

*Helping Qatar Achieve its National Vision 2030: One Successful
International Branch Campus*

KIM CRITCHLEY
University of Calgary in Qatar

MARY GENE SAUDELLI
Brock University, St. Catharines

ABSTRACT: Higher education today is promoting internationalization efforts and the development of an International Branch Campus (IBC) is one manner of this internationalization effort. Little scholarly work has been published thus far that traces the history or development of an International Branch Campus (IBC). This paper shares the development of the University of Calgary in Qatar (UCQ) from inception to today. Aspects of development of UCQ provided are insight to the priorities set by the leadership, faculty, staff and students at UCQ, and the progress that has been made in overcoming the barriers inherent in being an IBC to achieve these priorities. The priorities have been aligned with the Qatar National Vision 2030 and the Eyes High vision for the UC, Canada and are believed to be the reason for the success of this IBC. Presented is a discussion focussed on: two worlds coming together, IBCs and known challenges, UCQ one successful IBC, and lessons learned. The authors include their recommendations which include support from home and host communities, recognition of structural and cultural boundaries, and community engagement.

Key words: internationalization, higher education, governance, cultural differences, Qatar

RESUMÉ: Aujourd'hui, l'enseignement supérieur encourage l'internationalisation. Ainsi la création d'un Campus international délocalisé (IBC) en est l'exemple. Jusqu'ici, très peu de recherches universitaires publiées retracent l'histoire ou la mise en place d'un Campus international délocalisé (IBC). Nous dévoilons ici ce que l'Université de Calgary au Qatar a réalisé (UCQ) depuis la mise en place à aujourd'hui. Les aspects de la réalisation de UCQ ne sont qu'un aperçu des priorités établies par la direction, le personnel, la faculté et les étudiants de UCQ et les progrès accomplis ne font qu'aider à vaincre les obstacles liés à IBC pour atteindre ces priorités. Les priorités ont été alignées sur l'objectif national 2030 du Qatar (Qatar National Vision 2030) et sur (Eyes High vision) pour l'Université de Calgary au Canada ce qui constitue, apparemment, la raison pour laquelle cet IBC est une réussite. Dans cet article, deux mondes se rencontrent ; IBC et ses obstacles évidents et la réussite d'un Campus international délocalisé de UCQ puis, les leçons que l'on en a tirées.

Les auteurs y apportent des conseils dont leur soutien et celui des communautés hôtes, la reconnaissance de frontières structurales et culturelles et l'engagement des communautés.

Mots-clés : internationalisation, enseignement supérieur, gouvernance, différences culturelles.

Introduction

By 2030, Qatar, a developing country on the littoral of the Arabian Peninsula, aims to be:

an advanced society capable of sustaining its development and providing a high standard of living for all its people. Qatar's National Vision defines the long-term outcomes for the country and provides a framework within which national strategies and implementation plans can be developed. (Pillars Qatar's National Vision, 2014)

In the area of human development, Qatar aims to develop its people to enable them to sustain a prosperous society. In the area of social development, Qatar aims to develop a just and caring society based on high moral standards, and capable of playing a significant role in global partnerships for development. In the area of healthcare, Qatar aims to be a leader of health, wellbeing, and quality patient care. Qatar, recognizing the need for highly professional, skilled nurses, engaged in discussions with University of Calgary (UC) to open an International Branch Campus (IBC) in Qatar offering a Bachelor of Nursing degree. This paper shares the development of the University of Calgary in Qatar (UCQ) as a successful IBC and traces this development from inception to today.

Background

As part of this vision, Qatar is undergoing a tremendous change in the healthcare sector and part of that change is a concerted focus on nurses, increased community health services, and the potential of the nursing profession in this evolving healthcare system. Qatar needs thousands of nurses, many to be placed in the newly developed Primary Care Centers which presents unlimited opportunity for UCQ faculty, staff and students to positively impact patient care, nursing education and health research.

Given the scope of the 2030 Vision for Qatar, the opportunities for nurse graduates from UCQ are endless. Whereas patient care will always be the core focus of nursing education, students studying at UCQ are also involved in health research that informs their practice both in acute care and community health. This establishment of a strong research program is one way of influencing change in nursing practice here in Qatar. Much of the research conducted at UCQ is interprofessional in nature with a focus on health promotion and illness prevention activities. In fact, the Strategic Research Plan for UCQ identifies interprofessional education and community health research

as both a strength and a priority. Her Highness Sheikha Moza bint Nasser has initiated the formation of an Academic Health System (AHS) in Qatar, a collaboration of health and health education agencies. UCQ is proud to be an active partner in the AHS and encourages interdisciplinary patient care as well as interdisciplinary education and research for healthcare professionals.

UCQ looks to the direction of the Eyes High strategy developed by the University of Calgary (UC), Canada to foster a sense of community in Qatar. UCQ has created, and will continue to create opportunities for engagement, collaboration and partnership with key stakeholders and health partner agencies. Creating such culture of community provides opportunities for UCQ faculty, staff and students to connect with community health agencies, share knowledge and experience and create innovations that promote nursing excellence.

UCQ is an International Branch Campus (IBC). It is a branch of the "home institution" UC, which opened in a "host" UCQ, country or community (Waterval, Frambach, Driessen, & Scherpbier, 2014, p. 2) as a form of internationalization. Various forms of internationalizing education exist, "borderless education", "transnational education", and "crossborder education" (Organization for economic Co-operation & Development, 2003, 2005, 2007), but it is important to note that the partnership generally involves: (a) recruitment of faculty and staff, often with preference given to the home institutions' nationality; (b) provision of an educational program, and; (c) some form of quality assurance (Waterval, et al., 2014). Despite efforts across the globe to internationalize via IBC, the success of these internationalization efforts remains relatively unstudied. Although there is a paucity of empirical research, anecdotally, both authors have witnessed higher education efforts to internationalize that have proven to be unsuccessful for various reasons. The second author has personally witnessed internationalization efforts hindered by leadership intent on "exporting methodologies" (Halbach, 2002, p. 243). Exporting methodologies refers to lack of recognition of the learning, leadership or curricular needs of the host context in favor of the directly transposing theories, curriculum, educational practices, and leadership approaches valued by the home institution (Garson, 2005). Lane, Brown, and Pearcey (2004) identify the need for research that will assist institutional decision makers in understanding the factors associated with successfully operating a postsecondary IBC. Saudelli (2015) asserts that it is crucial to consider both the global and the local implications in discussions of successful internationalization of higher education in 21st century teaching and learning.

Through tracing the history of UCQ's genesis from inception to the present day, this paper gives insight to the priorities set by the leadership, faculty, staff and students at UCQ, and the progress that has been made in overcoming the barriers inherent in being an IBC to achieve these priorities. The priorities have been aligned with the Qatar National Vision 2030 and the Eyes High vision for the UC, Canada and are believed to be the reason for the success of this IBC.

Two Worlds Come Together

In accordance with the vision of the State of Qatar to develop a knowledge-based economy and a world class sustainable health care system, the Comprehensive Agreement to Establish a Campus of the University of Calgary in Qatar was signed with the UC on June 11, 2006. UCQ was established to offer a nursing program of equal calibre and standards as the Faculty of Nursing in Calgary. The first six students were enrolled in September, 2007. In 2011, the State of Qatar announced its five year National Health Strategy. While UCQ was poised to assist in meeting the seven goals identified in the strategy to make Qatar a world class health care system, two goals have particular relevance to UCQ: The development a skilled National workforce capable of providing high-quality health services, and the development of high caliber research directed at improving the effectiveness and quality of health care. Thus, two worlds have come together, Qatar and Canada, to achieve the goal of educating world class nurses.

About Qatar

As a monarchy, Qatar has been ruled by the Al-Thani family since the mid-1800's (Abdullah, 2014). Qatar became an independent nation in 1971 and since this time has undergone tremendous social, economical, and industrial development. Qatar has successfully transformed itself from a poor British territory to a wealthy oil and natural gas rich state. That provides opportunities for business, social events, education, and research institutions. According to the Qatar Statistic Authority, in September 2014, there are 2,077, 357 Qatari residents, approximately 10% of whom are Qatari nationals (World Report, 2014).

Health care continues to evolve in Qatar as life expectancy continues to increase and people are living longer with debilitating non-communicable diseases such as diabetes, cancer and heart disease (WHO, 2002). Qatar is at the forefront of initiating new research, clinical and community projects to control these diseases. Qatar's goal in health care is changing from a disease based approach, to a comprehensive, evidence-based, integrative, multidisciplinary care and a preventative approach in managing patient care (Chouchane, Mamtani, Al-Thani, Al-Thani Ameduri & Sheikh, 2011). As such, the Qatar Foundation (QF) was established in 1995. QF is an independent not for profit organization whose mission is to prepare the people of Qatar and the region to meet the challenges of an ever-changing world, and to make Qatar a leader in innovative education and research. His Highness Sheikh Hamad Bin Khalifa, the Emir of Qatar at that time, is the founder the organization. Under the leadership of Her Highness Sheikha Mozah Bint Nasser Al-Missned, Chairperson of QF, the Foundation is transforming Qatar society by educating the rising generation to the highest world standards and transforming Qatar into a producer of knowledge by building a strong research base.

The University of Calgary

The City of Calgary is the fastest growing metropolitan area in Canada (Canada Census, 2011). It is a vibrant, enterprising, energetic city that was recently named one of the top 5 livable cities in the world ("Best City's and Ranking Report", August, 2014). The entrepreneurial and can-do spirit of Calgary, in combination with geographical location, provides key strategic advantages for its home university, UC. UC has aspirations to be a great university with global reach in a great city and province. There is also community expectation for the university to match the vibrancy and increasing importance of the city by delivering academic excellence with societal impact and public prominence. UC has already achieved excellence in a number of important areas in teaching and research and has a clear identification of purpose through its Eyes High vision (University of Calgary Academic Plan (2012)).

UC aims to be one of Canada's top 5 research universities by 2016, grounded in innovative teaching and learning and fully integrated with its community. The roadmap for achieving this vision is laid out in the UC Academic and Strategic Research plans that were approved in 2012. As well, top research universities are international in orientation with well developed and strategically positioned global webs of interactions that reinforce their goals in the creation, dissemination and application of knowledge. To achieve this, UC selected 7 priority countries to consider where it could build a solid base of ongoing activity and strong relationships that integrate with the Academic and Strategic Research plans. The State of Qatar was an obvious country of priority because of the School of Nursing is based there. In addition, there are exciting opportunities for expansion and in the future, Qatar could be used to bridge to other countries in the Gulf region.

The International Branch Campus: Defined and Known Challenges

An international branch campus (IBC) can be defined as an educational facility owned by a foreign institution and operating under the name of the foreign institution, where students receive face to face instruction to achieve a qualification bearing the name of the foreign institution (Wilkins & Huisman, 2012). In 2011 there were at least 183 IBCs (C-BERT, 2011). According to Becker (2009), the largest host countries for these campuses are the United Arab Emirates (UAE), China, Singapore and Qatar, with the largest source countries being the United States, Australia and the United Kingdom.

The literature suggests that a campus established in Italy by John Hopkins University in the 1950's with the purpose to provide graduate programs in international relationships is perhaps the oldest IBC in history (Verbik & Merkley, 2006). Otherwise, it is known that Florida State and other institutions have been providing programs internationally since the early 1900's in order to serve the US military and civil personnel working in the US owned Panama Canal (Lane, 2011). The last few decades however have demonstrated an increase in institutional movements toward expanding internationalization opportunities either through recruiting of international students to the home

institution, delivering digital and distance education programs, or creating of IBCs.

Known Challenges

The literature acknowledges that most IBCs are located in developing countries and as such, in environments very different from the home campus (Becker, 2009; Verbik & Merkley, 2006; Wilkins & Huisman, 2012). Those who are responsible for managing and leading these IBCs face a range of challenges that would not exist in the home institutions. Perhaps most significant is the point made by Lane (2011) that it is essential for the leaders of IBCs to realize not only the intentions of the home campus for authorizing the creation of the IBC, but also the role that the IBC can play in the host country. It is known that often the roles do not meet the traditional roles of a higher education institution, and thus, can create many unpredicted challenges to operations.

The most common challenges experienced by the leaders of IBCs as cited in the literature are the desire of the home institution to create new revenue streams, to pursue increased institutional prestige and the belief that such international partnerships will improve the quality of education in the home institution (Becker, 2009; Naidoo, 2010; Verbik & Merkley, 2006). As is the case with most IBCs, these institutions are not subsidized by the home campus, and many hope to generate additional revenue to support programs and operations at home. Additionally, it is anticipated that the IBCs will provide something different or perhaps better than what is already being provided by the home institution. Different may be described as access to additional academic programs, unique teaching styles or a different type of educational experience that cannot be found in the home country (Lane, 2011). Lane and Kinser (2011) found that in some nations where IBCs have been established, the IBCs receive a great deal of financial support from their local governments intended to provide opportunity for local students to engage in service to the local community. As well, such revenues provide opportunities and the expectation of engagement in the local community for the faculty on the IBC as opposed to faculty at the home campus.

Another significant challenge posed for the leadership of IBCs is the ability of the college or university to adapt to the local environmental conditions. IBCs are often located in environments that are socially, culturally, and politically different from the home institution. As such, the practices that proved successful for the home campus in dealing with its environment have not always been successful when applied to the IBC (Lane, 2011). Leaders of IBCs must understand how local conditions differ from those of the home campuses and find ways to adapt existing policies and procedures to best meet the demands of new environments. All this while still respecting and upholding the standards of the home campuses. One example of such differences can be seen in the recruitment of students to the IBC. According to Lane (2011), IBCs in the Middle East have reported that most students only begin to show interest in a university a month or two prior to the start of the fall semester, and many come the first week of classes expecting to be admitted. As well, many potential

students have not taken the required high school academic courses for admission to university: nor do they have sufficient English language skills that will allow them to be successful. Finally, IBCs must compete locally with other IBCs. This often requires establishing a local brand of recognition and learning to be different than local competitors, regardless of the fact that the home campuses have very set branding identities.

Unfortunately, despite these well identified differences between the home and host environments, many home campuses do not permit IBCs the freedom to adapt their policies and procedures to local conditions (Lane, 2011). Lane argues this restrictive condition often stems from a fear that such adaptations would lessen quality of the program of study and therefore negatively affect the home campus's institutional reputation. According to the C-BERT (2011) data, most IBCs that have closed their doors have done so because they have failed to adapt to the local environment or because their predicted plans for success were flawed. Lane (2011) indicates that in both failed and successful IBCs, student enrolment projections usually fall short and the academic preparation of students proves to be lower than what was initially assumed. In addition to these environmental differences, it is also essential to be aware of the stability or fragility of the local international environment. Even where local governments are stable, most IBCs are operating in very fluid higher education sectors. Altbach (2011) has stated that the frequent changes within the local higher education sector may prove to be one of the most significant threats to the success of IBCs.

Cultural differences, particularly those that exist between Western and non-Western countries have proven to be a significant challenge for both faculty and students in IBCs. Faculty can face significant challenges when teaching students with different linguistic and cultural backgrounds (Bodycott & Walker, 2000; author, 2012) and/or with different learning styles (author, 2012; Rostron, 2009). For example, in the State of Qatar, education has historically been related to religious instruction based on oral tradition, memorization and transmission of knowledge. Therefore, Qatari students may have difficulty with the higher education expectations of dialogue, active learning and critical thinking (Rostron, 2009). The Western educational traditions of questioning and debate form distinct challenges in Arab cultures, which values "saving face" and boundaries regarding what can be questioned and by whom (author, 2012). Gender segregation, tribal affiliation, and social status of students can impact the teaching and learning approaches (author, 2012). As such certain traditions, customs, policies, and teaching methods that are used on the home campus may not translate for use on the IBC. Culture can affect operational issues ranging from pedagogical practices to outfitting the campus space with furnishings and information technology that must be purchased locally. The IBC usually does not have a local support structure in place to assist with such things and cannot use the experts at the home campus that often do not understand that other countries will not conform to their operational procedures.

The University of Calgary in Qatar: One Successful International Branch Campus

In accordance with the vision of the State of Qatar to develop a knowledge-based economy and a world class sustainable health care system, the Comprehensive Agreement to Establish a Campus of the University of Calgary in Qatar was signed with the University of Calgary (UC) on June 11, 2006. This campus was established to offer a nursing program of equal caliber and standards as the Faculty of Nursing in Calgary. The first six students were enrolled in September, 2007.

By September 2014, UCQ has increased its student enrolment from six students in 2007 to over 500. With a goal of 1,000 students as established by the Joint Oversight Board, UCQ plans to strategically increase student numbers to meet those targets. This growth in numbers and programs is testament to the work that UCQ is doing to promote and increase the profile of professional nursing practice in Qatar. There is now a healthy competition by qualified candidates for limited enrolment – UCQ received over 300 applications for admission to its undergraduate programs in both September 2013 and 2014. Additionally, UCQ has now continues to graduate nurses adding to the educated workforce of health professionals.

UCQ offers two undergraduate programs: the Bachelor of Nursing Regular Track (BNRT) and the Post Diploma Bachelor of Nursing (PDBN). A course-based Master of Nursing program was launched in January 2013, and a thesis-based Master of Nursing program began in January 2014. An in-house Nursing Foundation Program, which includes English for Academic Purposes (EAP), math, biology, chemistry, and study/computer skills, is provided for those students who require upgrading to prepare them for post-secondary education.

In the fall of 2011, UCQ undertook a strategic planning exercise which set a clear path for UCQ through to 2015. Each department and all faculty members participated in this plan, which is reviewed and monitored regularly to ensure the deliverables are being met. The major priorities are to: Grow strategically, strengthen identity and partnerships and increase the profile of nursing, deliver a quality learning experience and continue to improve organizational capacity.

Grow Strategically

UCQ has a total of 119 staff; 87 Canadian hires and 32 local hires. As part of UCQ's commitment to improving organizational capacity, recruitment and retention of Canadian faculty and staff is essential. The majority of Canadian hire faculty and staff are on two year contracts, which are renewable upon mutual agreement. Obstacles such as moving to an overseas location and lack of tenure for faculty result in significant recruitment challenges. Strategies to manage these issues include secondments with the University of Calgary and employment branding. Secondments offer the benefit of job security to potential faculty and employment branding highlights the potential benefits for faculty

(such as high salary, lifestyle, career growth) that may make lack of tenure more palatable. The growth in student numbers and programs and the increase in qualified faculty and staff are testament to the work that UCQ is doing to promote and increase the profile of professional nursing practice in Qatar. As noted above, UCQ has increased its student enrolment from six students in 2007 to over 500 in 2014, with a target goal of 1,000 students.

Strengthen Identity and Partnerships and Increase the Profile of Nursing

UCQ has established and maintained strong partnerships with a number of organizations, including: UC in Canada, the State of Qatar through the College of Nursing Project and with the Supreme Councils of Education and Health, clinical partners including most notably Hamad Medical Corporation (HMC), Primary Health Care Centres, Sidra Medical and Research Centre (SMRC), private hospitals and health care centres, academic institutions, including Qatar University, Weill-Cornell Medical College in Qatar, College of the North Atlantic – Qatar, and the education departments at HMC and SMRC. Currently, 44 clinical partnership agreements are in place and negotiations are underway with an additional seven partners. These partnerships contribute to knowledge sharing and academic and institutional support in Qatar. In turn, as the profile of the nursing profession continues to increase, UCQ is able to form and maintain lasting, meaningful partnerships and new opportunities for teaching and research.

Community Engagement

Faculty and staff at UCQ have a sincere desire to create a sense of community, not only within its own community, but also extending to the wider, external community as well. UCQ has engaged in diverse opportunities to engage, collaborate, and partner with community members, key stakeholders and agency partners. Some examples of these partnerships include childbirth classes offered in both English and Arabic and participation in HMC's child seat safety campaign. A partnership has been created through UCQ's Clinical Simulation Centre (CSC) and the involvement other health education organizations has resulted in programs for educators interested in utilizing the power of simulation in their teaching and training. The synergy resulting from these encounters has informed the development of simulation programs at SMRC and HMC, and has boosted the status of the UCQ program among health educators. As well, UCQ has targeted school health as an area of increased focus for its nursing program. A great deal can be done to improve the health of Qatar residents through educating children about healthy lifestyles.

Partner of the Qatar Academic Health Systems Initiative

UCQ continues to be an active partner in the Academic Health System (AHS) initiative with the dean sitting on the Steering Committee and four UCQ faculty members sitting on the subcommittees of clinical, education, research and human resources. In addition, faculty members sit on the Cancer Strategy Committee and the Neuroscience Committee. Project proposals from each of the

sub committees were submitted for funding and approved and are progressing well. The goal of the AHS is to generate a significant positive impact on patient care through health education and research. The strength of the AHS results from the intertwining of the various partners in Qatar who are central to improving health and wellbeing while expanding the boundaries of knowledge that will ensure a modern, flexible and sustainable healthcare workforce.

Deliver a Quality Learning Experience

Accreditation. The Canadian Association of Schools of Nursing (CASN) is the accrediting body for schools of nursing in Canada. In February of 2011, UCQ received Phase 1 (formative) accreditation from the Canadian Association of Schools of Nursing (CASN). In October 2013, UCQ prepared for the site visit for Phase 2 (summative) accreditation. This included the preparation of three self-study documents as well as the compilation of material evidence in support of the self-study reports. Throughout the process, faculty and staff were actively involved in identifying strengths and weaknesses of the programs and in providing supporting evidence such as examples of teaching innovations, sample evaluation strategies, examples of student work, course outlines, and project reports.

The outcome of the Phase 2 accreditation was conveyed to UCQ in February 2014. UCQ received a seven-year accreditation which is the best that can be received. The feedback from the accreditation reviewers was overall very positive, complimenting faculty and staff on the delivery of a quality program. The reviewers stated that this success story could be an example of what should be done to deliver a quality Canadian nursing program internationally. They also commented that UCQ was well positioned and held great potential for future opportunities.

Students experience success. Student success within the various UCQ programs weighs heavily on the combined efforts of the Nursing Foundations Program, the Language Resource Centre, the Centre for Teaching and Learning (CTL) and the Learning Commons (LC). Together, these valuable resources provide assistance to all students and faculty in UCQ programs: foundation, undergraduate, and master's. With collaboration from the LC, the math and science team has been providing academic support to all UCQ students through individualized support, tutorials, and workshops. Work is also continuing between math and science, English for Academic Purposes, nursing instructors and the CTL to establish a nursing vocabulary corpus with methodologies for increasing student capacity to engage with the language for discipline-specific content. The LC and CTL provide learning, teaching, research, writing, and technology support to the students, faculty and staff of the University of Calgary in Qatar. In addition to the qualified staff working in the LC a peer tutoring program was successfully launched in September 2013 and continues to grow. Emphasis at UCQ is collaboration between and among departments and centres to enhance opportunities for students' success.

Continue to Improve Organizational Capacity

Research development. The University of Calgary in Qatar (UCQ) has been conducting research since 2010. Within four years, UCQ has become one of the research intensive universities in Qatar, officially opening its research office in August 2012. This office has a close working relationship with and reports to the Qatar National Research Fund (QNRF). UCQ is at the forefront of health promotion and disease prevention and therefore, well aligned with the vision to enrich health and wellness in Qatar and the Gulf region. While educating future nurses of Qatar, UCQ faculty engage individuals, families, communities, and key stakeholders in educational research activities designed to enhance individuals, family, and community capacity to attain, maintain, and improve health. In total UCQ has received close to 15,000,000 QR in research funding from QNRF. Research activity at UCQ continues to progress steadily. There is enthusiasm among faculty to work with peers and increase collaborations with other institutions, as well as participate in future grant funding cycles. The Office of Research and Graduate Studies plays an important role gathering and sharing information, training and facilitating grant preparation, submission and post award management.

Centre for Teaching and Learning. The mission of the CTL is to optimize teaching, learning and scholarly research through collaborative working relationships with academic staff. The goal is to develop teaching excellence and to undertake inquiries, research and projects aimed to explore the scholarship of teaching and learning at UCQ and in Qatar. The three main pillars that encompass the work of CTL are Pedagogy – enhancing teaching for better learning, Scholarship of Teaching, Learning and Research, and Educational Technology. To achieve these goals, the CTL has established several certificate programs including the Certificate of Professional Inquiry and the Certificate of Professional and Academic Writing. The CTL has generated scholarly initiatives such as the UCQ Annual Conference on Teaching and Learning and initiated several communities of practice (Lave & Wenger, 1991) to provide a forum for scholarly discourses about teaching and learning at UCQ.

Marketing & Communications. Public events are an ideal venue to reach out to the community, create awareness, get UCQ's message across and engage UCQ's nursing students. All such events lead to increased student recruitment, a heightened image of the nurse and the ability to change common misconceptions about the nursing profession. Students have become a great resource for UCQ. They volunteer to represent UCQ in different venues and platforms, and they are great ambassadors to our educational institution, nursing education, nursing students and the profession. PA seeks to lead and participate in events, conferences, community initiatives and/or exhibitions, and engage where new opportunities avail. To illustrate, the Gulf Cooperation Council countries hold International Nurses Day every March. During this event, UCQ opened a booth for a 2 day International Nurses Day event at a prominent local shopping mall and UCQ students, under the supervision of nursing faculty, provided free blood pressure and blood testing. Over 1000 people accessed

these services from UCQ students. It is important to note that health care in Qatar is free, but some people neither access nor have the required knowledge to know how to access appropriate health care, so this was a very valuable service to the community in Qatar. Both authors were present during the event and witnessed the students' pride and ownership in the success of this event and their contribution to the Qatar Vision 2030.

The Marketing & Communications office recognizes the need to responsive to context. The office has both English and Arabic speaking Marketing & Communications specialists. Every effort is made to ensure that images and wording in various communications are culturally sensitive and demographically relevant. As family structure is an important aspect of culture in this context, communications regarding UCQ are printed in both traditional media sources (Arabic paperbased news sites) while also embracing new media sources such as social media (Facebook, Twitter). Balancing the traditional and the contemporary, recognizing cultural sensitivities, and embracing the value of nursing in Qatar highlight the components of success for Marketing & Communications at UCQ.

Lessons Learned to Ensure the Success of an International Branch Campus

Establishing an IBC is a process that involves not only hard work, it also involves encountering new cultures, faith systems, and regulations, and ensuring that these in addition to legalities of the host country are respected. According to Wildavsky (2010), one of the most important issues that IBCs face is the fact that they often find themselves at the intersection of new cultures and perhaps confusing regulations. In order for these IBCs to be academically and economically successful, they must recognize the cultural and legal differences in the host country. They must recognize and understand the host country's laws, regulations and cultural differences (Hirschfeld & Baker, 2010).

UCQ has worked extensively to ensure a balance between preserving its Canadian institutional ethos and integrating the Qatar campus into the local community. One of UCQ's greatest challenges was to understand why students in Qatar decide to become nurses and to learn more about the perception of nursing in the community. This is significant as there is a severe shortage of Qatari National nurses due to a decline in the number of students entering nursing school (Almeer, 1998). Only one referenced research study was able to give some insight into these questions. Okasha and Ziad (2001) found the two most common reasons for joining the nursing profession in Qatar were an interest in medical services and the humanitarian nature of nursing. Additionally, 57.89% of student nurses surveyed (N=33 and representing a combination of urban student nurses, 23, and bedouin student nurses, 10), considered there was a negative community attitude toward nursing, mainly due to the presence of male patients that would need to be cared for by female nurses, and the necessity of working shift work. These authors recommend mass media campaigns and governmental leaders' support as potential strategies to change the negative community attitude towards nursing. We also recommend

involvement of students in addition to faculty and staff in community endeavours, which can open a dialogue related to the influence of culture and changing attitudes toward nursing.

UCQ is fortunate to receive tremendous support from the State of Qatar and is seen as a priority in helping to achieve the National Health Strategy. In addition, UCQ uses the media as a mechanism to educate the community about the important work of nursing. The general community is often invited to the campus to celebrate the accomplishments of both nursing students and faculty. This approach encourages local collaboration and partnership in a positive approach that has sparked optimism among the nursing community. As well UCQ, which started primarily as a teaching institution, has now developed substantial research capacity. This has been accomplished through encouraging faculty to pursue research agendas that are locally relevant and through tremendous financial support of QNRF.

UCQ has learned from experience that an IBC can be restricted by structural and cultural boundaries. Lane (2011) would argue that in order to be successful, the leadership within any IBC is key. Leaders within UCQ have learned ways to overcome such boundaries and lead the change required for growth and development in this international context. One of the most significant boundaries that can exist is one between the home campus and the IBC themselves. Regardless of how an IBC is structured and governed, administrators, faculty and staff from the home campus will often view the IBC as being different and/or separate from the home institution. The Senior Leadership Team (SLT) at UCQ has worked extremely hard to ensure there is not only a connection to the home campus, but also an understanding of its operations. SLT members at UCQ attend regular meetings with their counterparts on the home campus. Each member is encouraged to make an annual trip to the home campus to meet regularly with their colleagues. As well, UCQ makes a deliberate attempt to bring in various deans and directors from the home campus to promote a collegial working relationship and foster an understanding of the operations at UCQ. A two-way student exchange program has proven to be very successful and popular among students with all exchange placements being filled within the past three years. Secondments of faculty and staff from the home institution are also promoted to ensure the internal quality and agreement in terms of what it means to provide comparable education to students. UCQ consciously publishes success stories and stories of interest on the home institution's daily distributed newsletter.

All of this however, is not without its challenges. Perhaps the greatest challenge is the fact that UCQ is located several time zones away from the home campus. This, coupled with the fact that the UCQ workweek runs from Sunday to Thursday makes it difficult to coordinate meetings and often extends the decision making process. Lane (2011) refers to these time differences as temporal boundaries which can make it difficult for even simple issues to be quickly addressed when they involve individuals from both campuses. Hefferman and Poole (2004) found that such disconnections between the two campuses can lead to an absence of trust, commitment and effective

communication, which can then in turn lead to a deterioration of the branch campus. UCQ and the home campus recognize the effect that temporal boundaries can have on sustaining working relationships and find ways for employees from both campuses to be flexible in their schedules. This promotes regular meetings and ensures a flow of open communication. As such, administrators, faculty and staff from both institutions are aware of the potential implications for decisions made on the functions and effectiveness of both campuses.

Conclusion

IBCs are organizations different from any other educational organizations. Normally, they do not fit neatly within the organizational structure of the home institution or the host country. Their student population is diverse, global in nature and spans national borders. There is a mixture of cross-border dynamics and differences that can affect the operations of the institution, as well as distinct management and leadership challenges. UCQ, now in its 8th year of operation has proven to be a model of success as an IBC. Today, UCQ boasts enrolment of over 500 students, a Canadian Association of Schools of Nursing Accreditation, a strong foundation program and both undergraduate and graduate programs in nursing. Although within the literature it is evident that IBCs can be filled with structural and cultural boundaries, UCQ leaders, faculty and staff have successfully learned to overcome such boundaries.

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About the Authors:

Kim Critchley is the Dean and CEO at the University of Calgary in Qatar. Her research interests are: interprofessional education, International nursing curriculum, women's and children's health in developing countries, exercise as a barrier to cardiovascular disease and Primary Health Care.

Mary Gene Saudelli was an Assistant Professor and Director of the Centre of Teaching and Learning at University of Calgary in Qatar, presently at Brock University. Her research interests are: curriculum and higher education, interdisciplinary studies, 21st century epistemology, international education, the Scholarship of Teaching & Learning, and multiliteracies.