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MEMORANDUM

ATTENTION	Senate	DATE	May 12, 2010
FROM	Bill Krane, Acting, Vice-President, Academic and Provost	PAGES	1/1
RE:	External Review of SFU-FIC Academic Operations (SCUP 10-41)		

At its May 5, 2010 meeting, SCUP received the reports of the External Review of SFU-FIC Academic Operations. SCUP regarded the reports as positive, and consequently advised the VP Academic to seek authorization from the Board of Governors to explore renewal of the contract with Navitas, taking into account all issues raised in the external review.

The reports of the External Review of SFU-FIC Academic Operations are attached for the information of Senate. In addition, self-study materials used in the review are available at <http://www.sfu.ca/senate/FIC>

encl.

c: J. Driver
S. Dench



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MEMORANDUM

ATTENTION SCUP DATE April 23, 2010
FROM Jon Driver, Vice-President, Academic and Provost, and Chair of SCUP PAGES 1/5
RE: Response to External Review of SFU-FIC Academic Operations

I am very grateful to the reviewers for their comprehensive assessment of the SFU/FIC academic relationship. They have covered all of the issues identified in the terms of reference for their review, and have provided useful analysis and advice.

This is, in general, a positive and constructive assessment of the relationship between SFU and Fraser International College. There is significant agreement between my views and those of the reviewers over the suggestions for improvements, but there are also differences in interpretation concerning some issues, and secondly in how to address these. I will reflect on the issues with which I concur and those with which I differ, but first I wish to provide brief responses to the recommendations made in the external review document.

Responses to Recommendations:

Provide appropriate training resources for FIC instructors

The recommendation to ensure that FIC instructors are provided with ongoing professional development for teaching this specific student population is sensible, and FIC has agreed to undertake this.

It would be inappropriate for SFU to be involved in any negotiations between FIC and its instructors as to financial arrangements regarding such training. When a new SFU unit for support of teaching and learning is developed, there may be a possibility to offer training to FIC on a fee-for-service basis.

SFU International and SFU Health and Counseling services should continue to increase their involvement with FIC students

FIC students already have access to SFU Health and Counseling Services, and FIC has ongoing liaison with SFU International. In addition to the information already provided to FIC students through their Student Handbook and online student portal, means of reminding students about these services through regular outreach will be explored. Materials for FIC instructors on making referrals will also be developed.

Revamp the AAC so that it plays a greater coordinating role

A reconsideration of the role of the Academic Advisory Committee is certainly useful as we near the end of the current contract. Ensuring clear lines of communication with Course Coordinators and others is timely given the quick growth of FIC in the start-up phase, and this is a useful recommendation in that regard.

However, I do not agree that the AAC should have involvement in oversight of remuneration provided to academic departments; that would allow the FIC representatives on the AAC some authority over SFU financial matters and that would not be appropriate. Management of all funds provided to departments rests with Chairs, Directors and Deans via the normal SFU processes, and they are accountable for that fiscal management.

The AAC should clearly articulate the role that the SFU-FIC agreement plays in SFU's overall internationalization strategy

The committee makes an excellent point that internationalization means more than simply numbers and diversity of international students. Through SFU International, SFU commits to internationalization using a range of strategies, including support for international students.

The AAC is not well positioned nor does it have the authority or expertise to lead the further development of SFU's internationalization strategy as it relates to FIC. However, we take the point of the recommendation that SFU, through the leadership of the responsible Vice-Presidents, needs to continue to develop and renew SFU's internationalization strategy, and clarify how the relationship with FIC fits within that in order to provide an improved framework with which to appropriately evaluate the success of the relationship.

The AAC should set specific targets for the geographical diversity of international student intake for FIC

As the External Review Committee states, setting recruitment quotas for particular countries is problematic, and, in hindsight, perhaps this commitment should have been differently stated at the outset of the partnership with FIC. The Review raises a good point about SFU's overall international recruitment approach, and the issue of geographic diversity of SFU's international student population should be discussed and resolved at the appropriate Senate committees (SCEMP, SCIA), not through the AAC. Once an overall international recruitment strategy is determined, quotas or areas of global emphasis can be assigned to various bodies (SFU Recruitment, FIC) if a worthwhile return on the investment of time and resources can be expected.

As we are situated on the west coast of a Pacific Rim country, with a large resident Asian population, it does not seem realistic to expect that SFU will see much decrease in interest from Asian students. Furthermore, when compared with other BC research universities, SFU appears to be a more attractive destination, as evidenced by the number of Chinese students who apply directly to SFU (without going through FIC). This may be because SFU has become well-known through its long-standing relationships with a number of Chinese universities. Going forward, I am of the view that rather than focusing on countries of origin or global region, which are subject to forces beyond the control of any college or university, SFU should simply continue to focus on ensuring that we have reliable sources for well-prepared international students.

The AAC's mandate should be expanded to include oversight of the SFU-Navitas joint venture.

I will discuss with the FIC Principal a means for regularly sharing information regarding Navitas recruitment agents. However, it is neither legally advisable nor appropriate for SFU to attempt to insert itself into Navitas' contractual agreements with its agents.

I will commit to an annual review of all of FIC's foreign language recruitment materials, as currently happens with the English versions of these materials. This review will take place from my office, rather than through the AAC, due to time considerations in FIC meeting their print and distribution deadlines. I will also discuss with the FIC Principal participating as appropriate in the benchmarking surveys that Navitas currently conducts across its system or, alternatively, the development of a benchmarking process with Navitas partner universities.

Matters of Interpretation:

Maintaining Standards

The review team found that the mechanisms put in place to monitor quality and maintain academic standards at FIC were working well. In light of that, I disagree with the reviewers' conclusion that the ability to maintain standards under expansion may be an issue. Since the opening of the college in 2006, the program at FIC has grown significantly, and the evidence shows that during that growth phase standards were established and maintained. Further expansion of the college is hypothetical at this time, but growth would only occur with a continuation of current academic standards, access to well-qualified instructors, and availability of appropriate space.

The Course Scheduling Pattern at FIC

As the review team indicated, students at FIC benefit from the additional instructional time provided in the four-hour block, and FIC instructors report finding this scheduling pattern useful. My office is aware that one SFU department has an ongoing concern about the four-hour course schedule, and there have been discussions with the Course Coordinator about the logistics of that. However, since FIC students and instructors benefit, and changing the scheduling for one department would prove disruptive to all the others, on balance it seems that the scheduling is best left to the discretion of FIC.

Translation of FIC Brochure

Translation of languages is not an exact science and it is a nuanced process. FIC has materials translated into a number of languages from English, and to do this they use professional translation services. With the exception of the possible omission of a conditional statement, none of the translations referenced in the report of the External Review seem to be substantive or serious differences in what prospective students are given to expect about eligibility for transfer to SFU from FIC.

Further, in response to this issue being raised in the review report, my office engaged a professional translation service provided through the local Vancouver agency SUCCESS. In the translation provided, the description in the FIC recruitment brochure of what students seeking to transfer to SFU may expect is accurate and contains appropriate conditional statements. The translation is attached as Appendix A.

Funds Provided to Departments

Although I understand why the reviewers may question how funds provided from FIC revenues are spent, the Vice-President, Academic made an explicit commitment to departments that remuneration provided would be "no strings attached". However, as a part of the regular annual budget process, departments do include their FIC remuneration in their accounting. Departments are advised not to use one-time funds from a range of sources for continuing expenses, but regular provision of FIC revenues likely does allow departments to redirect other funds to ongoing expenses. It is prudent to continue to remind departments and Faculties to be careful in the appropriate allocation of "soft" revenues to expenses.

Minor Factual Errors:

Agreement between Navitas and Agents (pg. 6)

At the time of signing the partnership agreement with Navitas (then IBT), due diligence was undertaken regarding all aspects of the company and its dealings. The Associate Vice-President, Students and International, and the previous Vice-President, Academic both were informed about the terms and conditions of the agreement between Navitas and recruitment agents. Prior to entering into an agreement with Navitas, the AVP-SI, the VPA, and the President questioned five Australian universities regarding the nature of their relationship with Navitas colleges on their campuses. In telephone conversations with vice-chancellors at the universities, the President and the AVP-SI, in particular, were not able to elicit any negative comments, including answers to questions regarding "reputational capital".

Science Courses at FIC (pg. 7)

It is accurate to observe that there are limitations to the facilities available to offer lab-based science courses for FIC students. When the Southeast Classroom Block (SECB) was constructed there was an opportunity to install running water, a sink and countertop, and lockable cabinetry in one classroom, all of which had been identified at the time by the department of Biological Science as the minimum requirements for an offering of BISC 100, with the curriculum modified from the distance education version of that course. The SECB classroom was never intended as a full laboratory, nor was the intention to mount other science courses in that space.

As to the provision of necessary supplies, arrangements have been made with Science Stores to purchase and ensure that the necessary materials can be regularly accessed as needed, and staff in the VPA's office facilitates this process. Although there were some initial delays when the classroom was originally opened, things are now working smoothly.

Business Administration (pg. 8)

Business Administration decided to hold to the courses they currently offer at the college in order to protect their own enrollments and due to challenges in a competitive market in finding appropriately qualified instructors. No workload concerns have been expressed to the VPA's office.

English Bridge Program (pg. 8)

The English Bridge Program is not part of the department of English. A review of where EBP should be housed is currently underway in the Faculty of Arts and Social Sciences.

Information to Students (pg. 10)

The FIC Student Handbook does currently include information on health and counseling services, as does the online student portal.

Issues not identified by the review team

As part of the process for reviewing the SFU/FIC relationship, the VPA organized an open forum that was well attended. A list of the issues raised at the event is attached, as Appendix B. Three issues were raised at the open forum that were not addressed by the review team.

Clarification was sought as to which policies applied to FIC students, SFU policies, or FIC policies. FIC students are governed by FIC policies, and FIC patterned its policies after those at SFU.

A graduate student reported that in one department it appeared that assignment to teach FIC courses was included as part of the process for allocating SI and TA positions for graduate students. Upon investigation it was found that, in one SFU department, in communications to students there was not a sufficiently clear demarcation between the process of appointing graduate students to teach in SFU-funded positions and the process of referring graduate students to FIC. We will ensure that all departments understand that these are two separate processes, and that departments do not make appointments to teach FIC courses.

Lastly, a question was asked regarding academic freedom for FIC instructors particularly as related to freedom to determine course content. Courses taught at FIC are based on SFU courses, and concurrence between FIC courses and SFU courses must be maintained for transferability. SFU departmental course coordinators provide oversight to the content of courses taught at FIC, and SFU has the final authority over course content.

Conclusion:

I am pleased that the overall conclusions of the review team are positive. FIC students are generally happy with their programs, instructors and courses, and there is empirical evidence that they succeed at SFU. Instructors feel that they are treated fairly, and they enjoy the challenge of working with international students, especially in smaller classes. SFU departments are satisfied that adequate quality control is being exercised, and they welcome the opportunity to earn revenues that can be used to improve their own programs and student experiences. The University also benefits from another source of revenue.

The review team has identified a number of issues that require closer scrutiny, and I will attend to their suggestions if a new contract is negotiated with Navitas. In particular, I will pay greater attention to the potential risks associated with using agents for recruitment purposes. I do not agree that the AAC should have as much responsibility as the review team suggests, especially as the AAC includes both SFU and Navitas personnel; however, it would be useful to review the function of the AAC, and to consider what other Senate committees could exercise the scrutiny that the review team recommends.

The one area where the SFU/FIC relationship has clearly not produced the expected results has been the diversification of the international student body. Although Navitas was not contractually required to do this, SFU administrators suggested to Senate that FIC would be

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able to recruit a more diverse set of students. FIC has made strong efforts and recruited students from countries that were not well represented at SFU, but the FIC student population is even more dominated by students from China than the international student population at SFU. As SFU further develops enrollment strategies for international students, these patterns will need to be considered and better understood.

Based on this largely positive review, I believe that SFU should explore the renewal of the contract with Navitas/FIC, taking into account the recommendations of the review team.

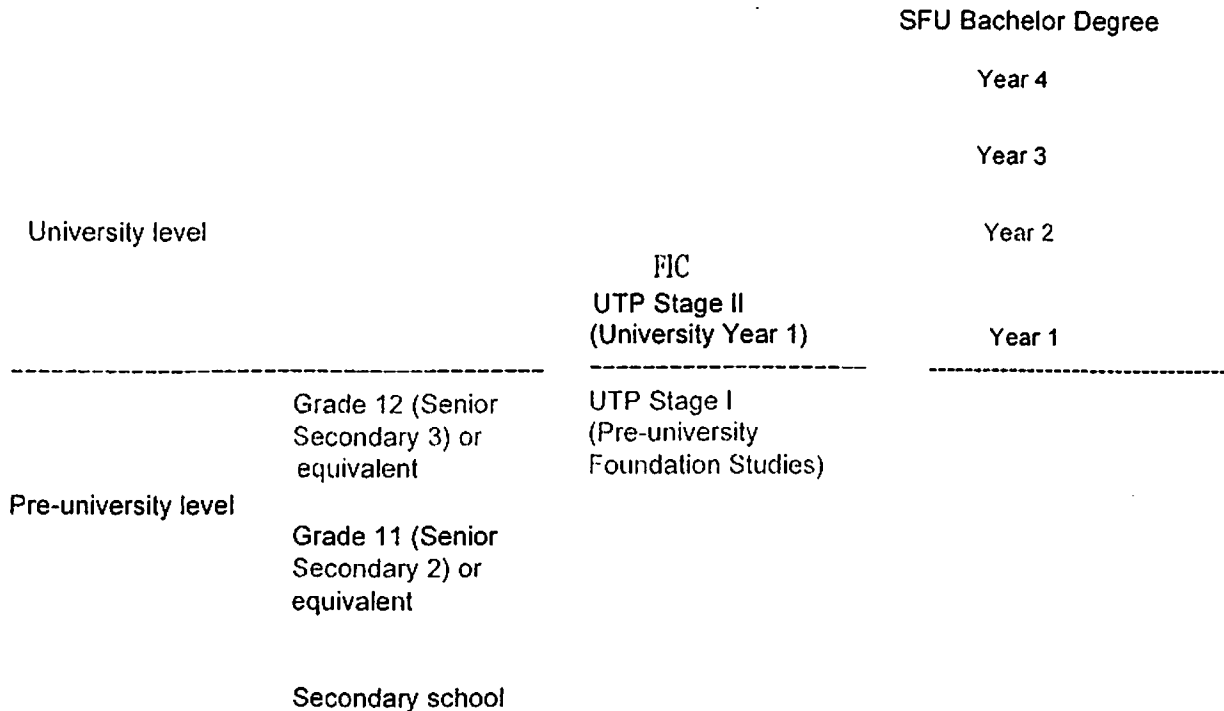
Fast Track to Simon Fraser University

FIC offers a pre-university program – University Transfer Program Stage I (UTP I), upon completion of which students can begin UTP II, namely University Transfer Program Stage II (first year university) in Business Studies, Computing Science or Arts and Social Sciences for specialized study.

University Transfer Program Stage II (UTP II) programs are offered in partnership with Simon Fraser University as a fast track to a university degree. UTP II courses are the equivalent of the first year programs at Simon Fraser University and are quality assured by SFU.

Upon successful completion of the FIC UTP II with 30 credits (maximum 60 credits), and having met the SFU specified GPA, students will gain entry to Year 2 of Simon Fraser University's bachelor degree programs.

Fast Track to a University Bachelor's Degree



*Please note: Upon successful completion of the UTP I program or Grade 12 (Senior Secondary 3 in China) or the equivalent, you can begin the UTP Stage II program.

Upon successful completion of the UTP II program and having met the specified GPA, you will be able to take Year 2 courses at SFU.

Fast Track to Simon Fraser University

FIC Fast Track Program Admission Requirements

Name of Program	Type of Program	English Language Requirements	Academic Requirements	Course details
Preparation in Academic Skills (PAS) - Academic English Language Program	English and academic skills training	IELTS 4.5 (with no band below 4.0) or equivalent. If your English level is lower than 4.5, please consult FIC staff regarding other options	Academic requirements are the same as those for admission to UTP I or II	A 14-week (one term) academic English language program designed to adequately prepare you for starting the UTP I or UTP II program. Students must complete PAS with specified grades before entering the UTP I or II program (no need to write the IELTS or TOEFL).
UTP I Mixed Program	Pre-University foundation courses + Academic English	IELTS 5.0 (with no band below 4.5) or equivalent	Completion of Senior Secondary 2 in China with grades meeting the admission requirements or Completion of Senior Secondary 3 in China with grades below the UTP II admission requirements*	This program consists of the UTP I courses and academic English studies. In the first term students take two courses plus academic English studies for 15 hours per week. Students must complete the 6 remaining UTP I academic courses in the second and third terms.
UTP II Mixed Program	First Year University courses + academic English	IELTS 5.0 (with no band below 4.5) or equivalent	Completion of Senior Secondary 3 in China with grades meeting the admission requirements	This program consists of the UTP II courses and academic English studies. In the first term students take two academic courses plus academic English studies for 15 hours per week. Students must complete the 8 remaining UTP II academic courses in the second and third terms.
UTP I	Pre-University courses	IELTS 5.5 (with no band below 5.0)	Completion of Senior Secondary 2 in China with grades meeting the admission requirements or Completion of Senior Secondary 3 in China with grades below the UTP II admission requirements*	This program is designed specifically for students who have completed Senior Secondary 2 in China and require additional academic support prior to entry to a first year university program (UTP II). Students are required to complete 8 academic course in two terms (eight months). * Please note that students who have completed Senior Secondary 3 in China with grades below the UTP II admission requirements are required to take the UTP I program, and will be allowed to transfer to a UTP II program upon completion of the first term of the UTP I program with a minimum grade average of 70%.
UTP II	First Year University courses	IELTS 5.5 (with no band below 5.0)	Completion of Senior Secondary 3 in China with grades meeting the admission requirements*	This program is equivalent to Year 1 Bachelor degree programs at Simon Fraser University. Students must complete 10 academic courses (30 credits) with the specified GPA to enter Year 2 at Simon Fraser University. All credits completed at FIC can be transferred to the university (up to 60 credits). The duration of this program is three terms (one year).

For detailed academic requirements for different countries, please refer to Pages 16-17.

English Language Preparation Program

If you do not meet the minimum English language requirements for academic programs, we offer many options to improve your English language competency.

English Language Programs

We recommend all students to write a globally recognized English Language Proficiency test such as the IELTS or TOEFL prior to coming to Canada. In addition to the specified academic grade, you must also obtain an IELTS score of 5.5 or the equivalent in English language proficiency to enter the UTP I or II program directly. If your English language competency is below the level, FIC offers the following options for you:

UTP Stage I/Stage II (Mixed Program)

This mixed program is designed specifically for students whose IELTS score is 5.0 (with no band below 4.5). Students meeting this English proficiency level take a specified number of units of FIC academic courses in the first term. In addition to the selected academic courses, students also take 15 hours of academic English at FIC each week.

Upon successful completion of the mixed program, students can take academic courses in subsequent terms. Admission to the Mixed Program is concurrent with admission to FIC.

Preparation in Academic Skills (PAS) English Language Program

PAS English Language Program is an SFU program designed specifically for international students with an IELTS score of 4.5 (with no band below 4.0) or the equivalent, to provide them with English language training. PAS English Language Program is delivered at SFU on the Burnaby campus. Studying at this leading Canadian university, students study English while having access to the teaching facilities.

Upon successful completion of the PAS Program students can gain admission to FIC directly and begin either the UTP or the UTP Mixed program without writing the IELTS or TOEFL. FIC staff will offer advice when you apply to FIC. Admission to the PAS English Language Program is concurrent with admission to FIC.

Off-Campus ESL Colleges

For students whose IELTS score is below 4.5 at the time of application to FIC, Fraser International College staff can offer advice regarding specialist ESL colleges in Vancouver. These specialist ESL schools help students improve their English language skills through intensive English language programs. Most specialist colleges offer new classes every month. Upon completion of the ESL college language program, students are required to write the IELTS or TOEFL and obtain a score meeting FIC's minimum admission requirements before entering either the PAS or FIC program.

University Transfer Program Stage I (UTP I):

FIC offers a University Transfer Program Stage I (UTP I) to provide a bridge between secondary school and undergraduate studies.

UTP Stage I is designed to adequately prepare you for entry to a university level UTP II program in Business Studies, Computing Science, or Arts and Social Sciences. UTP I consists of eight courses of study. Upon successful completion of the UTP I program, you will enter UTP Stage II.

In addition to scheduled instruction hours, FIC provides you with extra support through individual consultation with teachers and self access computer laboratories.

Upon successful completion of the UTP I program, you will be progress to a UTP Stage II program in Business Studies, Computing Science or Arts and Social Sciences. Upon completion of the UTP II program with 30 credits, and having met the specified GPA, you will gain entry to Year 2 at Simon Fraser University and proceed to obtain an SFU bachelor's degree.

University Transfer Program Stage I (UTP I)

Required Courses

- Business Administration
- Introduction to Economics
- English Skills/Reading
- English Skills/Writing
- Introduction to Computing Concepts and Algorithms
- Introduction to Computing Science
- Foundations of Mathematics
- Introduction to Mathematics

University Transfer Program Stage II (UTP II)

- Business Administration
- Computing Science
- Arts and Social Sciences

University Transfer Program Stage II (UTP II): Business Studies

As a first year university program toward SFU's Bachelor Degree in Business Administration, the University Transfer Program (UTP) Stage II in Business Studies provides the foundation for further studies in many aspects of business and commerce including Accounting, Entrepreneurship, Finance, Human Resource Management, International Business, Management Information Systems, Management and Organization Studies, Management Science and Marketing. Introduction to these areas will enable you to choose more wisely your preferred area of study when you enter Year 2 of SFU's bachelor degree programs.

UTP Stage II: Business Studies

Required Courses

- Calculus for the Social Sciences
- Critical Thinking
- Financial Accounting
- Introduction to Fiction and Issues in Literature and Culture
- Principles of Macroeconomics
- Principles of Microeconomics

- Introduction to Computer Science and Programming I
- Introduction to Computer Science and Programming II
- Introduction to Computer Design
- Introduction to Criminology
- Canada Since Confederation
- Contemporary Health Issues
- Discrete Mathematics
- Pre-calculus*
- Calculus I
- Calculus II
- Introduction to Politics and Government

- Brain, Mind and Society
- Introduction to Statistics for the Social Sciences
- Literature across Cultures
- Global Perspectives on Health
- Research Methods in Criminology
- Introduction to International Politics
- Introduction to Psychology I
- Behaviour in Organizations
- Environmental Economics
- East/West
- The Social History of Canada
- The Wonder of Words

Elective Courses

Choose four courses from the following list

- Introduction to Communication

Simon Fraser University (Year 2) Bachelor of Business Administration

Areas of Concentration:

- Accounting
- Entrepreneurship
- Finance
- Human Resource Management
- International Business
- Management and Technology
- Management Information Systems
- Management Science
- Marketing

Upon successful completion of the UTP II program at FIC with 30 units of study, and having met the GPA 3.0 requirement, you will gain entry to the Simon Fraser University programs listed above. Programs offered are subject to change without further notice. Please visit www.fasene.ca for the most up-to-date list of courses.

* For students who have yet to meet the pre-requisite for Calculus.

University Transfer Program Stage II (UTP II): Computing Science

As a first year university program toward SFU's Bachelor of Science degree (Computing Science), the University Transfer Program (UTP) Stage II in Computing Science provides the foundations that lead to further studies in Computing Science including Artificial Intelligence, Computer Graphics, Programming Languages and Software, Information Systems, Computing Systems and Theoretical Computing. Introduction to these areas of Computing Science at this Stage will enable you to choose more wisely your preferred area of study when you enter Year 2 of SFU's Bachelor degree programs.

UTP II: Computing Science

Required Courses

- Introduction to Computing Science and Programming I
- Introduction to Computing Science and Programming II
- Introduction to Computer Design
- Introduction to Fiction and Issues in Literature and Culture
- Discrete Mathematics
- Calculus I
- Calculus II

Elective Courses

- Principles of Macroeconomics
- Principles of Microeconomics
- Introduction to Communication Studies
- Introduction to Criminology
- Canada since Confederation
- Contemporary Health Issues
- Critical Thinking
- Introduction to Politics and Government
- Brain, Mind and Society
- Literature across Cultures
- Global Perspectives on Health
- Introduction to International Politics
- Research Methods in Criminology
- Introduction to Psychology I
- Environmental Economics
- East/West
- The Wonder of Words
- Behaviour in Organizations
- The Social History of Canada

Simon Fraser University (Year 2) Bachelor of Science (Computing Science)

Areas of Study:

- Artificial Intelligence
- Computer Graphics and Multimedia
- Language and Software Programming
- Information Systems
- Computing Systems
- Theoretical Computing

Upon successful completion of the UTP II program at FIC with 30 units of study, and having met the GPA 2.5 requirement, you will gain entry to the Simon Fraser University programs listed above. Courses offered are subject to change without further notice. Please visit www.fraseric.ca for the most up-to-date list of courses.

University Transfer Program Stage II (UTP II): Arts and Social Sciences

As a first year university program toward SFU's Bachelor of Arts degree, the University Transfer Program (UTP) Stage II in Arts and Social Sciences provides the foundations that lead to further studies in areas including Economics, English, History, Political Science and criminology. Introduction to these areas of Arts and Social Sciences at this stage will enable you to choose more wisely your preferred area of study when you enter Year 2 of SFU's Bachelor degree programs.

UTP II: Arts and Social Sciences

Required Courses

Choose 7 courses from the following list:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Introduction to Criminology • Introduction to Fiction • Principles of Microeconomics • Principles of Macroeconomics • Canada since Confederation • Critical Thinking | <ul style="list-style-type: none"> • Literature Across Cultures • Research Methods in Criminology • Introduction to International Politics • Introduction to Psychology I • Environmental Economics • East/West • The Social History of Canada • The Wonder of Words | <ul style="list-style-type: none"> • Contemporary Health Issues • Introduction to Statistics for the Social Sciences • Discrete Mathematics • Financial Accounting • Global Perspectives on Health • Introduction to Communication Studies • Introduction to Computing Science and Programming I • Introduction to Computing Science and Programming II |
|---|--|---|

Elective Courses

Choose 3 courses from the following list:

- Calculus for the Social Sciences I or Calculus I
- Calculus II

- Introduction to Computer Design
- Pre-calculus*
- Behaviour in Organizations

Simon Fraser University (Year 2)

Bachelor of Arts

Areas of Study:

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> • Anthropology • Archaeology • Art & Culture • English • Asia-Canada • Canadian Studies • Cognitive Science • Criminology | <ul style="list-style-type: none"> • Economics • English • Film and Video Studies • First Nations Studies • French • Geography • History | <ul style="list-style-type: none"> • Anthropology • International Studies • Labour Party Studies • Languages • Latin American Development Studies • Linguistics | <ul style="list-style-type: none"> • Mathematics • Philosophy • Politics • Psychology • Social Sciences • Statistics • Women's Studies |
|--|---|---|---|

Upon successful completion of the UTP II program at FIC with 30 units of study, and having met the GPA 2.5 requirement, you will gain entry to the Simon Fraser University programs listed above. Courses offered are subject to change without further notice. Please visit www.sfu.ca for the most up-to-date list of courses.

Simon Fraser University List of Programs

Simon Fraser University has eight faculties that offer more than 100 programs of study while consistently pushing for academic innovation. FIC can assist in your fast-track entry to SFU Bachelor degree programs in Business Studies, Computing Science and Arts and Social Sciences. Upon successful completion of the UTP II program and transfer to Year 2 at SFU, you will have an opportunity to apply for transfer to other faculties or programs within SFU.

The following list of programs are available at SFU

Faculty of Education Programs

- Art Education
- Counselling and Human Development
- Counselling Psychology
- Curriculum and Instruction
- Early Childhood Education
- Education
- Education Leadership
- Environmental Education
- Learning Disabilities
- French Education
- Mathematics Education
- Physical Education

Faculty of Science Programs

- Actuarial Science
- Applied Physics
- Bioinformatics
- Biological Physics
- Biology
- Chemical Physics
- Chemistry
- Earth Sciences
- Engineering Science
- Environmental Science
- Industrial Mathematics
- Management and Systems Science
- Mathematics
- Mathematics and Computer Science
- Molecular Biology and Biochemistry
- Physics
- Physical Geography
- Statistics
- Biomedical Physiology and Kinesiology

Faculty of Health Sciences Programs

- Social Health Science
- Infectious Diseases
- Environmental Health

Faculty of Applied Sciences Programs

- Engineering Science

Faculty of Communication, Art and Technology Programs

- Media Studies
- Contemporary Art
- Interactive Art and Technology

Faculty of Environmental Science Programs

- Environmental Science
- Geography

Community Forum on SFU-FIC Relationship January 21, 2010

Approx. 45 attendees

Brief presentation by J. Driver

Issues/questions raised in discussion:

- Retention of FIC transfers at SFU
- Plans for space and future growth
- Diversity of students (countries of origin)
- Readiness of FIC students for learning at FIC, and preparedness for SFU classes (do FIC students require greater levels of assistance? Does this vary by subject?)
- Admissions guarantees and transfer GPAs
- Policies applying to FIC students (SFU or FIC?)
- Bookstore ordering and timelines
- FIC students living in SFU Residences
- FIC students are more involved in the community once they transfer to SFU
- FIC student records and access by SFU Health and Counselling in case of emergency
- Course Coordinators; FIC respectful of SFU standards and seek to provide excellent support to students
- Navitas recruitment approach and materials, including clarification of use of agents by FIC and SFU

Instructor-related issues:

- Levels of compensation and equivalency to SFU
- Benefits for FIC instructors
- Posting procedures in depts. for positions at FIC
- Equivalency of workload to teaching at SFU
- Compensation in relation to level of assistance required by FIC students
- Lab science course and compensation equivalency
- Academic freedom for FIC instructors; will there be "discrimination" if there is disagreement or an issue over course content

FIC
External Review
Committee Report

**Simon Fraser University – Fraser International College
External Review Committee Report**

Committee Composition

The External Review Committee (ERC) is comprised of:

Chair:

Dr. Paul Bowles, Professor of Economics, University of Northern British Columbia

Committee Members:

Ms. Stephanie Oldford, Canadian Council on Learning

Dr. Natalee Popadiuk, R.Psych., Assistant Professor, Counselling Psychology, Faculty of Education, Simon Fraser University

Dr. David C. Thomas, Professor of International Management, Simon Fraser University

Mandate

The Terms of Reference for the External Review, provided by the Vice President Academic (memorandum dated December 14, 2009), were set out as follows:

“The purpose of the external review process is to determine the extent to which”

- The quality of FIC’s teaching is high and there are measures in place to ensure standards are maintained at SFU levels or better;
- The quality of the student experience at FIC is high, and students leave FIC well prepared for study at SFU;
- FIC is meeting the recruitment objectives agreed to with SFU in the affiliation agreement;
- The qualifications and working conditions of FIC instructors are comparable to those of SFU sessional instructors;
- There are adequate resources and facilities provided to support teaching, including laboratory equipment, computing, and preparation space;
- The involvement of SFU instructors in quality assurance processes is reasonable in terms of work load;
- SFU academic units involved with FIC are satisfied with the relationship, the processes, and the funds provided to the department by the VPA office.

The Review Committee will address the specific questions required by Senate, assess the academic and administrative linkages between SFU and FIC, and comment on strengths and weaknesses, on opportunities for change and/or improvement, and on quality and effectiveness including safeguards for academic standards.

The Review Committee should make essential, formal, prioritized recommendations that address major issues, with reference to the resources available and to the objectives described in the SFU-FIC partnership agreement.”

Process

The ERC was provided with an extensive set of information in early January consisting of a Self-Study Report and the Minutes of the Senate Meeting of March 6, 2006 at which the SFU-FIC agreement was discussed and approved.

The ERC convened by teleconference call on January 11th. As a result of this meeting, the ERC developed a list of further information requests. This list was provided to Ms. Sarah Dench and all requests were met by email on January 21st.

The ERC conducted a one-day series of on-site interviews on January 27th. The itinerary and the individuals and groups met were discussed with the ERC and our requests for changes accommodated. The list of those interviewed is attached as Appendix I. This included the Vice President Academic, the Academic Advisory Committee (AAC) at SFU, the FIC College Director and Principal, the FIC Academic Director, 9 departmental course coordinators, 4 FIC faculty and 8 FIC students. The ERC appreciated the willingness of all to meet and the frankness of the answers that were provided. Subsequent to the site visit the Chair of the ERC arranged a telephone interview with the President of the SFU Faculty Association.

The ERC is fully satisfied with the level of cooperation that it received from all units in preparing its report and believes that it was provided with all of the information required for the purposes of the review.

Assessment

The ERC’s assessments of the specific questions set out in its Terms of Reference are presented in below.

- 1. The quality of FIC’s teaching is high and there are measures in place to ensure standards are maintained at SFU levels or better.**

The structure put in place in the affiliation agreement for the appointment of departmental course coordinators has ensured that academic standards are maintained at SFU levels or better. The instructors appointed at FIC are typically made on the recommendation of the departmental coordinators, and are generally drawn from SFU’s pool of sessional instructors. This process appears to be working well for both SFU and FIC at present and we heard of no instances where SFU’s recommendations had not been followed. The courses taught at FIC are equivalent, indeed typically identical, to those taught at SFU. Course coordinators reviewed syllabi, exams and grading for all courses taught at SFU and are satisfied that academic standards are being maintained. The FIC instructors that we met all have teaching experience at SFU and other lower mainland

institutions and were enthusiastic about their teaching. They all indicated that they did not compromise on standards and felt under no pressure to do so.

The ability to maintain standards if programs are expanded is a potential issue. We were given the impression that there is a significant pool of instructors willing to teach at FIC but, as any expansion is only hypothetical at this point, we are unable to verify if this is indeed the case.

2. The quality of the student experience at FIC is high, and students leave FIC well prepared for study at SFU

As noted above, the content of courses at SFU is comparable to, and typically identical to, those offered at FIC. The significant differences are FIC's smaller class sizes, all students are international students, and courses are offered in four hour blocks, once a week as opposed to the traditional three-credit hour course, typically offered two or three times per week. The additional instructional time seems to increase the quality of the student learning experience at FIC.

Class sizes average 35 and are capped at this level, although on some occasions this cap has been exceeded. Students indicated to us that they found the smaller class sizes a more comfortable learning environment in which they were able to build their confidence in speaking to the class, of particular importance to students for whom English was not their first language.

The additional hour of tutorial time was also welcomed by students and instructors. The use of the tutorial time did seem to vary between instructors – for some it meant more examples being given in class, for others a slower delivery of the regular material and for others it was assigned as 'reading time'. This is an area in which greater pedagogical training for instructors would be useful, a point to which return in more detail in our recommendations.

A second concern is that maximum use may not be being made of the 4 hour course style by scheduling the course in one 4 hour weekly time block. This is the timetabling model used by FIC and, while some instructors found this useful, some departmental course coordinators at SFU expressed strong reservations about this approach. In particular, a 4 hour block for math and statistics classes was felt to be undesirable given the cumulative nature of the subject matter. Students missing one class are in danger of falling behind when courses are delivered in this manner. At SFU, these courses are taught in three 1 hour blocks per week. These concerns have been raised with the FIC Director and Principal but no changes to course scheduling have resulted. This is an example, we believe, of a wider problem of governance to which we also return in more detail in our recommendations.

One metric to gauge the extent to which FIC students are well prepared academically for study at SFU is their performance once they have transitioned to SFU. This data has been collected by SFU for 2007-2009 and the results indicate that FIC students perform at least

as well, if not better, than other international students (admitted either directly to SFU or transferring from a BC College). For example, the latest data, for the end of the summer semester 2009, shows that international students transferring from FIC had an average GPA of 2.54 and had an average credit load of 9.9. For all international students, excluding FIC students, these figures were 2.54 and 9.2 respectively. For international students transferring from a BC College the figures were 2.32 and 9.3 respectively. (All data from the Self-Study Report).

Students from FIC appear, therefore, to receive an acceptable level of academic preparation and to perform at least as well as their international student peers admitted through other pathways to SFU.

The quality of the student experience at FIC goes beyond classroom experience. FIC offers a series of support services ranging from visa assistance, career counseling and support for social activities. There do appear to be some gaps, however, which arise because a lack of clarity of which services are being provided by FIC and by SFU. We learned, for example, that a significant portion of students at FIC do not write their final exams. This may be explicable in terms of a student strategy to avoid having an F on their transcript (since not writing the final exam results in a grade of N – non-completion – being recorded). It is also possible that some students may not be writing their final exams because of stress but, if this is the case, it is unclear which services are available to them to deal with stress management issues. This is again part of a wider governance issue to which we return later.

FIC does organize social activities for students but there is relatively little interaction between FIC and SFU students. This certainly detracts from the FIC student experience and impinges on their preparation for transition to SFU. This lack of connection between SFU and FIC students appears to undermine SFU's mandate to internationalize the university, the campus, and the curriculum. We understand that a student 'buddy system' is currently being developed, specifically to build connections between FIC and SFU student groups, but a greater integration of FIC students into SFU student activities would be beneficial to both domestic and international students. FIC students informed us that they felt as though there could be greater awareness of FIC in the wider SFU community, and they were eager to know and interact with SFU students. In particular, those who are potential service providers to FIC students (e.g., staff in SFU libraries, especially the Learning Commons or Back on Track program, or medical and counselling personnel at SFU Health and Counselling Services) should be fully aware of the FIC - SFU partnership and the services offered to FIC students. We return to this point in our recommendations.

3. FIC is meeting the recruitment objectives agreed to with SFU in the affiliation Agreement

One of the main motivations for SFU having an agreement with Navitas, FIC's parent company, is to take advantage of the latter's global recruiting networks. The recruitment objectives have both a quantitative and geographic dimension. The quantitative objective

was to reach an intake of 1000 students within the five year period of the agreement. The data provided to us in the Self-Study document, indicates that this target has been reached during the fourth year of operation with 1062 students enrolled in 2009-03, ahead of the five year horizon.

In our review, we examined documents used to recruit students with a view toward understanding the expectations these documents might create. The English language documents were generally consistent with other documents and our observations and conversations with students. There is, however, one important exception. The marketing documents were clear about the requirements to advance to programs such as Business Administration except that they did not reflect the actual probability of successfully entering these programs. In response to questions regarding the likelihood that most students would not get their first choice of programs we were advised that students were being counseled to choose other programs. Somewhat more worrying was our examination of the Chinese language documents. We had these documents reviewed by a bilingual PhD student whose impression was that the Chinese version promised a good deal more than the English version. The following are some examples:

On the page of "Why choose FIC", Flexible start dates

English: Whenever your results are released, there is an intake for you.

Chinese: Whenever you apply, there is an intake for you.

On the same page

English: university-designed program

Chinese: university first-year courses

At the bottom of the same page

English: Entry into second year at SFU is dependent on "and being formally admitted to the SFU program (subject to changes in SFU's Admissions policy)."

The Chinese version does not have the quoted part on the page of "Your pathway to SFU"

English: UTP Stage II programs are offered in association with SFU as an alternative pathway to a degree at SFU.

Chinese: UTP Stage II programs are offered in association with SFU as a shortcut to a Bachelor degree

On the same page

English: you will be eligible to apply for transfer to selected SFU Bachelor degree programs

Chinese: you will transfer to the second year of Bachelor degree programs at SFU

This is clearly an area where further investigation is required. This also points to an issue that is very common in international joint ventures such as the relationship between Navitas and SFU. This is the need for very stringent oversight by SFU over FIC and its agents. Our review did not indicate a level of oversight sufficient to ensure that FIC and

its agents were carrying out their duties in a manner consistent with the goals of SFU. For example, senior SFU officials were unaware of the terms and enforcement conditions of the agreement between Navitas and its recruitment agents.

The recruitment objectives also include the desire to diversify the country of origin for international students going to SFU. This objective is derived from the university's wider internationalization goal designed to increase diversity and provide the basis for greater inter-cultural exchange (International Student Recruitment document dated January 13, 2006).

The International Student Recruitment document (January 13, 2006) further noted that "China and Hong Kong, which accounted for just 27 percent of undergraduate international students in the fall of 1997, accounted for 45 percent in the fall of 2005" (p. 6). Data from the AAC report of 2008-2009 indicates that international students from China and Hong Kong accounted for 75.7 percent of FIC students. This suggests that the diversity of international student recruitment is actually lower at FIC. On the other hand, FIC does draw students from 40 countries and to some that we interviewed this is evidence of the success in meeting the diversity objective.

The annual reports to Senate of the AAC comment on the diversity of international student intake at FIC. The 2006-07 Report noted that "it is expected that over time the geographic distribution of students admitted to FIC will diversify and, in particular, a greater number of students from African countries and India will attend FIC". The 2007-08 Report noted that "the geographic distribution is broadening over time" but went on to note that further diversity is expected to occur with more students admitted from "African and Middle Eastern countries and India". The same statements were made verbatim in the 2008-09 Report.

At this point, it is a matter of judgment whether the geographical dimension is being adequately met. We found evidence of differences in opinion in this regard. This is perhaps understandable in the absence of quantitative targets for the geographic dimension but does indicate to us that the criterion for success in diversifying SFU's international student recruitment has not been adequately specified. We return to this point in our recommendations.

A final consideration is the extent to which co-branding with Navitas is beneficial to SFU and its broader internationalization strategy. As a private for-profit provider which works with mostly international students in a college setting and employs a causalized teaching staff with no research mandate, it is clear that Navitas operates in a different educational market segment than SFU. The reputation of Navitas is enhanced by its affiliation with SFU but it is not clear that the reverse is also true. The extent to which SFU's brand equity (reputational capital) is affected both domestically and internationally by co-branding with Navitas needs to be evaluated on a continuing basis. Our recommendations speak further to this point.

4. The qualifications and working conditions of FIC instructors are comparable to SFU sessional instructors

As noted above, the instructors at FIC have all, as far as we know, been appointed upon by FIC upon the referral of the departmental course coordinators at SFU and have been appointed because of their experience and teaching expertise. A large number of FIC instructors are doctoral level graduate students or new Ph.D. graduates who also teach on a sessional basis at SFU. The ERC concludes, therefore, that the qualifications of FIC instructors are comparable to those of SFU sessional instructors.

In terms of working conditions, instructors are paid for 4 standard credit hours at FIC when teaching a course for which they would only be paid 3 standard credit hours if delivered at SFU. Their higher course stipend is therefore commensurate with the higher number of contact hours. The FIC faculty that we spoke to all regarded the financial compensation at FIC to be superior to that at SFU when teaching the same course.

The FIC instructors also indicated that teaching the smaller class sizes enabled them to engage better with students and provided them with greater levels of job satisfaction. Again, working conditions compare favourably with SFU working conditions in this respect.

Working conditions also include a voice for instructors in the workplace. We found that instructors were able to discuss any individual concerns with the FIC Director. However, there is no provision for collective representation through an association or union.

The ERC does have one major concern with instructor working conditions at FIC. This concerns the lack of support and training that they receive in teaching the different student population at FIC. We return to this in our recommendations.

5. There are adequate resources and facilities provided to support teaching, including laboratory equipment, computing, and preparation space

This is an area of concern. The portakabin building is well endowed with classroom space, has a few offices which faculty can use for preparation and meetings with students, and a small social area. However, we were made aware of issues with the availability of functioning projectors for classroom presentations, something that can probably be overcome with better monitoring of equipment and/or the purchase of additional projectors.

More serious is the severe constraint placed on science courses. The "lab" at present consists of a classroom with a single sink. This would be totally inadequate in a high school, let alone, university setting. This places a strict limit on the types of science courses which can be offered at FIC and the types of course experiments which can be undertaken. We understand that some materials and equipment are brought in from SFU from time to time but this seemed to be a somewhat ad hoc arrangement and it was unclear to us how successful this is. We were also unclear of the financial arrangements

associated with these services and, indeed, it is our understanding that lab technicians were not paid for any set up at FIC.

6. The involvement of SFU instructors in quality assurance processes is reasonable in terms of work load

The written submissions and meetings with department course coordinators all indicated that there were no major issues with respect to workload. This is in large part attributable to FIC instructors' familiarity with SFU's standards and policies. The manageable workload for departmental course coordinators is a function of the experience of the FIC instructors hired to date.

Each department rewards its course coordinator differently and according to its own degree of involvement with FIC and assessment of the time required to oversee this. As such, there is no standard model for recognizing and remunerating the work load of coordinators. However, we heard no concerns and the schemes which each department has put in place seem to be working well.

When we asked coordinators with whom we met during our site visit if they could envision problems if the FIC student body expanded by a factor of two or three, none thought that this would create workload problems for them or their departments. However, it is also clear that this may not be the full story as we understand that some faculties and departments, e.g. Business Administration, have not been willing to offer additional sections of courses because of concerns over workload.

7. SFU academic units involved with FIC are satisfied with the relationship, the processes, and the funds provided to the department by the VPA office

The written submissions and meetings with academic unit heads indicated that the units are very satisfied with the funds flowing from their provision of courses to FIC. The VPA office has established a formula for the distribution of funds coming from the FIC relationship and departments seem satisfied with the resulting distribution. Indeed, we heard impassioned support for the SFU-FIC relationship to continue and expand precisely because of the financial benefit that all units at SFU saw from the relationship. The English department is in a somewhat different position, however, because of its additional involvement in providing English bridge courses to FIC students. A revision of the funding arrangement may be necessary in this particular case.

There does not appear to be any reporting arrangement to support a central accounting of how departments are making use of the funds they receive through the FIC relationship. Course coordinators indicated that some departments are creating endowments with the funds. Some departments used their funds to support faculty conference travel and bring in guest speakers, activities which are essential for the operation of a research university but which have been increasingly comprised by recent budgetary constraints. However, at least one department suggested that the funds were being used to support continuing activities such as salary supplements. The ERC is more concerned with the reliance on

the funds flowing to participating departments from the SFU-FIC relationship than on the adequacy of such funding. We discuss this further in our recommendations.

Recommendations

1. Provide appropriate training resources for FIC instructors

The success of the FIC program to date has been due in no small measure to the enthusiasm and talents of its instructors. FIC, and by extension SFU, has been fortunate to be able to draw upon a pool of instructors willing to accept the challenge of teaching a student population with an atypical profile: these are all international students who would not be admitted into SFU directly for various academic related issues (typically as a result of too low language test scores and/or academic grades). It is a testament to the instructors and students that so many from this background go on to successfully study at SFU.

However, there is very little, if any, pedagogical training given to instructors on how to effectively teach students with this particular set of characteristics. There are some resources available at SFU which could be utilized for this purpose, such as specific workshops on interactive and experiential teaching and learning activities through the Learning and Instructional Development Centre in the Faculty of Education, as well as courses on how to teach English as an Additional Language (EAL) available at other higher education institutions. Despite the enthusiasm that instructors may possess at FIC, EAL students are a specialized population that requires specific training in teaching EAL effectively. One SFU professor, for example, noted that he had to develop simple language-based exercises that the FIC instructor could use in the tutorial to help students gain proficiency with the language and concepts. This professor noted he should not have to create these kinds of activities, given that it is outside his area of expertise, and that FIC instructors needed support of experts who can help them implement evidence-based teaching and learning strategies from the field.

Given that the success of the program depends critically on the instruction provided at FIC, we strongly recommend that the instructors employed are provided with appropriate levels of training, through short workshops or participation in professional development courses, to enable them to effectively carry out their duties. They may all have been selected because of their previous experience teaching international students, but this cannot be used as a reason for not providing adequate professional guidance and resources for working with English as an Additional Language learners. Instructors should be paid for attending such courses and the financial arrangements for this program will need to be negotiated between SFU and FIC.

2. SFU International and SFU Health and Counselling services should continue to increase their involvement with FIC students

FIC students are typically new arrivals to Canada, and thus, may be struggling with transition and adjustment issues that can be especially difficult throughout the first year

of studies in a new country. It is normal, foreseeable, and expected that many international students will deal with a wide variety of psychological, emotional, and physical problems often associated with this transition, such as homesickness, anxiety, and depression. Although FIC students are eligible for medical and counselling services through SFU's Health and Counselling Centre, it appears that there is a lack of information about what is available and how it can help. Additionally, there may be an assumption that students will access these resources on their own. Research in this area suggests this is not the case.

Therefore, based on the extant literature on international student transition and adjustment, we recommend that counselling and international student services be proactive in conducting outreach activities with students at FIC. One such initiative already underway, the International Buddy Program, is being expanded to specifically target FIC students. However, other initiatives should be considered. One possibility is that counselling staff connect with FIC students on a regular basis as part of their outreach activities, including health promotion and prevention programs held in the FIC buildings aimed at this particular population, but open to all. Educating FIC students about the role and purpose of counselling services and how counselling can be a proactive and helpful step in their adjustment may help to destigmatize these services and to increase personal connections to counsellors, which increase help-seeking behaviours during difficult times.

FIC instructors should additionally receive training on common international student transition and adjustment issues, early identification of possible problems, and specific instructions on how to handle referrals to medical and counselling services. We also noted that although materials suggested that students could access counselling services, this is not mentioned in the document prepared by FIC on "Student Support Services" (found in Section 3 of the ERC binder). FIC student support workshops that are listed are only academically oriented, which ignores other facets of the student's lives (e.g., psychological functioning, relationship problems, loneliness and homesickness) that significantly impact student retention. Furthermore, there does not appear to be anything related to international student transition and adjustment issues, nor counselling services in the FIC Student Handbook.

3. Revamp the AAC so that it plays a greater coordinating role

In a partnership relation of this kind, it is often difficult to establish clear lines of responsibility. We find this to be the case of SFU-FIC. It is not clear to whom FIC instructors, course coordinators, or departments heads should address requests or complaints and on what issues. To whom, for example, should the request to change the 4 teaching block for math classes be addressed? Who has the ultimate responsibility for making that decision?

The AAC seems to have been content to take a back seat and only become involved if it hears of problems. But since it does not meet with department coordinators (most of whom did not know of the existence of the AAC), it is not surprising that it does not act

often. This is not to suggest negligence in this instance; the Terms of Reference of the AAC do not, surprisingly, include any reference to seeking feedback from course coordinators (except in the case of workload). The Terms of Reference do require that the AAC track and report on “any concerns that FIC instructors have regarding working conditions” but we found no evidence of any mechanisms in place to allow this to be done.

The ERC recommends that the AAC become more proactive in its management of the SFU side of agreement and draw up clear policies and guidelines which set out the reporting structures and responsibilities of all involved. This is partly done by the SFU-FIC affiliation agreement but, after four years in operation, it is clear that greater operational detail is needed.

While the degree of decentralization and devolution of decision-making to departments is to be commended, nevertheless, the ERC believes that it would be useful for the AAC to also draw up policies and guidelines on the uses to which funds generated by departments’ involvement with FIC are used. In particular, the VPA Office indicated to us that it only spends revenues accruing to it through the FIC agreement for non-continuing purposes. It is not clear to us, however, that the same is always the case for departmental spending and at least one example was provided to us which was clearly problematic in this regard. While the revenues accruing to departments are clearly beneficial to them, there is a danger if departments become unnecessarily reliant on these funds for line expenditures which are not discretionary. A more active role by the AAC is called for here.

While this points to potential problems of over-reliance on FIC revenues for departments, the ERC has a different set of concerns stemming from over-reliance on FIC revenue for the central administration. We discuss these below.

4. The AAC should clearly articulate the role that the SFU-FIC agreement plays in SFU’s overall internationalization strategy

The danger that the ERC sees is that the SFU-FIC relationship is sufficiently attractive financially to SFU that expanding the program will be seen as a low cost-high revenue method of pursuing internationalization at SFU. It was stressed to us several times during our site visit that FIC was one of the pathways for international students into SFU but we question whether its benefits are such that it will increasingly become the major pathway without a full discussion of whether this desirable. Any decision regarding expansion of the program needs to be made consciously for strategic reasons focusing on internationalization and extend beyond financial expediency.

Internationalization means far more than increasing the number and diversity of international students. It also means ensuring that international students feel welcome on our campuses and in our classrooms, that teaching pedagogies are sensitive to a variety of learning styles and backgrounds and that all students are schooled in the values of tolerance and empathy. These are not issues which can be addressed simply by increasing

the number of international students. The ERC recommends that these other aspects of internationalization receive as much attention as the focus on increasing numbers and that a coherent strategy of internationalization be enunciated for and/or by the AAC so that it can more effectively judge how the relationship with FIC can contribute to a wider internationalization strategy.

The agreement with FIC is clearly one important part of SFU's internationalization strategy. Indeed, SFU might learn from how the experience of international students at FIC could inform its own policies and programs given the evident academic success and retention rates that FIC have achieved. Our caution is that the SFU-FIC agreement should be integrated into a broader internationalization strategy.

The materials provided to us also state that SFU's aim is "to recruit and retain the best possible international undergraduate students" (International Student Recruitment document, dated January 13, 2006, p.4). The FIC recruitment process is aimed at a different group; that is, those who, for whatever reason, would not be admitted directly into SFU at that point in their careers. This again suggests that any expansion of the FIC program should be judged on how it fits with SFU's wider internationalization goals.

5. The AAC should set specific targets for the geographical diversity of international student intake for FIC

The ERC understands that it is not possible to set quotas for particular countries. The vagaries of the visa process and economic and political shocks in sending countries preclude such a strategy. Furthermore, the dominance of sending countries such as China cannot realistically be changed. Nevertheless, SFU should be more stringent in ensuring that the agreement with FIC effectively contributes to the goal of having a diversity of international students, i.e., that the agreement does genuinely bring students to SFU from sending countries which SFU's own recruiters have been unable to reach.

The data for May 2009 show that the majority (75.7%) of FIC students come from China and Hong Kong and that the majority of students register in the UTP II Business Administration program (65%); this is a student pool which SFU's own recruiters can and does already reach. Ensuring that the relationship with FIC results in a more diverse international student intake could be achieved, for example, by negotiating with Navitas that some percentage, say 20 per cent, of students at FIC should come from "under-represented countries or areas". A list of "under-represented countries or areas" could be generated by the AAC based on data of SFU's own international student population and an identification of which countries and areas it felt needed additional recruitment efforts in order for the university's international diversity goals to be met.

6. The AAC's mandate should be expanded to include oversight of the SFU-Navitas joint venture.

As in any agency agreement, explicit steps need to be taken to oversee the activities that Navitas and its agents engage in on the behalf of SFU in order to mitigate the risks of co-

branding. This includes the AAC being responsible for (a) reviewing and monitoring the recruitment materials, including foreign language materials, used by Navitas an area in which the ERC does, on the basis of a translation undertaken at its request, have explicit concerns over the information being distributed; (b) reviewing and monitoring the agreements between Navitas and its recruiting agents; and (c) benchmarking with other universities which have agreements with Navitas.

Conclusion

Throughout the review process, the ERC heard many positive stories about the SFU-FIC relationship from instructors, administrators, departmental course coordinators and students alike. A high level of satisfaction with the first five years of operation is evident for all of the stakeholders.

While a number of recommendations are made in this report to strengthen the relationship and the management, that there are relatively few recommendations for this new arrangement bodes well for the partnership's continued development and future success. Nevertheless, the ERC believes that its recommendations require serious consideration before there is any expansion to the program in its next phase.

The ERC also believes that it is prudent and useful to conduct reviews such as the present one on an ongoing, cyclical basis, every five years in accordance with the SFU departmental self-study policies and procedures already in place

Appendix I

SFU-FIC Review Final Schedule

Wednesday, January 27

8:30	9:15	Opening Meeting Jon Driver, Vice President, Academic Nello Angerilli, AVP Students and International Sarah Dench, Director, University Curriculum & Institutional Liaison	President's Conference Room, Strand Hall
9:15	10:00	Bev Hudson, FIC College Director and Principal Barbara Davis-Leigh, Academic Director, FIC	PCR
10:00	10 :45	Bill Radford, Director, SFU International Sarah Dench, Director, UCIL	PCR
11:00	12:00	Meet with available SFU Course Coordinators (5 faculty attending)	PCR
12:00	13:00	Lunch	Cornerstone Building
13:00	14:00	William Krane, AVP Academic SFU AAC members: <ul style="list-style-type: none"> ▪ Colleen Collins, Assoc. Dean, Business ▪ Tom Grieve, English ▪ Nancy Johnston, Student Services ▪ Susan Rhodes, Coordinator, UCIL Faculty reps: <ul style="list-style-type: none"> ▪ Alison Beal, Assoc. Dean, Communication, Art & Tech ▪ Paul Budra, Assoc. Dean, Arts and Social Sciences ▪ Craig Janes, Assoc. Dean, Health Sciences ▪ Rolf Mathewes, Assoc. Dean, Science ▪ Nimal Rajapakse, Dean, Applied Science 	PCR
14:00	15:00	Meet with available SFU Course Coordinators (4 attending)	PCR
15:00	16:00	Tour of FIC facilities with Bev Hudson, Victoria Heron (FIC), Susan Rhodes (SFU), 3:15 meet available FIC instructors, and 3:45 students	SECB
16:00	17:00	Closing Meeting Jon Driver, VPA Bev Hudson, FIC College Director Sarah Dench, Director, UCIL Bill Krane, AVPA	PCR