

Advancing Chiropractic globally through educational leadership: Addressing the urgent need for Faculty Development in emerging countries

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Objective: This paper aims to highlight the critical shortage of qualified Chiropractic educators in developing countries and proposes sustainable strategies for resolving this gap.

Background: Chiropractic is currently practiced in approximately 120 countries; however, just over 50 university-level Chiropractic education programs exist worldwide, with the majority concentrated in only four English-speaking nations. This educational imbalance significantly restricts the profession's global growth.

Discussion: Historical attempts to establish Chiropractic education programs internationally through scholarship schemes, twinning partnerships with Western institutions, and satellite campuses have often failed due to inadequate planning, inconsistent support, and limited local infrastructure. These unsuccessful approaches underscore the necessity for countries to cultivate their own Chiropractic educators and programs.

Conclusion: The Chiropractic Diplomatic Corps advocates for prioritising Chiropractic educational infrastructure as 'Schools Before Laws' to sustainably advance the profession globally. This paper emphasises the strategic importance of forming an international faculty pool to provide essential support for emerging Chiropractic programs.

Indexing Terms: Chiropractic; Chiropractic Education; Global Health; Faculty Development; International Collaboration.

Introduction

Chiropractic has expanded globally, now present in approximately 120 countries. However, the growth and professional viability of Chiropractic care internationally remain severely constrained by limited access to formal Chiropractic education. Globally, just over 50 chiropractic colleges exist, predominantly located in the United States, Canada, Australia, and the United Kingdom. Consequently, nearly 100 countries remain without viable educational pathways, reliant instead on sporadic foreign-trained Chiropractors.

The current status of Chiropractic education globally has an uneven geographic distribution of Chiropractic educational institutions which severely hampers professional development, especially in regions like Asia, Africa, South and Central America, and the Middle East. Sustainable Chiropractic growth has historically aligned closely with the presence of local

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educational institutions, evidenced by the profession's successful establishment in countries such as South Africa, Mexico, Brazil, France, and Spain (World Federation of Chiropractic, 2021).

In looking at the historical approaches and challenges from previous attempts to address the shortage of Chiropractic educators, these have included offering international scholarships and establishing Western-backed satellite campuses. Unfortunately, scholarship recipients often failed to return to their countries, and satellite campuses frequently collapsed due to lack of continuous support and institutional commitment. This historical experience underscores the urgent need for locally-based sustainable solutions; the key component is lack of available and temporary 'teacher training' pilot programs and lack of research in higher education standards in target nations.

The *Chiropractic Diplomatic Corps* proposes a strategic principle of establishing educational institutions as a precursor to regulatory legislation. This means 'Schools before laws'.

Rethinking Global Chiropractic Development

Without indigenous Chiropractic education, the profession struggles to establish legitimacy, regulation, and public recognition within national healthcare systems. The development of domestic educational infrastructure is thus foundational to the profession's future growth, developments, and its viability.

Creating sustainable Chiropractic programs requires qualified international faculty willing to mentor students, establish curricula, and foster professional standards. There is a Critical Role for developing an International Faculty Pool. The current initiative by the *Chiropractic Diplomatic Corps* is to build an international pool of Chiropractic educators capable of supporting new programs in emerging regions, notably in the Philippines, India, and selected countries within East Africa, West Africa, South and Central America, and the Middle East.

The CDC has facilitated strategic partnerships with universities prepared to host Chiropractic programs, contingent upon securing sufficient international faculty. Proposed solutions and current initiatives are ongoing in the Philippines and India, with parallel discussions advancing in Africa. The establishment of a robust international faculty pool is thus an immediate priority.

Engagement as an International Chiropractic Educator provides significant professional and personal enrichment, including opportunities for cultural immersion, professional legacy-building, and contributing to global healthcare advancement.

Participating faculty benefit from lower living costs and unique professional development experiences not easily replicated in traditional academic settings. There may be a trade-off for cultural and life growth experiences with the lower salaries paid by local universities. However, the CDC has proposed that the host Chiropractic National Association or the partner university support a faculty clinic to help supplement teaching salaries.

Conclusion

The sustainable global expansion of Chiropractic depends fundamentally upon resolving the shortage of qualified educators willing to serve internationally. The CDC invites Chiropractic professionals and academics to join the international faculty pool initiative. Participation in this effort represents both a professional and ethical imperative to secure the chiropractic profession's global future.

Invitation

To join the international faculty pool or to learn more about teaching in one of our emerging partner institutions, please visit: <https://fareastchirorecruit.com/registration-chiropractic-faculty-pool>.

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About the author

Dr. Michel Tetrault is the Executive Director of the Chiropractic Diplomatic Corps, a nonprofit organisation advocating for the development and advancement of Chiropractic education globally since 1997. He holds a Doctor of Chiropractic degree and has extensive experience supporting chiropractic educational initiatives across Asia, Africa, and the Far East.

Also by this author

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