Letter from the Vice-President, External Relations

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SFU’s Strategic Vision is to be the leading engaged university, and identifies internationalization as an underlying principle, as follows:

“SFU will value international knowledge, understanding and engagement, and will seek to engender an active global citizenship among its students, faculty and staff, and to ensure that SFU is an engaged partner and contributor on the international stage.”

This document is the result of wide ranging internal consultations conducted with members of the SFU community. The process included consideration of current international activities, a review of the external environment, and an identification of institutional priorities. This International Engagement Strategy reflects the predominant themes from the input received throughout the consultation process, and is intended to guide the growth of internationalization across all SFU activities.

International engagement at SFU has been an important activity since the earliest days of the university. And today, this takes on new importance, as global interconnectedness continues to have profound impacts on higher education—on the mobility of our communities, on our ways of thinking and interacting with cultures and colleagues around the world, and on the opportunities and challenges for our students and alumni.

I thank everyone who contributed to the development of the International Engagement Strategy, and I invite all community members to grow and deepen internationalization across the spectrum of SFU activities.

PHILIP STEENKAMP
VICE PRESIDENT, EXTERNAL RELATIONS
SFU has a rich history of international engagement and activity, including attracting international students and scholars, study abroad and international experiential education, exchanges and research collaborations, language learning, area studies, and international development. We are a university that has always been connected to and reflective of our communities, local and global. This global view is now more relevant than ever, as SFU’s Strategic Vision and tag line, “Engaging the World”, both reflect.

While SFU has long been active internationally, and is a strong attractor of international students, we have been less intentional in ensuring SFU is a fully internationalized university, across the spectrum of academic activities and university life. Internationalization is identified as one of the Principles underpinning the SFU Strategic Vision. The process of internationalization is the integration of international, intercultural, and comparative perspectives throughout teaching, research and service (Hudzik, 2009).

The purpose of internationalization is to improve institutional response to the changing local and global environments, and the integration of SFU into the global community of knowledge, talent, and discovery. It is a means to prepare all SFU graduates for life and work in a global market of products, services, and ideas. SFU seeks to equip our graduates to be active and responsible citizens in their diverse communities. Comprehensively implemented, internationalization is a powerful and mature approach that functions to instill international, global, and comparative dimensions across the academic spectrum—in teaching, research, experiential and co-curricular education, and community outreach.

SFU will benefit from a International Engagement Strategy to support the realization of the SFU Strategic Vision, and for alignment with the goals identified in the Academic Plan, the Strategic Research Plan, and the Community Engagement Plan. A International Engagement Strategy will also support and align with “International Engagement and Global Development” goals identified in the Aboriginal Strategic Plan. Similarly, internationalization is a key part of SFU’s Strategic Vision to prepare our students as engaged global citizens.

Provincially and nationally, international education strategies recently have been produced as international activity is recognized as a key driver to growth at home. These strategies recognize the significant value of international education activities (teaching, research, and mobility) to the BC and Canadian economies, and the need to continue to develop a well educated labour force. But the competition for global talent is strong, and growing. Students and educators now easily choose from institutions worldwide, and nearly three million students study outside of their home countries, a 40% increase from 1999 to 2010 (Wildavsky, 2010). Predictions are that the number of globally mobile students will double again by 2020. Similarly, faculty are in demand worldwide as countries like China and India invest heavily in higher education.

Building on a strong foundation of international activities, SFU aspires to grow our contributions to local and global economic development, so we must continue to assert our presence on the cutting edge of international research and discovery. SFU benefits greatly from international relationships, and from the communities we are involved with. Adopting a International Engagement Strategy will support the integrated approach that is the hallmark of SFU’s teaching, research and community engagement. We will continue to build the international capacity of our graduates, and internationalization will help to ensure our university is a diverse community, well prepared to engage meaningfully with the world.
OUR STRATEGIC VISION

Be the leading engaged university

SFU will value international knowledge, understanding and engagement, and will seek to engender an active global citizenship among its students, faculty and staff, and to ensure that SFU is an engaged partner and contributor on the international stage.

OBJECTIVES

Develop deep and multi-faceted partnerships
Be responsive to the needs of students
Grow in regions where we have roots, and be forward looking in identifying regions for new activity
Support innovative academic and curricular activities
Leverage our international research collaborations
Align institutional support structures

STRATEGIC ACTIVITIES

Partnerships
Development
Recruitment & Retention
Curricula & Mobility
Community Engagement

REGIONS OF INSTITUTIONAL PRIORITY

China
India
Brazil and Chile
Western Europe
United States

GUIDING PRINCIPLES

Global Citizenship
We foster global citizenship and encourage the development of international and intercultural competencies.

Integration
Our international activities are woven into our research, teaching, and services.

Mutually-Beneficial and Sustainable Relationships
We value reciprocity, and seek comprehensive relationships with potential for multi-faceted results and long-term connections.

Support and Promote Innovation
We value creativity and forward-thinking, and plan collaboratively for new initiatives.

Accountability
We are ethical, values-based, and transparent in all our international activities.
Objectives

**DEVELOP DEEP AND MULTI-FACETED PARTNERSHIPS**
SFU has many institutional partnerships that involve a range of university activities and have been sustained over many years. Other partnerships have been created by coincidence and serendipity, and many involve only one type of activity. Moving forward, strategic, and multi-faceted partnerships—with academic institutions, government, private sector, NGOs, community, and SFU alumni—will be developed, sustained, and coordinated.

**BE RESPONSIVE TO THE NEEDS OF STUDENTS**
SFU commits to provide all our students with an exceptional educational experience. SFU students gain skills, experience, international focus, and knowledge about the world. International students from approximately 100 countries attend SFU to gain Canadian experience, advance their studies, and obtain a qualification from a highly ranked university. All our students—domestic, aboriginal, international, and those holding temporary and permanent status in Canada—need to develop global and intercultural competencies, build international networks, and become academically well prepared to contribute meaningfully to their communities.

**GROW IN REGIONS WHERE WE HAVE ROOTS, BE FORWARD-LOOKING IN IDENTIFYING REGIONS FOR NEW ACTIVITY**
SFU has long-standing, strong relationships in China. We are a Pacific Rim university with strong relationships in that region, and are developing deeper relationships in other regions, such as India and South Asian countries. Educational engagement with Brazil and South American countries is identified as a priority at the national level. Connecting with aboriginal communities world-wide supports aboriginal students at SFU. We must continue to expand multi-faceted and mature relationships and geographic opportunities, such as in the US and Western Europe.

**SUPPORT INNOVATIVE ACADEMIC AND CURRICULAR ACTIVITIES**
SFU has mature relationships with universities through dual and double degree programs, field schools, student exchange agreements, international co-op education placements, institutional agreements, and other collaborations. The strong partnership with Navitas Ltd. for Fraser International College lets us expand our international visibility and use resources efficiently. We provide advisory and secretariat services for the China Council for International Cooperation on Environment and Development, and we have strong networks in local diaspora communities. These are critical relationships in forming a strong foundation; we must foster and support these to provide opportunities for leveraging, to connect with potential new partners, and to deepen academic activities.

**LEVERAGE OUR INTERNATIONAL RESEARCH COLLABORATIONS**
SFU seeks to be a world leader in knowledge mobilization, and our faculty members have extensive research collaborations worldwide. This research benefits SFU, our partners, and has far ranging impacts on communities and industry. We need to identify and build on these activities and networks, and as identified in the Strategic Research Plan, continue to build bridges to high caliber international research partners.

**ALIGN INSTITUTIONAL SUPPORT STRUCTURES**
International activities must align with SFU policies and procedures to ensure a balance of risk management and flexibility in support of SFU’s core mission. To internationalize SFU, all faculty, staff and students should have professional development opportunities and incentives to become globally-minded and develop intercultural competencies. Our policies and procedures, faculty and staff development, and financial, administrative, and marketing resources must align to support international activities and internationalization.
Strategic Activities

Many activities contribute to comprehensive internationalization, and they often overlap in intents and actions. Where undertaking a particular action meets a number of the above objectives, this is to be fostered. The following are strategic activities and related key actions that SFU will need to continue or initiate in order to meet the identified objectives, particularly in global regions of priority.

PARTNERSHIPS
SFU has a multitude of partnership agreements with educational institutions and organizations worldwide. These have often begun organically from faculty-to-faculty member research collaborations, and from student mobility agreements.

Since the early 1980’s SFU has been actively engaged with partners in China when a field school was established with Jilin University in Changchun. For over twenty years, SFU’s partnership engagement has expanded to many countries, and to include activities with university, government, and other organizational partners, in various areas of student mobility, academic programming, research, and community engagement.

Currently, SFU has over 130 international academic partners. However, many of these agreements are historical and have little or no recent activity. There is a need to review all partnerships for activity and relevance to institutional goals. A small number of active, focused, deep strategic partnerships are worth more than many well-intended but inactive MOUs. Finding a strong partner is more than a matter of an interesting place for students to visit, but rather, is about developing a deep relationship that will serve the institutional missions of both partners in multi-faceted ways. The challenge is connecting teaching, learning, research and outreach in developing comprehensive partnerships. It is key that partnerships are productive at the Faculty level, so partnerships must be Faculty-involved and, in many cases, discipline-specific building on faculty research relationships in order to be sustainable. SFU’s partnerships are most commonly bilateral, but there are now more opportunities to develop multilateral partnerships or build consortia. Although more complex to manage, such relationships offer rich opportunities and better connect SFU researchers to new resources and relationships by affiliation.

KEY ACTIONS
• Develop criteria and a streamlined classification system for the development of new partnerships and review of existing partnerships
• Collect data to identify and build on existing international research and other relationships, to develop a comprehensive profile of SFU’s international activities
• Review and evaluate existing relationships and partnerships to:
  • assess viability and relevance, identify why partnerships have become dormant or succeeded, and formally discontinue inactive partnerships, and
  • identify new opportunities to deepen existing partnerships and involve more academic units
• Be selective in developing comprehensive and deepened partnerships, and allocate seed funds to support this development
• Identify priority partners in each region of focus
• Prioritize identification of multilateral partnerships and consortia, and consider the value of network memberships
DEVELOPMENT
SFU’s work in international development strengthens SFU’s reputation as a university of global renown, and enables international application of SFU scholarly innovations. International development initiatives at SFU aim to incorporate social responsibility and global citizenship through mutually beneficial collaborations, and through the work of faculty engaging in international development work and capacity building initiatives.

SFU’s focus on international work began many years ago with a CIDA funded development project in Indonesia. SFU’s department of International Studies, and the Development and Sustainability program are academic communities of practice in development work. Our continued engagement in the global south and developing countries aligns with the Canadian government’s foreign policy focus on Africa and Latin America (as emerging economies), and is consistent with the SFU vision of engaging global communities. While alignment with current Canadian government priorities is useful, international development potential at SFU should not be limited to or by those priorities. Development work has direct relevance to programs and interests across Faculties, and affords SFU early access to emerging regions for international collaborations and recruitment.

Funding for traditional international development projects that have a tangible positive benefit to the university is more difficult to find. International development discussions centre on increased engagement of the private sector and investment rather than traditional aid models. This shift means that the role of SFU in international development and the global south needs to be reviewed.

Initial consultation with the SFU community revealed overlapping interest from Faculties in regions such as Africa and Latin America, and common interest across units in areas such as global health and social innovation. There is a shared commitment to global south engagement that goes beyond international development project services. Activities that support international development and SFU strategic priorities include brokering and promoting research collaborations, providing opportunities for student engagement, building partnerships in emerging countries and regions, offering scholarships for students from developing economies, capacity building through formalized programs or institutes, developing mechanisms for customized training programs, and conducting international development projects.

KEY ACTIONS
• Formalize and grow the community of faculty members and graduate students involved in development work, and identify new opportunities for linking development to SFU research interests and activities
• Determine areas of broad interest and assess needs for supporting existing and/or potential interdisciplinary networks or communities of practice
• Continue to support key programs such as the China Council for International Cooperation on Environment and Development, the Canadian International Institute for Extractive Industries and Development, and the Institute for Diaspora Research and Engagement, and leverage the connections to government and community that these activities provide
• Provide seed funding for exploratory, development-focused research, teaching and community-based activities
• Review and identify further opportunities to integrate a development-focused approach across more of SFU’s international activities
SFU has over 26 years’ experience implementing more than 30 international development projects, with a total value of more than $115 million. SFU was the lead institution on 27 projects in Asia, Africa and Latin America.
RECRUITMENT AND RETENTION

SFU’s international student enrollment has grown steadily to approach 21% at the undergraduate level, due to the ongoing high number of well-qualified international student applicants. This is seen as an enviable situation from the point of view of many Canadian universities; however, the 2011/12 new international undergraduate student intake was well above the Senate approved new international student admission target. To better manage international undergraduate student intakes, SFU has begun to use differentiated admission grade point averages, and will continue to do so while monitoring the impacts of this change.

The overarching goal for SFU is to meet international undergraduate enrollment targets by recruiting and retaining “best-fit” students, and the central focus will be on ensuring students are supported to complete their planned credential. Ideally, in support of the “best-fit” approach, student diversity would refer not only to citizenship and country of origin, but also to program of study, pathway to SFU, and students’ unique backgrounds and aspirations. While geographic regions will continue to be monitored for recruitment opportunities and alignment with SFU’s strategic goals, emphasis in terms of students will shift to achieving better alignment of their interests, attributes, and talent with SFU’s goals, strengths, and educational opportunities.

Research has shown that where there are significant gaps between student expectations and their experiences at university, there is increased risk of student attrition. Recent experience at SFU shows that admission grade point average, in and of itself, is an insufficient predictor of student success. The notion of “best-fit” for retention and completion is
This model is currently used successfully in the Beedie School of Business, and should be explored more fully at SFU. For each strategic focus in recruitment, SFU, led by Student Services, will undertake complementary strategies towards retention, the results of which will better inform future recruitment.

At the beginning of the 2012-2013 academic year, over 80% of SFU’s international undergraduate students held visas from countries in Asia. Over 65% of all international undergraduate students and 25% of international graduate students were from China. This concentration limits the intercultural diversity of our student population, and presents challenges and opportunities for developing alumni engagement, language programming, intercultural connections, and student support programming. SFU will be working to diversify the geographic sources of our students, and on recruiting international students from BC high schools and colleges.

Concurrently, through relationship building and expansion of the SFU Surrey campus, SFU has gradually increased the traditionally low number of local South Asian students attending university. SFU also continues to benefit from a strong partnership with Fraser International College for a managed flow of well-prepared international students. FIC has worked diligently to expand the range of countries from which it recruits, tapping into the global network of the college’s parent company, Navitas Ltd. SFU is also able to leverage this partnership to be represented more widely at education fairs and other recruiting events, and to tap into important international market intelligence.

Given the diversity of student demographics and linguistic backgrounds, SFU should have in place comprehensive English language support services. Pre-admission English language training and support is available through the English Language and Culture Program in Lifelong Learning, or via referral to other reputable services in the Lower Mainland. SFU’s need to better support students for whom English is an additional language (EAL) is not exclusive to international students, but the lack of accessible and integrated EAL programming that meets the developmental and academic needs of students has the potential to particularly impact admission and retention of international students. Following a number of consultations, the university is proposing and piloting new curricular and co-curricular supports for EAL development. However, the accountability and effectiveness of the programs will need to be closely monitored.

At the graduate level, international student enrollment is over 20%, with the highest proportion of international students represented in the Faculty of Applied Sciences. The largest groups of international graduate students at SFU originate from China, followed by Iran and the United States. At SFU, international graduate students pay the same fees as domestic students, making graduate study at SFU a relative bargain. Tuition at the graduate level is a complex issue because of impacts to research grants that support many graduate students. There is a need to explore a budget model for fee structures in which funds flow to the areas needed, and whereby appropriate financial support ensures international graduate students succeed. Additionally, there is a need to review international graduate tuition policy in order to attract the best students and to appropriately convey the value of an SFU degree.

At the undergraduate and graduate levels, the United States has the potential to become a much stronger market for SFU due to our location and NCAA status. Student Services is starting to see increasing applications, and recruitment efforts will focus on Washington, Oregon, and Idaho.
Through Co-operative Education and Alumni Relations, there is also opportunity for synergies in California (e.g. via a Canada Day event in California), and US athletes are a growing proportion of SFU’s US intake as a result of continued close work between Recruitment, Undergraduate Admissions, Records, and Athletics.

Overall, building the SFU brand in any priority region requires sustained presence, mature networks, and sophisticated marketing expertise. In addition, a variety of mechanisms, including overall admission requirements, English language proficiency requirements, diversity of pathways, diversity of source countries, retention factors, development of intercultural connections and skills, and regional priorities must continue to be explored and monitored. This ongoing analysis will lay the foundation for a highly specified international recruitment plan, and support flexibility in responding quickly to changing market conditions and retention factors.

**KEY ACTIONS**

- Strengthen the geographic, economic, program of study, and cultural diversity of the students recruited to SFU, working toward the aspiration that SFU become the first choice institution for international students and new immigrant students in BC
- Explore the feasibility of specific targets for recruitment from specific geographic regions
- Work closely with Fraser International College to continue success and meet institutional benchmarks
- Continue to work closely with provincial and federal governments to advocate for streamlined student visa processing
- Develop and diversify pathways for international students through deepened connections with local language schools, high schools, and other post-secondary partners
- Develop tailor-made programs for students from United World Colleges and International Baccalaureate programs
- Leverage opportunities for recruitment from the US, particularly through membership in the NWCCU and NCAA
- Develop curricular and co-curricular interventions for EAL and improvement of English for academic purposes, integrated into degree program requirements
- Expand transition programming for new international students
- Examine best practice models to support and deepen intercultural connections between international and domestic students
- Identify key points in degree progress related to attrition, and influencing factors, and develop intervention programs to improve retention, particularly amongst at-risk students

**CURRICULA AND MOBILITY**

Internationalization of curricula is an essential component of the broader concept of internationalization. Internationalization of the curriculum is the purposeful incorporation of international and intercultural dimensions into disciplinary curriculum content and pedagogy. It enables students, through their courses, programs and mobility experiences, to develop the knowledge, skills attitudes and habits of global citizens, and gain exposure to world issues.

Internationalized curricula can be incorporated in any program, and can be credit or non-credit. It incorporates global content and emerging perspectives with disciplinary knowledge, and includes a range of pedagogical approaches including experiential education such as field schools and practica, and on-line learning. At SFU, examples of internationalized...
curricula are disciplines such as language studies, World Literature, and International Studies, and programs such as the SFU-Zhejiang University Dual Degree Program in Computing Science, the double degree Master program in Global Communication between the SFU School of Communication and the Communication University of China, and the Americas MBA in the Beedie School of Business (with Vanderbilt University in the US, Instituto Tecnológico Autónomo de México, and Fundação Instituto De Administração in Brazil). SFU also offers innovative degree programming taught in French, through the Faculties of Education, and Arts and Social Sciences, under the auspices of the Office of Francophone and Francophile Affairs. International Studies and Health Sciences both offer programs with a required semester abroad. SFU runs long established and successful field schools in locations around the world, and offers a multitude of formal exchange opportunities; these provide opportunities for credit-bearing internationalized experiential education, including international co-operative education and graduate student research placements.

Internationally focused and marketed on-line programs represent a relatively untapped market for SFU, and would allow for expansion of SFU’s reach without the investment of resources into physical infrastructure overseas, which has been shown to be an expensive and complicated proposition for other universities. On-line programming is most frequently used for international professional programs, but can also be used for pathway and degree programming, and for knowledge mobilization and development. International on-line programming is a huge opportunity and would be a mechanism to deal with revenue shortages, support regional priorities, and manage international student preparation and academic readiness. An
existing committee is currently exploring expanded opportunities for on-line education at SFU.

SFU has a wide range of disciplinary and interdisciplinary areas that are globally informed and internationally focused. This has happened organically, but because this perspective is highly integrated in SFU curricula, it may not be immediately evident to students. There are likely to be opportunities to introduce more internationalized content and emerging paradigms into SFU courses and programs, and to optimize this with experiential education such as field schools and work integrated learning. Language learning is frequently a foundational element for internationalized curricula, and yet SFU has very few language learning requirements across degree programs outside of language majors.

Development of a global citizenship perspective is also an important component of internationalized learning. This applies to all groups at SFU. Student, faculty and staff mobility supports the internationalization of the university through exposure to new ideas and cultures outside of Canada, development of enriched intercultural perspectives, sharing of expertise and practices, improvements and innovations in service and programming, and international professional development opportunities.

**KEY ACTIONS**

- Review SFU curricula for internationalized content and approaches to material, and identify mechanisms to promote this to students
- Explore opportunities to increase SFU’s internationalized curricula and support faculty development in this regard
- Assess the feasibility of expansion of language learning as a recommended component of undergraduate degree requirements, the growth of number of languages taught, and programs offered in languages additional to English (the OFFA model)
- Increase the number of dual degrees with institutions with whom SFU has existing degree partnerships to build on successful models and create economies of scale
- Define learning outcomes for international mobility programs, field schools, internships, and other international experiential education opportunities, and clearly map linkages to on-campus curricula and program outcomes
- Develop an improved funding model for field schools and other international experiential education offerings, and identify financial support for short-term mobility experiences
- Increase student participation in international experiential opportunities
- Enhance and promote international mobility opportunities for all SFU students, faculty, and staff

**cooperative education**

INTERNATIONAL PRACTICUMS COMPLETED BY SFU STUDENTS, AS OF FALL 2012.

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<th>CHINA</th>
<th>INDIA</th>
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INTERNATIONAL ENGAGEMENT STRATEGY, SFU INTERNATIONAL, 2013-2016
COMMUNITY ENGAGEMENT

Working well, universities act as bridges with businesses and communities by facilitating exchanges of students and researchers to address business and community needs, locally and globally. SFU has a record of mutually beneficial local and global community involvement, and has always valued reciprocity in relationships with communities and community organizations. The recently developed Community Engagement Plan will provide details on a strategic approach. SFU has a long track record of international community engagement, reflected in SFU’s Engagement Map. This portal is a sample of the diverse range of projects underway by SFU faculty, staff, students and alumni around the world, and invites the SFU community to add to the interactive map. www.sfu.ca/engage/map.html

International community engagement is enriched by local perspectives. Metro Vancouver benefits from a highly international and diverse population. Many retain networks in their countries of origin and can serve as an important connection for SFU in those regions. SFU has demonstrated the value of these connections through the establishment of the India Advisory Council, which has assisted SFU in developing community connections locally and in India. Engaging local diaspora communities creates opportunities for community-based research, learning, and engagement; it helps us develop networks and seek input on international activity in priority regions of the world; and, it helps to create communities of support for international students.

SFU’s alumni are important brand ambassadors, and conduits for the university into alumni communities. SFU has approximately 7000 international alumni across 132 countries. SFU Alumni Relations has committed to strengthening connections to SFU’s international alumni. Alumni Relations will partner with SFU International to give priority focus to regions in which SFU has larger concentrations of alumni, and will focus on best-practice international alumni engagement activities including programming, events, and volunteer opportunities. Fostering relationships with international alumni provides important connections to the global communities where our alumni live and work.

INTERNATIONAL ALUMNI

COUNTRIES WORLDWIDE

7000 in 132

CHINA 47

INDIA 2117

UNITED STATES

(AS OF FALL 2012)

KEY ACTIONS

• Engage international communities at home through the Institute for Diaspora Research and Engagement and SFU’s many research Centres and Institutes, and other initiatives
• Continue the model of the India Advisory Council, and establish a similar China Advisory Council
• Explore co-branding SFU with our municipalities for international promotion and activities
• Identify key private sector and industry partners with international educational and research agenda
• Develop internal SFU community interest and involvement through reward and recognition systems that profile and acknowledge faculty and staff international activities
• Coordinate with the SFU Alumni Association and Alumni Relations, for international events, programming, and to draw on the local knowledge and expertise of international alumni
Based on consultation with the SFU community, and an examination of existing international relationships and capacities, it is possible to identify regions of institutional priority. There are potential synergies created by SFU partnerships in various regions of the world where we have maturing activities, and new opportunities to engage with emerging regions. The focus does not preclude or discourage partnerships and initiatives being developed in other countries or regions, particularly where appropriate for disciplinary specialties and SFU believes there is strong future potential and opportunities to bring SFU expertise to bear in ways that contribute to capacity building on important issues. It must also be recognized that the opportunities and challenges for SFU international engagement vary by country, and will require differential approaches and resources. The following serves as a guide to optimize the allocation of university resources to build robust, deep, and sustainable partnerships.

**KEY ACTIONS**
- Develop specific institutional strategies for each of the specified regions of institutional focus, taking account of the issues identified below and ensuring alignment with strategic research themes identified in the Strategic Research Plan
- Develop agendas for regions of other activity, to allow for exploration, growth, and deepening of activities
- Involve faculty members with direct experience in those regions for the development of region or country specific strategies, consider the establishment of steering committees, and identify activities to involve other faculty members in regional opportunities
- Determine areas of faculty interest in developing regions, related to specific disciplines
- Focus executive missions to align with objectives in priority regions

**Regions**
In deepening partnerships in China, we will focus on highly ranked institutions with which we have strong relationships, such as Communication University of China, the Chinese Academy of Sciences, and Zhejiang University. We will continue to develop our relationship with the Chinese Scholarship Council in order to support the exchange of scholars between SFU and China.

Chinese students comprise the highest proportion of international students at the undergraduate level. Providing appropriate services to support their success, and exploring ways to maintain a substantive and active cohort of alumni will support SFU engagement in China.

SFU is moving into Phase 5 of involvement in the China Council for International Cooperation on Environment and Development. The CCICED was established in 1992 as a high-level international advisory body “to further strengthen cooperation and exchange between China and the international community in the field of environment and development.” The Council is chaired by the Vice-Premier of China, and the Chinese Minister of Environmental Protection and the Canadian Minister of Environment serve as Executive Vice Chairs of the Council. The purpose of the CCICED is to provide advice to China’s State Council (China’s cabinet) on policy related to environment and sustainable development. For SFU, this presents unique opportunities and access at the highest level. We are leveraging SFU’s profile and connections from this project, locating the project office in the Faculty of Environment in order to facilitate the development of sustainable research initiatives with China and other international partners of the Council.
INDIA
The Canadian brand is still not well known in India. While a number of SFU faculty members have long established individual relationships in India, SFU’s institutional engagement in India is more recent and now yielding results. In 2006, after consulting with local Indian community, businesses and government representatives, SFU crafted a comprehensive strategy aimed at expanding academic, research and business collaborations with India; recruiting Indian students and supporting SFU student mobility to India; and facilitating community initiatives with local diaspora.

SFU’s India Advisory Council (IAC) comprised of local South Asian community, business and government leaders (municipal, provincial and federal) advises the President on issues related to engagement in India and the Indian community in Metro Vancouver. Council members also connect the University to local and international knowledge and networks.

As a result of these local connections, SFU’s engagement in India has grown substantially. SFU has raised more than $1 million from private sources and the federal government to support pilot projects. SFU’s engagement with BC’s Indian diaspora has overcome initial skepticism about the University’s commitment to the South Asian community; locally, SFU is now assumed to be a partner in “all things Indian.” Consequently, since 2007, funding from SFU’s India Advisory Council, local fundraising events, and Western Economic Diversification Canada has supported more than 100 SFU students to work or volunteer in India with key industry leaders.

To be successful in India we need to take a long-term view and an institutional approach, which includes partnerships, mobility, research, alumni, and marketing. SFU cannot successfully compete for top student talent without student financial aid. SFU offers financial support for eligible scholars and executives from India to share their expertise. As part of SFU’s BC-India Innovation, Exchange and Mobility Initiative, seven Indian scholars and executives met with SFU representatives and visited local companies within targeted industry sectors that demonstrated areas of strength for SFU and BC, and held interest for Indian organizations.

In seeking institutional partners in India, we are focused on key institutions in research areas such as clean energy, film and digital media, and life sciences, areas of strength for SFU. It is likely that in 2013 SFU will formalize two more partnerships with prestigious Indian universities, which together with agreements in place at TERI University, Baba Farid University of Health Sciences, and the Indian Institute of Technology, Ropar, provide a solid platform for SFU research, and faculty and student mobility in India.
BRAZIL AND CHILE

North American and European universities have been keen to partner with Brazilian institutions and be involved in the “Science without Borders/CAPES” program funded by the Brazilian government to encourage student and faculty mobility. Although this program represents a significant commitment to capacity building and has been generously funded by the Brazilian government, collaborating with Brazilian higher education is in the early stages and can be challenging as a result. Since the Canada-Brazil connection is a national priority, SFU needs to develop this connection and continue to grow our knowledge of this emerging opportunity. SFU recently signed an MOU with Universidade Estadual de Campinas (UniCamp) in São Paulo, to explore the development of a joint degree program in the Faculty of Applied Science. This university is the second-highest ranked institution in Brazil, and is in a region of strategic development in the country. Successful realization of the MOU will leave SFU well positioned to develop additional partnerships in the area. SFU also signed a consortium agreement with York University, Ryerson University and Concordia University to work with the São Paulo Research Foundation (FAPESP) on research projects in the state of São Paulo.

Leveraging our relationships in Chile, SFU should closely monitor developments in the countries of the ‘Pacific Alliance’ (Alianza del Pacífico), a group of Latin American countries that are attempting to forge closer relationships. This group, which involves Chile, Peru, Colombia and Mexico, aims to develop a fully-integrated community with easier mobility and standardized methods of operation, in areas ranging from the economy to the environment, health, education and other initiatives. In November 2012, Canada was given observer status in the Pacific Alliance, which positions Canadian universities well.

In higher education, the four Pacific Alliance countries award scholarships for their students to pursue graduate studies abroad. In research, academic institutions of the Pacific Alliance are also forming closer ties. Presently, SFU is well-positioned from its current relationships with Chile and other Pacific Alliance countries, and we will explore possible links that can be developed with Pacific Alliance institutions.

WESTERN EUROPE

SFU faculty members have long had strong and deep connections to their counterparts across countries in Western Europe. SFU has numerous memoranda in place with European institutions, with popular field schools in Prague and other cities, joint PhD and cotutelle opportunities in France, strong research relationships in the United Kingdom, and healthy student exchanges with many European institutions. However, as yet, SFU has not developed deep partnerships with European universities; the time is right for this activity, particularly as the use of English has grown significantly across Europe and is no longer a barrier. There is strong interest in SFU from universities in Sweden and in the Netherlands, and in particular, the model of institutions partnering with the city of Amsterdam is useful to explore further.

The emergence of Brazilian opportunities has also led to a broader consideration of Chile. There are faculty members at SFU with active research interests in this country, and drawing on their insights and connections to develop a specific strategy for the region would be an appropriate next step. In particular, there is emerging alignment between British Columbia and Chile with a focus on socio-economic and academic collaborations, and SFU already has connections and interests in Chile through well-respected faculty research activities.
UNITED STATES

Given our location, we have strong natural ties to the United States, focused in the Pacific Northwest and south to California and Arizona. Faculty member relationships with colleagues in the US are the most frequent of any geographic region, SFU has strong numbers of graduate students from the US, and SFU has significant numbers of alumni in the US (for example, there is a concentration of approximately 350 alumni in the San Francisco area alone). But thus far SFU has few formal agreements with US institutions. This is a significant missed opportunity, and given SFU accreditation candidacy with the NWCCU, it would be logical to identify and pursue selective deep partnerships in the US, focusing on comprehensive institutions with a similar range of programs, student demographics, and institutional goals.

AFRICA, THE MIDDLE EAST, AND TURKEY

SFU has had several development projects and other occasional faculty-driven activity in Africa. SFU has also run a successful field school in Ghana for some years, and is a scholarship supporter of the African Institute for Mathematical Sciences’ “Next Einstein Initiative”. Scholarships are an important support for some students, but there is a growing middle class in Africa looking for opportunities for post-secondary education overseas. Student Recruitment is exploring targeted recruitment activities in select African countries, and there have been growing numbers of African students succeeding at SFU via the FIC pathway. SFU should establish working relationships with key International Baccalaureate schools in Kenya and Tanzania (Aga Khan Academies) and the United World College in Swaziland, all of which have expressed an interest in sending their students to SFU. Given Chinese investment in development in Africa, SFU may also be able to foster consortia relationships involving our Chinese university partners. SFU also has longstanding relationships with the African community in Metro Vancouver through the Focus on Africa series and diaspora programming. The networks and connections of the communities could support more strategic engagement in Africa, and support the work of faculty members working in, or interested in working in, this region.

Turkey has been investing significantly in higher education in recent years, and there are emerging opportunities for faculty exchange, language learning, and collaborative research. SFU has growing capacity in Turcology across a number of departments, and establishing new linkages will lead to exciting opportunities and partnerships.

Whether or not there are suitable opportunities for SFU in the Middle East is less clear. Recently, SFU has received groups of well-funded students from the region, but as many Canadian universities and colleges have found, there is need for more
exploratory work to ensure that we have the capacity to support these students appropriately. As a result of the Arab Spring, there has been expanded interest in Canadian educational opportunities and linkages for capacity building to effected countries. These initiatives are still in the very early stages.

PACIFIC RIM
Metro Vancouver is a Pacific Rim city and a gateway to Asia for Canada. SFU is an attractive partner to universities in Hong Kong, Taiwan, Japan and other Asian countries. SFU has historical relationships with institutions in Japan, and will explore new opportunities to reactivate and expand these. There are opportunities to link local community engagement to international activity, given the diaspora communities from these countries. We also have relationships with universities in Australia, directly and through Navitas. As has happened recently with Griffith University in Brisbane, SFU should select a few Pacific Rim universities with which to deepen relationships for multifaceted activity. SFU should consider the merits of membership in the Association of Pacific Rim Universities.

LATIN AMERICA
Complementary to the institutional focus on Brazil and Chile, through faculty members’ connections and collaborations, the exploration of opportunities in other Latin American countries is worthwhile. In June 2012, the Pacific Alliance (Alianza del Pacífico) was formed between Chile, Peru, Colombia and Mexico, the aim of which is to develop integrated approaches on issues of economics, health, education, and other issues. In higher education, the four Pacific Alliance countries, combined, award thousands of scholarships for students to pursue graduate studies abroad. In research, academic institutions of the Pacific Alliance are forming closer ties, and this may provide an emerging opportunity for SFU.
Next Steps

This document is intended as a high-level institutional strategy. The aim is to provide a guiding framework for how SFU will refocus international efforts, and make strategic choices about our engagement. It also intended as recognition of our strong international foundation and the multiplicity of work already underway, across SFU.

Grounded by the SFU Vision, this strategy complements and supports the Academic Plan, the Strategic Research Plan, the Community Engagement Plan, and other key university commitments. It is expected that the International Engagement Strategy will necessitate and guide the development of mid-level operational plans in a wide range of university units, including Faculties. Current SFU international engagement cuts across teaching, research, student life, and our community relationships; we aim to grow, support, and better align this activity. As such, each unit will need to develop approaches and metrics specific to the international activity of their unit and functions. SFU International will be developing its own operational plan, and will also provide leadership and support across the university, in particular to foster the integrated internationalization envisioned for SFU.
References


Each year, International Services for Students holds a photography contest. Students submit images that document their experiences overseas on University programs. This booklet includes 2012 submissions.

6 / Xitang, Jiashan County Zhejiang Province, China / Christine Pan
8 / Ubud, Bali, Indonesia / Flora Wong
15 / Florence, Italy / Navneet Hans
16 / Paris, France / Matt Heidema
19 / Chefchaouen, Morocco / Madeline Nealis
20 / Beijing, China / Gary Trinh
26 / Taïba-Niassène, Senegal / Leah Bjornson
28 / Beijing, China / Jeremy Kung

https://students.sfu.ca/international/photo.html