

The SFU logo consists of the letters 'SFU' in a white, bold, sans-serif font, set against a solid red rectangular background.

SIMON FRASER UNIVERSITY
ENGAGING THE WORLD



Developing an International (Student) Strategy

Bill Radford & Sarah Dench

1800s to 1950s

- Commonwealth driven scholarly interchange, some faith-based mobility

1950s to 1980s

- Student mobility increases, international education focused on international development initiatives e.g. CIDA scholarships

1980s to present

- Student recruitment for internationalisation and profit increases balanced with ‘internationalisation’ as backdrop, decline in academic student mobility e.g. closure of NAFTA and EU mobility links

Current

- Balance tips towards public good/profit hybrids

Future?

- Education as business e.g. GATS

Universities

1970s

- Immigrants requiring ESL accommodated by colleges

1980s

- ESL becomes lucrative. Exploration of international arena via CIDA contracts and move into ADB, ILO etc. contracts

1980/90s

- ACCC and colleges further develop project/contract capacity...

1990s/2000s

- For-profit initiatives and immigration changes collude to increase volumes

Present and future

- ACCC Fed government preferred partner of choice for international contracts and government initiatives linking immigration and international education
- Bifurcation of colleges' IE functions into university transfer feeders and immigrant attractors. Polytechnics movement... destiny uncertain

Colleges

- Demand increase
- Competition increase (e.g. Singapore etc.)
- Demographic shifts
- Demand shifts (away from academic to tech/voc)
- Immigration changes
- National and international skills frameworks/pathways systems increasingly common...major downside challenge for Canada
- Structural budget deficits across post-sec

Future Context

Colleges

- Immigration and IE more closely aligned
- International student as immigrants
- Off-shore delivery
- Immigration Changes change approach/focus

Universities

- Increased demand...supply management
- Segregation
- Quality differentiation

Future for Canadian Institutions

The Case of SFU

- 10 years ago; concern over continued student flows, geographic diversity (...or not), retention
- 2006; Fraser International College – pathway college for international applicants who fall just under SFU entry levels
- Current; high demand, international “over” enrollment at UG level (Senate targets)
- Institution-wide international strategy needed

An emerging international SEM model

*“Once you know what the question is,
you will know what the answer means”*

Strategy Development

Situational Analysis

- Baseline data; SFU has good data on enrollment trends, but....
- Who are our “international” students, really?
- “Local” international students; growing high school and college populations
- Gen 1.5, diaspora
- EAL students and multi-lingual learners
- Partnerships, MOUs, and results

Strategy development; data

- What is the goal; do we know what balance we are trying to strike? And why?
- What is the impact on resources; we know what we have, and an emerging idea of what we need
- What does our curriculum look like, and how does this relate to internationalization goals?
- Community input; broader context and connections
- How do we best equip ourselves to know/learn what we don't know?
- 10 year view; not so clear, need to be adaptable

Strategy development; issue identification

Process and Next Steps

- Short-term solution to over-enrollment; Decoupling of admissions GPA - intent vs. implications
- If goal is a university population of students well-prepared for academic and life success, what are the most appropriate indicators of that at admission? Look to the literature.
- Build long-term plans on data, related to institutional values, vision, and articulated goals
- Assess, consult, “rinse, repeat”; iterative process, guided by values and vision

Strategy development; next steps

Questions 1 & 2

- How many institutions have an internationalization plan, that includes SEM?
- What elements need to be in place to develop a plan and implement?

Done talking at you!

Questions 3 & 4

- At your institution, what do international students represent?
- Is there agreement on this across the institution?

Done talking at you!