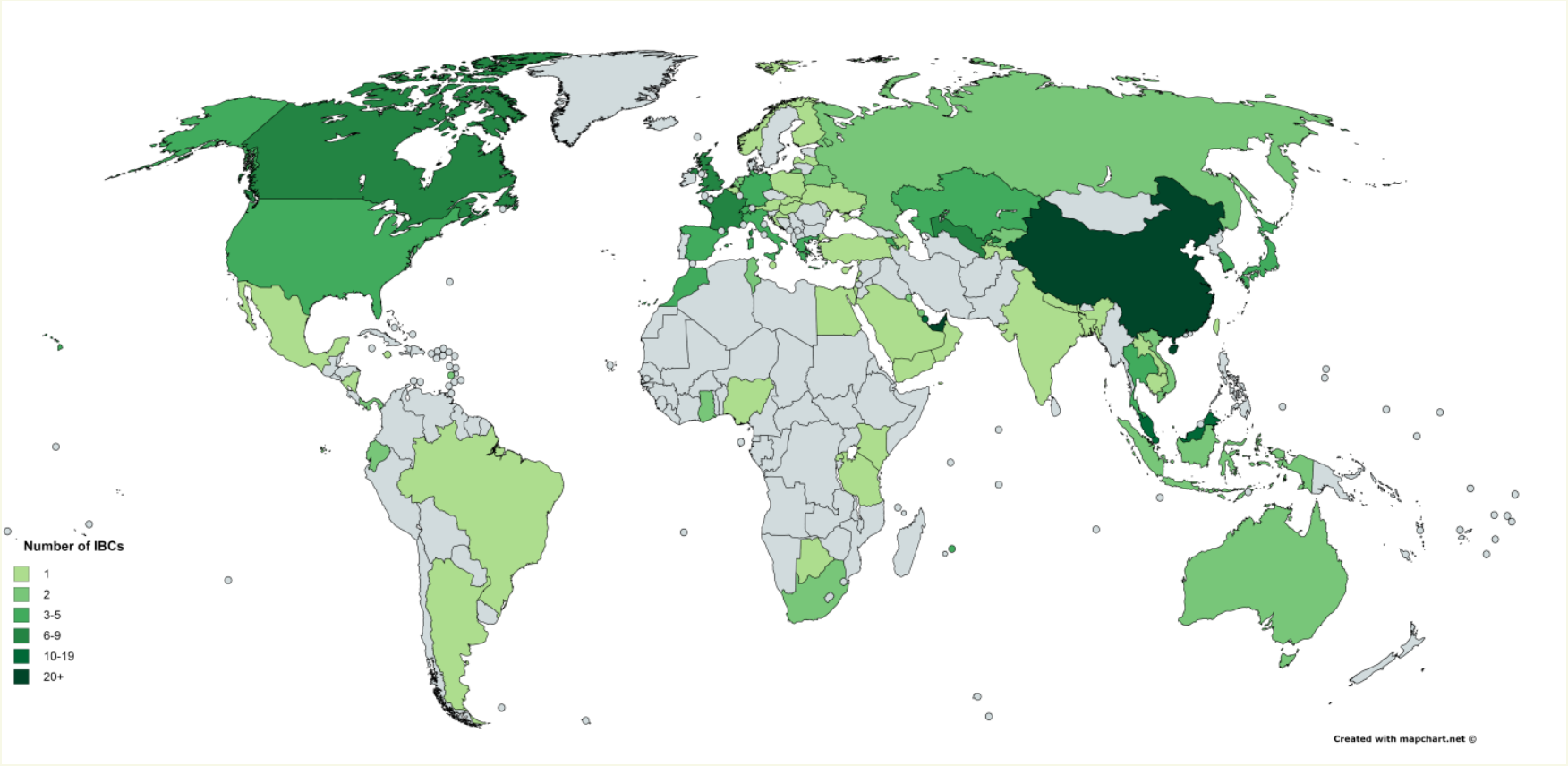
Ratio of IBCs to Higher Education Institutions by country

Country	Nationally recognized HEIs*	IBCs	Ratio of IBCs to HEIs
Australia	170	15	8.8%
UK	451	39	8.6%
France	449	28	6.2%
Russia	777	21	2.7%
US	c.4,200	78	1.9%
China	2,529	6	0.2%

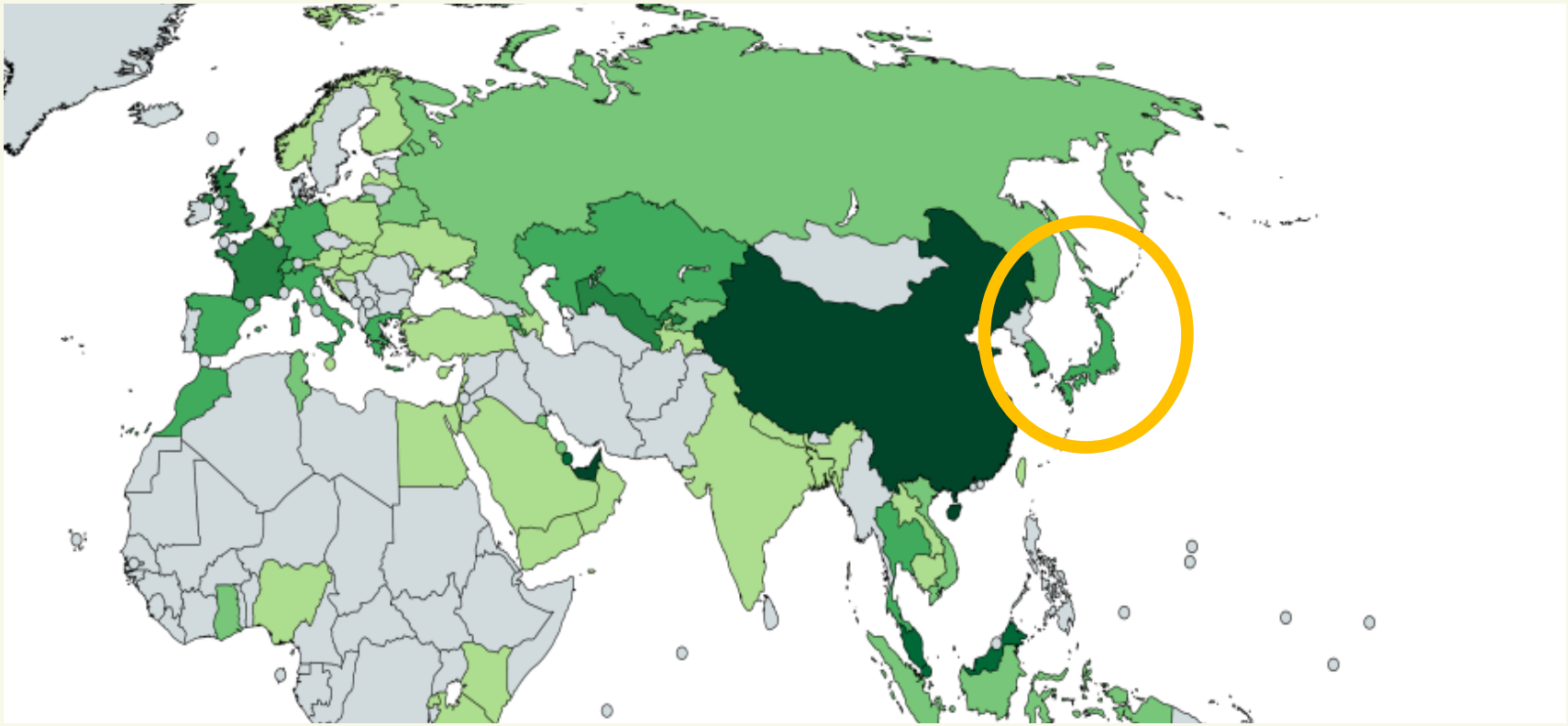
Host Countries

- IBCs are hosted by 76 countries
- 10% increase from 69 countries at the end of 2010
- The top five host countries are China (32), the United Arab Emirates (31), Singapore (12), Malaysia (12), and Qatar (11)
- Together they host 98 IBCs, or 39% of the world's total
- China has overtaken UAE as the top host country
- The number of IBCs continues to increase, with concentrated growth in China, Malaysia, Mauritius and South Korea from 2011-2015 and slowed growth in UAE

Global IBC provision (Host Countries), 2015



Global IBC provision (Host Countries), 2015



Ratio of IBCs to Higher Education Institutions by country

Country	Nationally recognized HEIs*	IBCs	Ratio of IBCs to HEIs
United Arab Emirates	77	32	42%
Singapore	28	12	43%
Malaysia	118	12	10%
Qatar	15	11	73%
China	2,529	32	0.1%

Institutional Reasons for Having an IBC

- Internationalization
- Revenue
- Status Enhancement
- Existing Connections

Why They Don’t Do It

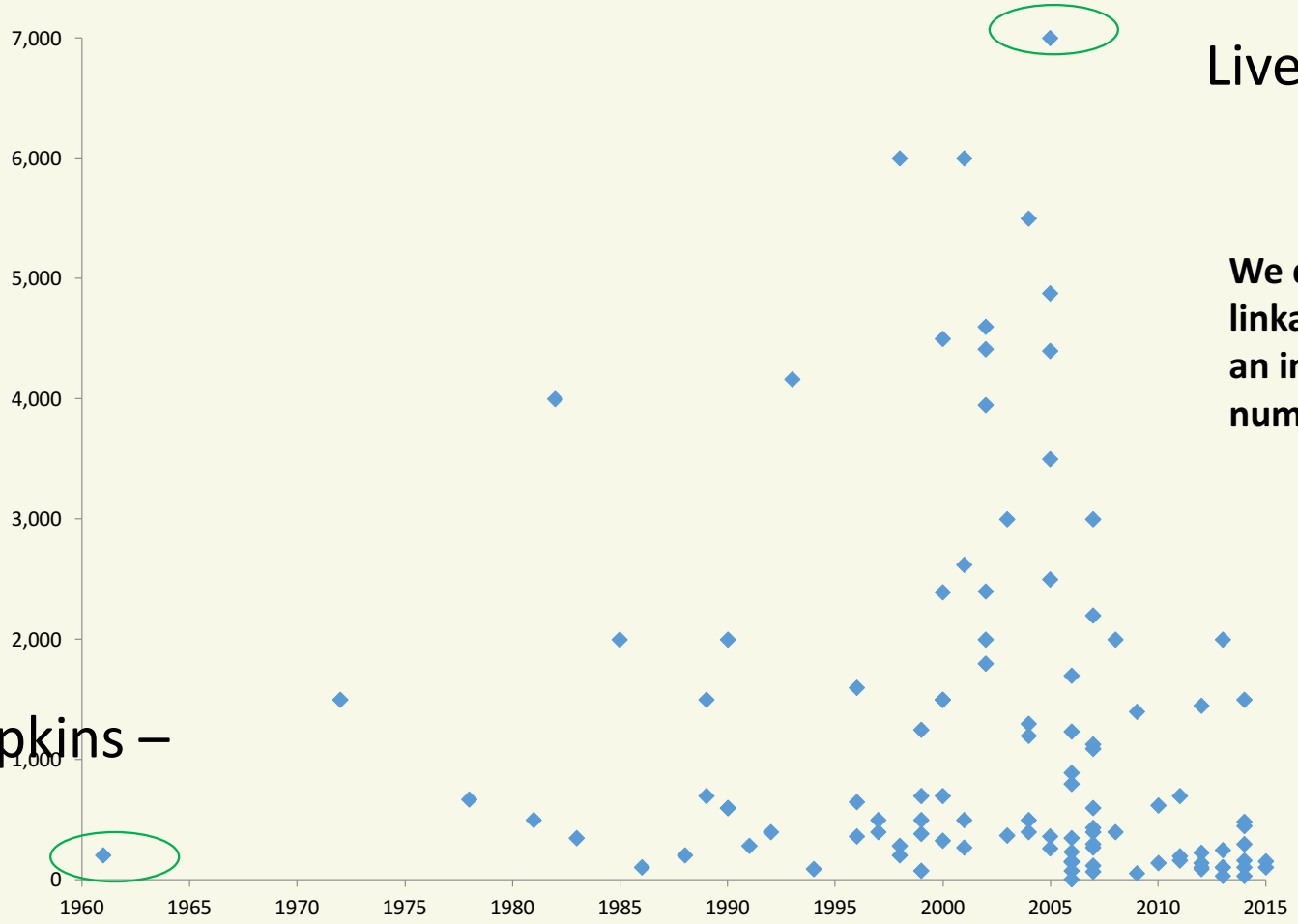
- Does not fit with the mission of the institution.
- Too expensive / Too risky
- There is not a clear and financially sustainable business model.
- Lack of buy-in from the home institution.
- Concern that failure could damage the institution’s reputation.
- Uncertainty about how to operate in a foreign country.
- Do not want to dilute the institution’s brand.
- Academic freedom concerns.
- Champion leaves the institution or loses interest.

Types of IBCs, with Program Number as a Marker

Type of IBC	Number of IBCs	Percentage
Type 1 (1-5 programs)	136	54.6%
Type 2 (6-19 programs)	94	37.8%
Type 3 (20+ programs)	19	7.6%
Total	249	100%

Number of academic programs per IBC varies, though most have 5 or fewer. Masters programs in professional areas are the most common.

IBC student enrollments & foundation year

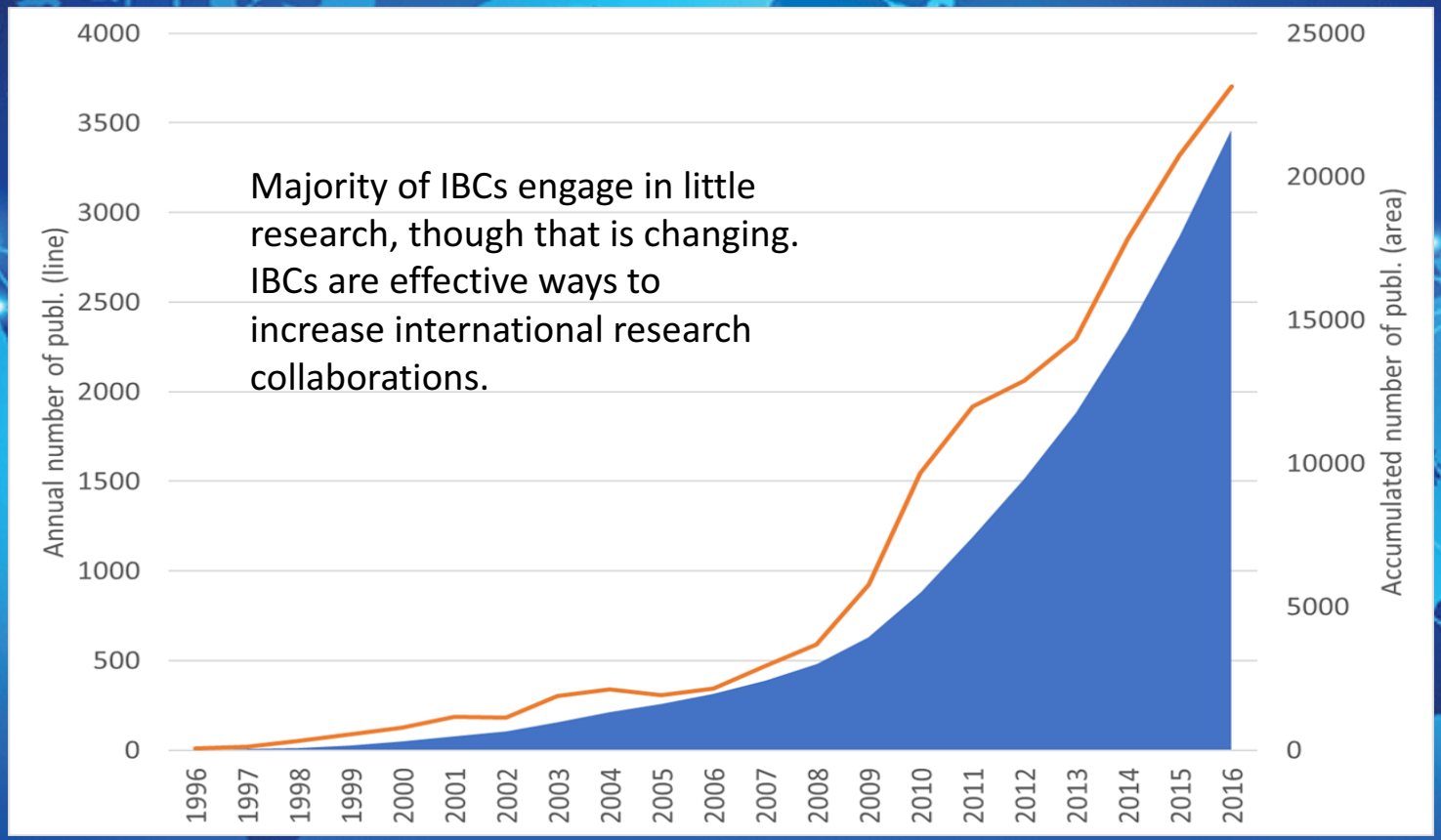


Liverpool – China

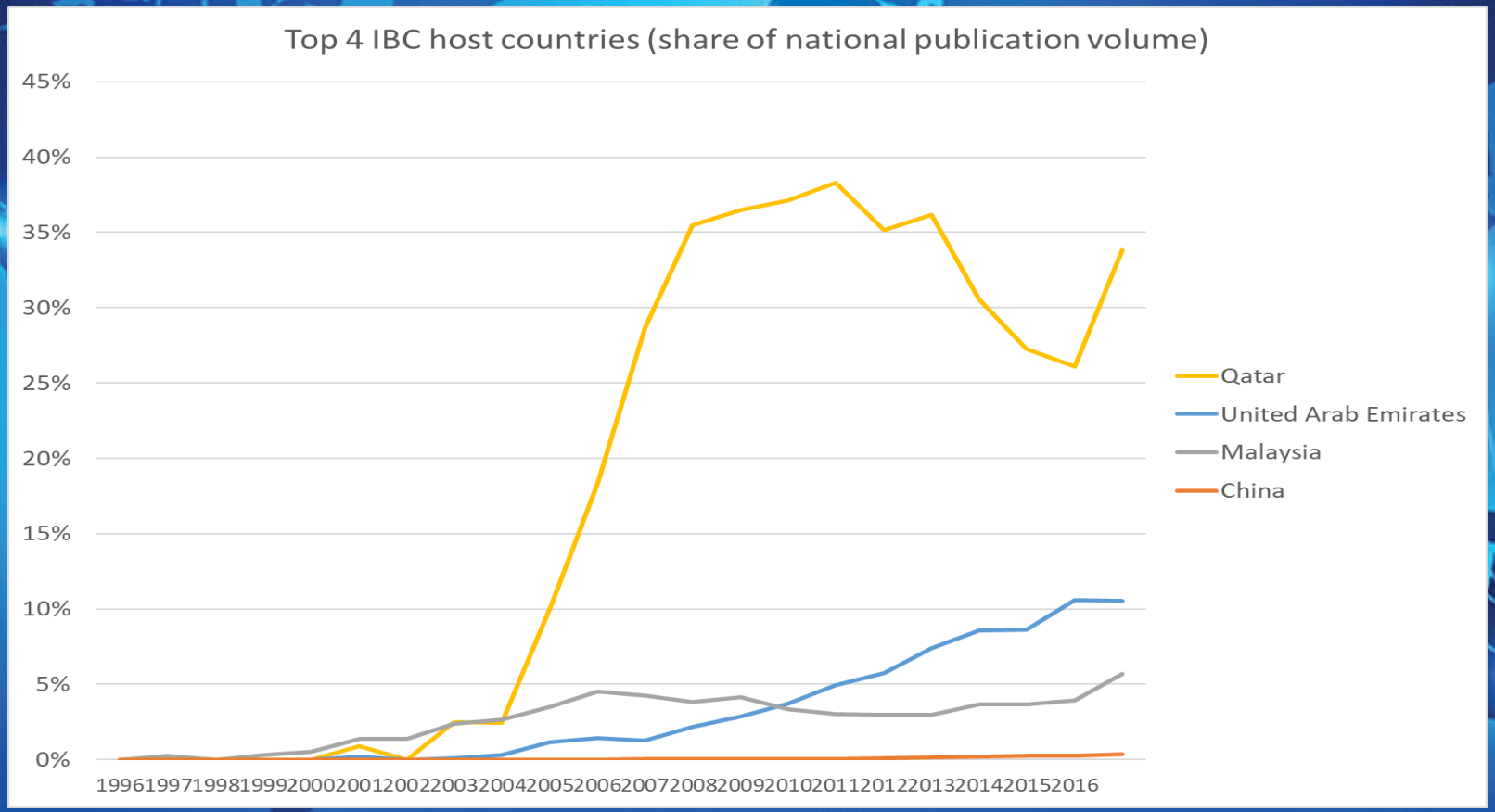
We do not see any clear linkages between age of an institution and the number of students.

Johns Hopkins – Bolongna

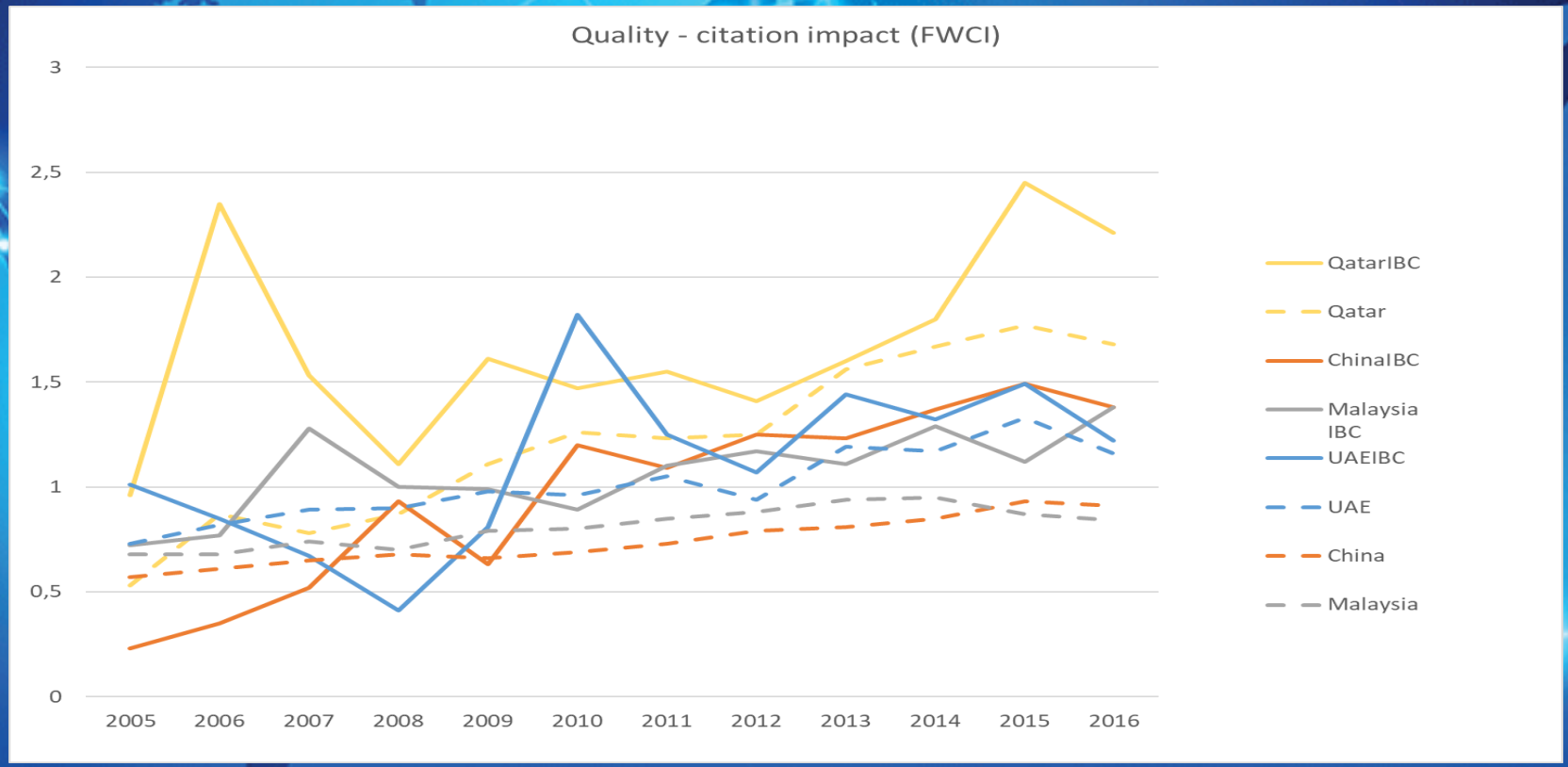
Research Productivity of IBCs (93 institutions)



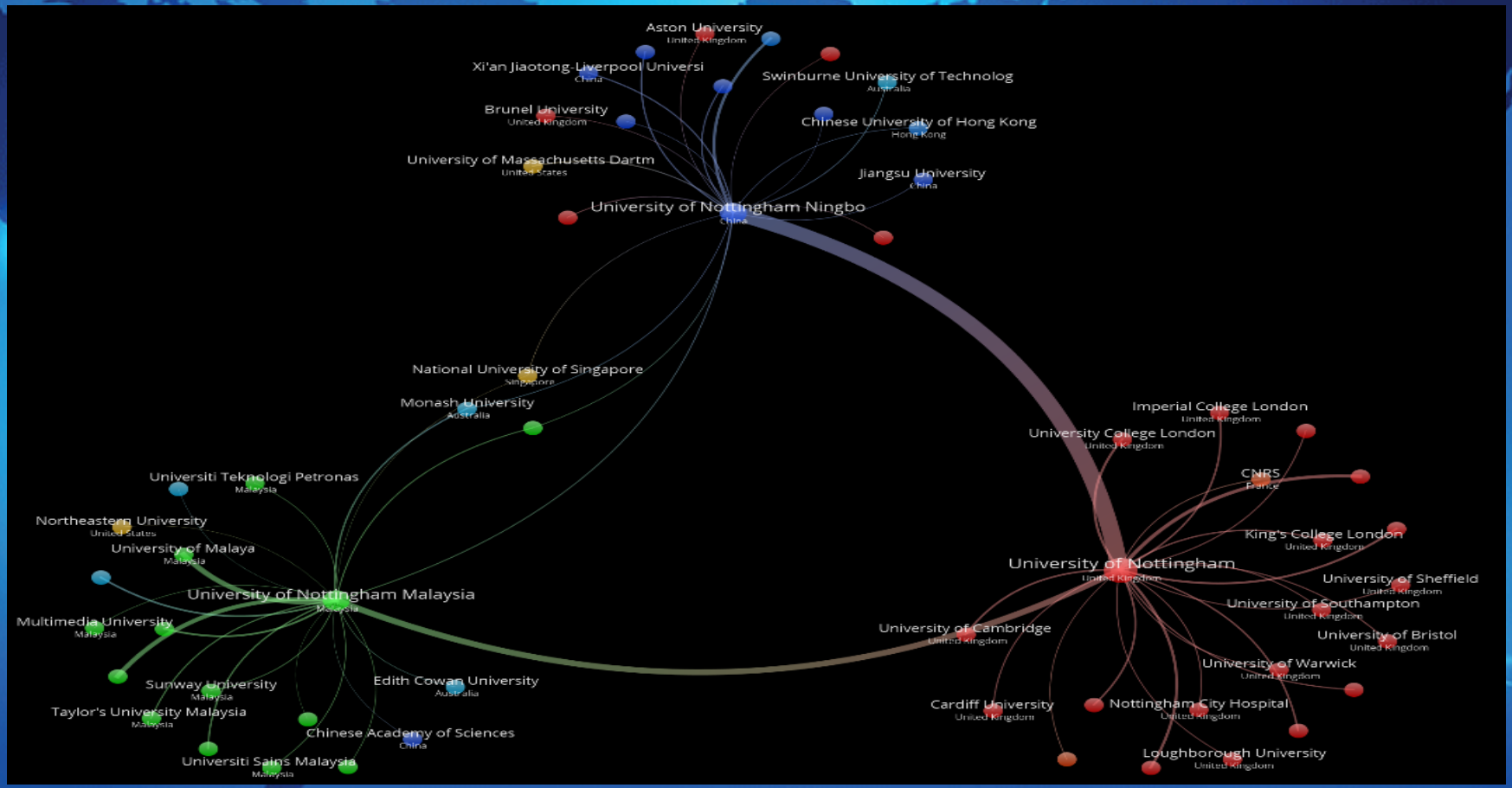
Top 4 IBC Host Countries (Share of national publication volume)



Research Quality – Citation Impact



International Collaborations (Nottingham)



QUALITY
ASSURANCE

Traditional Accountability is Premised on:

- Sovereignty of nations
- Immobility of Institutions
- National responsibility for quality assurance
- Shared sense of what is quality
- Single relationship between institution and nation/accreditor

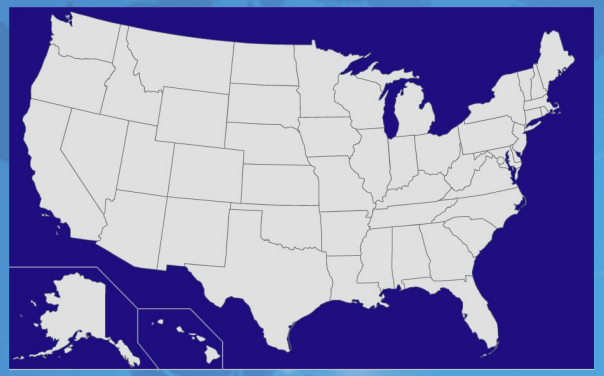
This “relationship” influences:

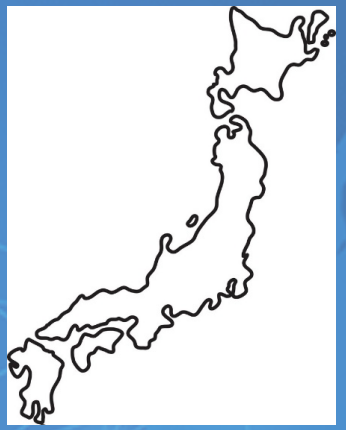
- Governance preferences
- Access
- Public subsidy,
- Research output,
- Cost to students,
- Hiring practices,
- Level of academic freedom guiding institutional development.

As we consider CBHE, a number of questions arise:

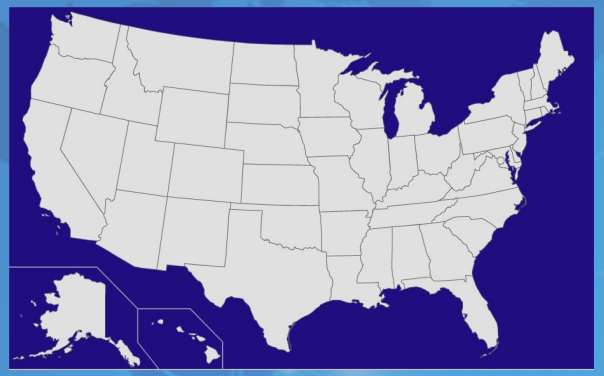
- What happens when a university designed to serve the needs of one country decides to start providing educational opportunities in another country?
- How does one regulate a joint degree program offered by universities in two different countries?
- When does a foreign institution need permission to offer its educational programming in a different country, and who should grant it?

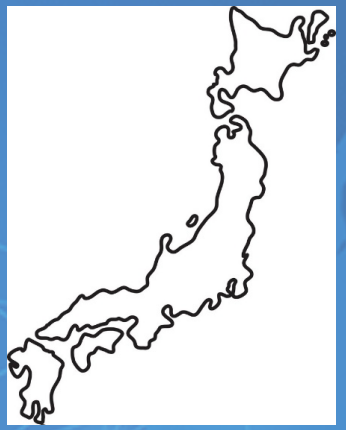
This “new” relationship looks like:



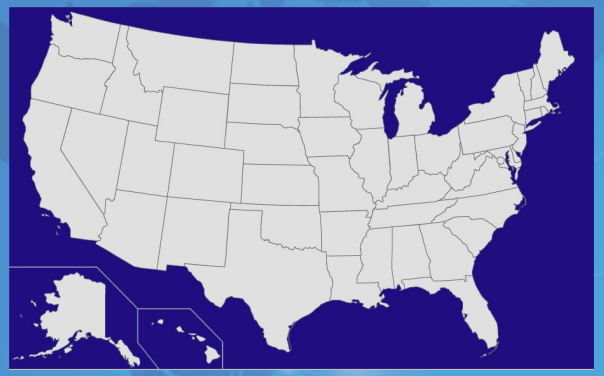


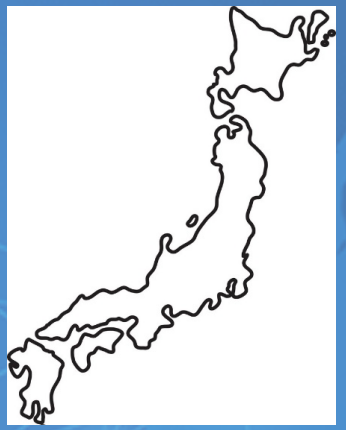
This “new” relationship looks like:



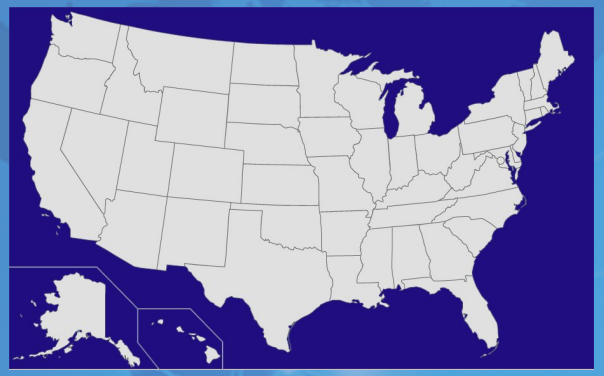


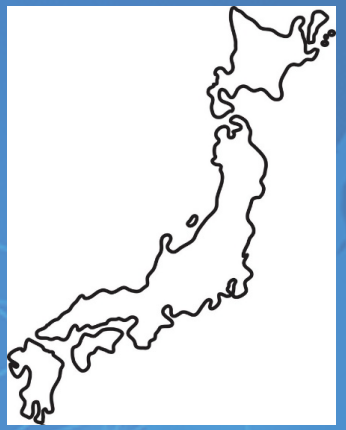
This “new” relationship looks like:



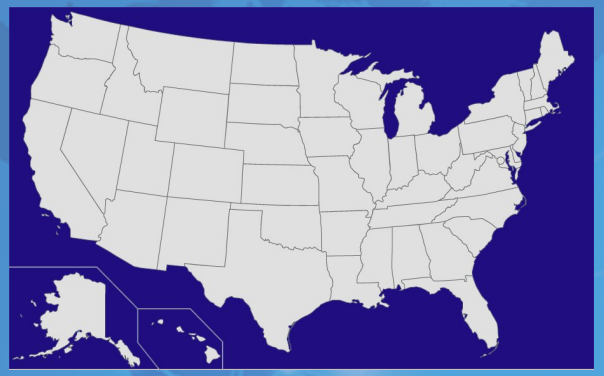


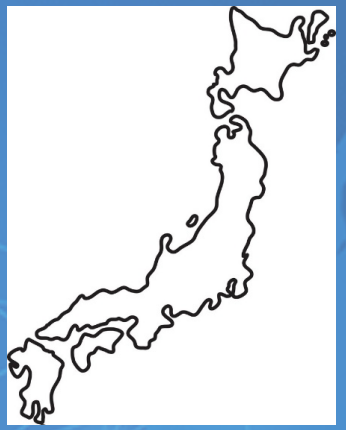
Option 1: No Accountability



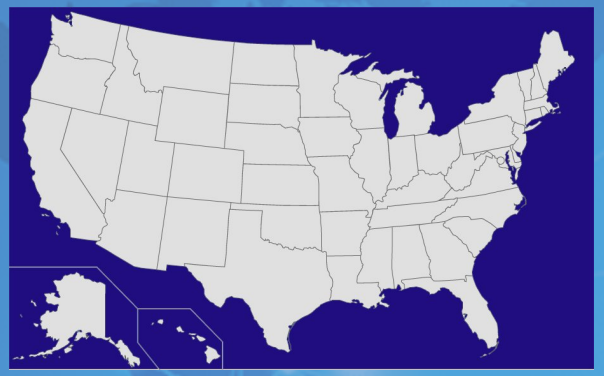


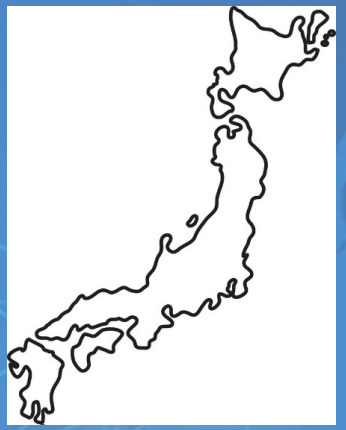
Option 2: One-Sided Accountability



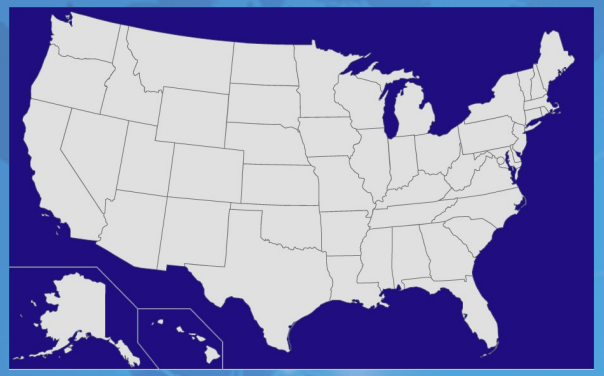


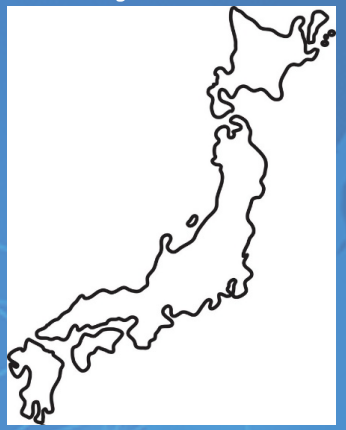
Option 2: One-Sided Accountability





Option 3: Dual(duelling) Accountability





CBHE Quality Assurance Matrix

		Host Country: No	Host Country: Yes
Home Country	No	**Quadrant 1** IBCs in this quadrant largely exist outside of any existing government accountability framework.	**Quadrant 2** IBCs in this quadrant are subject to accountability by the host country, but not the home country.
Home Country	Yes	**Quadrant 3** IBCs in this quadrant are subject to accountability by the home country, but not the host country.	**Quadrant 4** IBCs in the quadrant must balance the accountability expectations of both the home and host countries.

Tensions Develop

- What programs will be offered at the IBC?
- What does the governance of the IBC look like?
- How is quality assessed – input, output, throughput?
- Is the curriculum localized (or not)?
- How are students selected? Who determines admissions?
- To what extent is academic freedom recognized?

The Third Dimension: Institutions

- Selecting the correct academic programs
  - Difference between what employers and students want
- Understanding the local culture
  - Language is used in different ways in different countries
- Global brand recognition does not translate in local brand recognition
- Over charging in the marketplace (compete locally, not globally)
- Aged “bureaucracy” does not understand the young “start up”

The Third Dimension: Institutions

- Selecting the correct academic programs
  - Difference between what employers and students want
- Understanding the local culture
  - Language is used in different ways in different countries
- Global brand recognition does not translate in local brand recognition
- Over charging in the marketplace (compete locally, not globally)
- Aged “bureaucracy” does not understand the young “start up”

Key Considerations

- Quality means different things to different people (competing frameworks)
- IBCs tend to move developed to developing – what risks are their to the developing systems that should be considered?
- Local QA may have requirements that are contradictory to the foreign QA.
- IBCs tend to be market driven; but QA can interfere with this.
- While home campuses tend to be permanent, IBCs can be temporary and moveable.

Conclusions

- IBCs are a growing and diverse set of institutions
- CBHE Quality Assurance is more complex than Traditional Quality Assurance
- Governments need to decided their involvement in CBHE QA
- Decide how CBHE “fits” within the nation’s educational strategy.
- QA is a responsibility of both the government and the institution.

Resources

- Lane, J.E. Kinser, K., & Zhang, Li. (2018). Cross-Border Educational Accountability: Navigating Accountability Expectations when Education Crosses Borders. In Hazelkorn, E., Coates, H., and McCormick, A. (Eds.). *Research Handbook on Quality, Performance and Accountability in Higher Education*. Northampton, MA: Edward Elgar Press.
- Kinser, K. & Lane, J.E. (2017). *Authorization and Quality Assurance of Higher Education Institutions: A global overview*. Commissioned Paper. UNESCO. http://unesdoc.unesco.org/images/0025/002595/259561e.pdf
- Kinser, K. & Lane, J.E. (2013). Five Reasons (Other Than Poor Quality) Quality Assurance in Cross Border Higher Education is Problematic. *International Higher Education*.
- Lane, J.E. (2010). *Higher Education, Free Zones, and Quality Assurance in Dubai.* Policy Paper. Dubai School of Government: Dubai. (published in English & Arabic). http://www.academia.edu/1338169/Higher_Education_Free_Zones_and_Quality_Assurance_in_Dubai
- Lane, J.E. & Kinser, K. (2016). Internationalization, Rankings, and National Strategies: trade-offs, policy levers, and (un)intended outcomes. In Hazelkorn, E. (Ed.). *Global rankings and the geo-politics of higher education: Understanding the influence and impact of rankings on higher education, policy and society.* London: Routledge. pp. 258-274.
- Lane, J.E. Owens, T.L, & Kinser, K. (2015). Cross Border Higher Education, International Trade, and Economic Competitiveness: A review of policy dynamics when education crosses borders'. Toronto, Geneva and Brighton: ILEAP, CUTS International Geneva and CARIS. (https://www.researchgate.net/publication/287853997_Cross_Border_Higher_Education_International_Trade_and_Economic_Competitiveness_A_Review_of_Policy_Dynamics_when_Education_Crosses_Borders)