



Carleton
UNIVERSITY

Report on International Recruitment

Office of the Provost
and Vice-President (Academic)

September 15, 2011

Report on International Recruitment

Message from the Provost and Vice-President (Academic)

I am pleased to present the report on International Recruitment for consideration by the Carleton academic community. Last September, I issued a report on strategies for international recruitment which is posted on the website of the Office of the Provost (<http://www1.carleton.ca/provost/ccms/wp-content/ccms-files/International-Recruitment4.pdf>). That report was responding to a recommendation of the International Student Recruitment Task Force that we consider the possibility of a partnership with a private company to establish an international student pathway or foundation program that would significantly increase the number of international students at Carleton. Other universities in Canada, Australia, the UK, and the USA have entered into such partnerships and have seen their international enrolments increase significantly. Following up on that recommendation, and in the light of the provincial government's challenge for Ontario universities to increase their international enrolment by 50% over five years, Carleton's senior administration decided to enter into a discussion with Navitas. There was a lot of reaction to that decision across campus, and it was important for Carleton to tone down the rhetoric, assess the potential for such a partnership in a more thoughtful manner, and make an informed decision on this matter. It was for that purpose that I issued the report in September 2010 and established the International Foundation Program Working Group to undertake a comprehensive and serious assessment of the Navitas proposal, and to do so within the context of what is best for Carleton University.

Although I had originally asked the Working Group to report to me by the end of January 2011, it took some time to get the group up and running, and at the end of December 2010 the Group requested that I extend the time so that they could conduct in-depth visits to the two Navitas Colleges in Canada. I agreed to those extensions, and I received the final report of the Working Group at the end of June 2011. Apart from some final corrections and rewording to ensure accuracy and the protection of proprietary information, this report constitutes the full report of the Working Group.

I am very grateful to the members of the Working Group for contributing their time and energy to the development of the report, and to Brian Mortimer for Chairing the Group. I accompanied a sub-group of the Working Group on the visits to Fraser International College at Simon Fraser University, and International College Manitoba at the University of Manitoba. I want to thank all of the Navitas and university personnel who helped with the arrangements for the visits, met with us, and responded to all of our probing questions.

This report makes a number of important recommendations. First and foremost, it recommends against pursuing a partnership with Navitas. Although it found Navitas to be a highly reputable company with an excellent track record of success, the Working Group concluded that it is not the right path for Carleton University at this stage of our development. In my September 2010 report, I asked seven key questions as a litmus test for engaging in a partnership with Navitas. They were:

1. Is the company reputable and does it have a track record of successful and

- sustainable operations with other universities?
2. Are the students academically prepared for successful completion of university studies?
 3. Are the English language skills of the students appropriate for successful completion of university studies at an English speaking university such as Carleton?
 4. Is there a measurable track record of student success?
 5. Is the company open and transparent in its relationships with the partner universities and do those universities trust the company as a partner?
 6. Are the students treated fairly and well and what levels of support are provided?
 7. Is the financial model beneficial for the university partner not only in terms of net revenues, but also in terms of appropriate investments in academic programs and services to support the increase in student numbers enrolled at the university?

Based upon the findings of the Working Group, it is fair to say that Navitas received positive answers on all seven questions. This is supported by my own experience with the visits to SFU and Manitoba. However, having passed the litmus test the question becomes: is it the right direction for Carleton? For a variety of reasons, which are discussed in the report, the Working Group has concluded that it is not.

Other recommendations relate to alternative options for Carleton to increase its international student recruitment, such as the expansion of the use of agents, and ways to help manage both the numbers and distribution of international students across the various programs at Carleton, including the establishment of an Academic Advisory Group on International Recruitment. It also recommends an expansion and enhancement of the existing foundation program delivered by the School for Linguistics and Language Studies.

It is appropriate that Carleton considers and discusses the recommendations of the report. Following its release to the Carleton community, I will engage the Faculties and Senate in a series of discussions about the report and will invite comments and feedback. Based upon those discussions and feedback, I will then present my final recommendations to Senate.

Once again, my thanks to the members of the Working Group and I look forward to an informed discussion on this important topic.

Peter Ricketts
Provost and Vice-President (Academic)

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1 The Mission

Carleton University along with many other institutions of higher education is making internationalization a priority in its strategic planning. Both Defining Dreams and the Carleton Academic Plan include goals and strategies to increase our international participation in a variety of ways.

An important aspect of internationalization is the inclusion of a significant number of international students on our campus. The Working Group was asked to investigate and make recommendations on the establishment of a foundation year or international pathway program. Such a program would provide new international (and permanent residents) with support in making a successful transition to university study at an institution such as Carleton University.

One approach to a foundation year program would be to form a partnership with an external agency, specifically Navitas Group, who would independently provide the foundation year program as well as recruiting the students to populate this program. An alternative would be to develop such a program in-house using our established expertise in this area. In this option we would continue to use our own recruiters to provide a stream of international students.

The Working Group is tasked with making recommendations to the Provost on these and related questions. Though originally called the Working Group on an International Foundation Year, at the first meeting the group decided that a different name would be more appropriate – Working Group on International Recruitment (WGIR).

A particularly useful summary of the international recruitment landscape is provided by the report *Increasing International Enrollment: Effective Approaches to Recruiting International Students, 2009*, University Leadership Council, The Advisory Board Company. This is referenced below as the University Leadership Council report.

2 WGIR members

The Working Group was comprised of 23 members including academic managers, faculty, staff, and students reflecting the academic spectrum of Carleton as well as programs and units heavily involved in international student recruitment, admissions, and education.

A sub-group of the WGIR (Chris Brown, Christine Peachey, Elizabeth Whyte, Lynne Young, and Mike Hine) was joined by Shikharesh Majumdar, a Professor in the Department of Systems and Computer Engineering, and Peter Ricketts, Provost and Vice-President (Academic), to conduct site visits to Fraser International College and Simon Fraser University, and International College of Manitoba and the University of Manitoba. These site visits were conducted in February and April 2011 respectively, and information from those visits assisted the Working Group in preparing its report and reaching its final recommendations

The Working Group members were:

Brian Mortimer, Assoc. Vice-Pres. (Acad.), Chair	Heng-Aik Khoo, Associate Dean, FED	Lynne Young, Director, SLaLS
Beatrice Mancini, Carleton International	James Miller, Chair, History	Malcolm Butler, Dean, Science
Chris Brown, Associate Dean, FPA	Janet Mantler, Chair, Psychology	Mike Hine, Associate Dean, SSB
Christine Peachey, Director, International Student Services	Janice O'Farrell, Director, Admission Services	Owen Rowland, Biology
Dawn Bjornson, Administrator, Department of Economics	John Osborne, Dean, FASS	Rob Finlayson, Undergraduate International Recruitment
Elizabeth Whyte, Graduate Student	John Shepherd, Assoc. Provost and Dean of Graduate and Postdoctoral Affairs	Suzanne Blanchard, Assoc. Vice-Pres. (Students and Enrolment) and University Registrar
Gregory Aulenback, Graduate International Recruitment	Keir (K.G.) Armstrong, Chair, Economics	Yiqiang Q. Zhao, Director, Mathematics and Statistics

3 Process

The Working Group decided that to study the issue of a foundation year for international students it was necessary to first understand the context at Carleton. Specifically, the group set out to describe the international contingent in our student body, to compare our internationalization to other universities and to clearly understand the problem that the Foundation Year is meant to solve. It was also necessary to consider the impact of a large, rapid increase in international students. This research is linked to the number and quality of international students we expect to have in the future as well as our financial situation and prospects.

4 Internationalization of the Student Body

4.1 Ontario, Canada and the World

Student mobility in the world is extensive and growing. Canada is a favoured destination for international students. The mobile population of university students grew by 50% between 2001 and 2008 reaching a total of 3 million that year. In 2008, OECD noted the following distribution of international students in the eight most popular destinations.

Table 1: Destinations for international students

Destination	Percent of mobile students
United States	21%
United Kingdom	13%
France	9%
Germany	8%
Australia	7%
China	6%
Canada	4%
Japan	4%

In Ontario, Carleton has the fourth largest population of international students and ranks second to Toronto for percentage of international undergraduates (see Table 2 below). At the master's level, Carleton is tied for third place with Western and Queen's. At 13%, Carleton's international participation in doctoral programs is low for the province. Carleton also has many students (about 400) who are Permanent Residents of Canada and have some of the characteristics and needs of international students.

If one looks at the other North American universities aggressively increasing their international student groups, one finds that for the most part they are trying to move from 2% international to maybe 5%. Compared to these schools, Carleton is already highly international.

Table 2: Comparison of the internationalization of the student body at Ontario Universities with the most international students

	All International Students	International Percentage by Degree Level		
		UG	Masters	Doctoral
Toronto	7304	11%	9%	20%
Carleton	2329	10%	13%	13%
Waterloo	2899	8%	18%	31%
Windsor	1532	8%	25%	25%
York	2675	5%	5%	10%
McMaster	1618	5%	12%	17%
Brock	988	4%	23%	14%
Ottawa	1515	3%	9%	12%
Western	1512	3%	13%	23%
Queen's	1050	3%	13%	19%

Notes:

1. From CUDO 2010 dataset for each university
2. Reports 2009 enrolment
3. Reports combined full-time and part-time
4. International students are those on a student visa

4.2 Carleton University – Numbers

Over the past four years there has been an increase of 17% in international students at Carleton (Table 3). These students are not uniformly distributed across the faculties (Table 4). The largest growth has been realized in the Faculty of Engineering and Design. There is a significant population in the business school. For example, 29% of international students are in FED and 9% in FASS. In FASS, 3% of undergraduates are international and 5% of graduate students.

Table 3: Change in International Enrolment at Carleton University

	Change 2007 – 2010
University	17%
Arts & Social Sciences	10%
Public Affairs	-3%
Business	19%
Science	16%
Engineering & Design	41%

Table 4: Distribution of International Students Across Faculties

	All	UGrad	Grad
Arts & Social Sciences	3%	3%	5%
Public Affairs	8%	8%	6%
Business	19%	19%	19%
Science	12%	12%	15%
Engineering & Design	18%	19%	14%
Special	13%		

Notes: Data for Fall 2010

The international students at Carleton come from a very wide range of countries and backgrounds. They bring to Carleton a kaleidoscope of experience and heritage. There are students at Carleton with citizenship from 141 countries. The largest non-Canadian group is from China (29%) and eight nationalities contribute 2% or more of the international students. These figures exclude the MBA programs taught in China and Iran. See Appendix A.4 for details.

4.3 Carleton University – Quality

Three indicators of the good to excellent quality of our international students are presented:

- For the years 2002 to 2007, Carleton international students had equal or higher two-year continuation rates compared to domestic students;
- International students here also have comparable or better graduation rates and times compared to domestic students;
- In 2010/11, the percentage of international students with at least 90% in high school was 13.4% for applicants and 17.1% for registrants. This compares to 11.2% of all applicants and 10.0% of all registrants bringing high school averages of at least 90%.

5 The Financial Situation

What follows is a sketch of the financial landscape for Carleton and other Ontario universities. This information is included as it bears on the rationale for increasing the number of international students at the university.

- i. The Ontario government controls our income: MCTU sets the grant and caps domestic tuition increases.
- ii. The funding framework is rarely known more than a year ahead. Often in the recent past we have found out the size of the grant at the end of the year it covers.
- iii. The Ontario tuition policy is known only until 2011-12.
- iv. The cost of running the university grows steadily – salaries, benefits, pension and utilities all contribute.
- v. We currently need to increase our undergraduate population by about 3% each year to cover this (assuming tuition is increased by 5% per year).
- vi. The recent increments in FY FT New are:

2006	2007	2008	2009	2010
3.8%	7.9%	4.8%	6.9%	3.4%

- vii. Where are we finding the required growth now?
 - (a) Greater Toronto Area
The GTA is the one place in Ontario where the Ministry of Finance projects there will be steady supply of 18 year-olds. We are increasing our recruitment from this region.
 - (b) Ottawa
The supply of 18 year-olds in the Ottawa area, the source for close to half of our students, is projected to decline by perhaps 10% over the next decade.
 - (c) Participation rates
For several decades the percentage of the population participating in university education has increased steadily. This was initially achieved by involving more women in post-secondary studies. Participation is now increasing more broadly. This can't go on forever. You will have noted provincial initiatives to increase aboriginal and first-generation participation.
 - (d) Conversion rates
In recent years we have been improving our "conversion" rate. This is the ratio of registered students to applicants. This means that we are more competitive. If this continues we can achieve our required growth without growing the applicant pool. Again, we can't continue increasing conversion rates indefinitely.
- viii. There are lots of 18 year-olds elsewhere in the world, many with limited access to post-secondary education. Maybe we can get the required income stream from this source. Most western universities are asking the same question.
- ix. In the university we net revenue over expenses on some of our activities and not on others. This is implicit in the strategic organization of the university. One possible source of revenue is international students.

6 What Navitas Offers

As part of its work, the committee met with representatives of Navitas Group. These visitors answered questions and provided an overview of their proposal, verbally and through documents. The following is a summary overview of the Navitas proposal.

Navitas is a publicly listed for-profit company that offers a variety of academic services. In our case we are interested in a program that recruits students and provides a pathway to university education at a partner university. Navitas understands that, to succeed as an educational enterprise, demonstrable quality is essential to their continued success. They also realize that their model is based on a partnership and this can succeed in the long run only if both partners are strongly supportive of the relationship.

The model used by Navitas has the following key elements:

1. Students are recruited by Navitas, normally in a different country.
2. The recruits are students with achievement below the threshold for standard international admission to the partner university by up to 10%.
3. The students are guaranteed that if they reach or exceed a predefined minimum standard they will be admitted into the partner university with a predefined status (say, second year). Students who do not achieve the required GRA for their first choice program may be admitted to their second choice program provided they have the required GPA for admission into that program.
4. There are two levels to the program. One is a pre-university year – UTP Stage I. The other emulates the first year university program – UTP Stage II.
5. For UTP Stage II, the partner university provides the course design, course material and supervises the examinations and grading. The partner university also approves the course teaching staff. This ensures that the courses are indeed transferable to the partner.

To accomplish this, Navitas would set up and operate an independent college on the Carleton campus. Navitas uses a particular approach to transition teaching. Their method is reminiscent of high school in that it uses small classes, longer hours and personal attention.

Carleton would be required to contribute the following:

1. Allow use of the university name.
2. Establish an Academic Advisory Committee
3. Approve the entry criteria and set the criteria for transfer to Carleton.
4. Moderate the grades and assessment
5. Provide administrative and classroom space
6. Allow students access to all normal university facilities such as library and computer labs.
7. Approve the academic staff of the Navitas college.

The Navitas college would be located on our Rideau River Campus, likely in space owned by Carleton and leased to Navitas. The students would not be Carleton students while at the Navitas college but would have access to a negotiated suite of services.

Financial arrangements include three types of payment:

1) Royalty: For every student enrolled in the Navitas college, a per student royalty would be paid by Navitas to the university to cover expenses and investments made to support the Navitas college and to compensate Carleton for the use of its name. Carleton would develop a formula by which academic units that provide academic oversight for courses taught in UTP Stage II are compensated for their assistance and use of their intellectual property. These latter arrangements are under the control of the university and are not part of the contract with Navitas. It would be up to Carleton to determine how royalty revenues would flow through to units providing support to the academic programs of the Navitas college.

2) Tuition: The university receives the full international tuition from the students once they transfer into the university.

3) Fees for Service: Navitas might contract directly with academic units for certain additional services from Carleton (such as ESL training) that are not covered by the royalty fee.

7 Experiences at Simon Fraser University and the University of Manitoba

As part of its work, some members of WGIR along with a few other colleagues visited the Navitas Colleges in western Canada. The group visited Fraser International College (FIC), the partner of Simon Fraser University on February 1 & 2, 2011 and the International College of Manitoba (ICM), partner of the University of Manitoba, on April 4 & 5, 2011.

7.1 Visit to Fraser International College and Simon Fraser University

Recruitment:

- a. Navitas uses a tightly supervised team of recruiting agents. SFU also reviews the performance of the agents. The agents are reaccredited annually.
- b. The in-house recruitment team from SFU does, when appropriate, work along side Navitas recruiters.
- c. As SFU seeks to have more diversity in the range of source countries, Navitas is working on expanding its network more broadly around the globe.

Pathway program:

- a. Fraser International College (FIC) has 1320 students in Winter 2011. There are 13 dedicated classrooms and one computer lab. FIC teaches 220 sections: 166 are academic subjects and 6 are English for Academic Studies. The ESL teaching is contracted to the SFU English Bridge Program.

- b. There are 25 academic disciplines offering sections. The number of sections per discipline is:

Subject	Sections
Economics	26
Mathematics	24
English	14
Computer Science	12
Business	10
Philosophy	9
ILS	9
Biological Science	6
Plus 17 units with 5 or fewer sections	

Characteristics:

- a. Protocols for ensuring high quality are working well
- b. Students have a good experience at FIC
- c. Students do well at Simon Fraser University after transfer
- d. The academic units engaged with Navitas see financial benefits

Local Context:

- a. BC already has a well-honed college to university transfer system.
- b. SFU gets 60% of its international students directly from BC high schools
- c. SFU is still working out how to accommodate FIC on its campus.
- d. Establishing FIC was part of a larger international strategy.
- e. SFU had 8% international students in 2005 when they started with FIC. Their goal was to reach 10% but now have 17% international students due to a significant increase in both direct and indirect (*i.e.* through Navitas) recruitment of international students.

7.2 Visit to International College of Manitoba and University of Manitoba

The differences:

- 1. The program at University of Manitoba (UM) is still getting underway.
- 2. Resistance, and some hostility, remains after a poorly managed introduction and launch.
- 3. The basic business model used by Navitas is the same but many important details have been adapted to the local situation. This illustrates that Navitas can be flexible and will respond to institutional priorities.
- 4. The range of source countries is broader at Manitoba though half the students still come from China or Hong Kong.
- 5. There was space available on the UM campus that allowed the International College of Manitoba (ICM) to integrate physically with the UM campus. This may not be sustainable.

8 What We Do Offer and Can Develop at Carleton University?

8.1 International recruitment

International students have been identified as a growth area. Increase in this sector will be part of a restructuring of the student body required as we adapt to shifting domestic demographics.

Our own efforts to increase the international UG population have been quite successful with significant increases in each of the past four years. There is every reason to expect this growth to continue. We can achieve this growth with our own Carleton recruitment team.

One big advantage of using our own international recruiters is that they are also admission officers. They can work with a potential student and then, at the undergraduate level, offer them admission on the spot. At the graduate level they can give a strong indication on eligibility and scholarships. The same primary recruiter is here when the student arrives. This builds strong relationships that bear further fruit in the years ahead.

We can do more with the resources we have and much more with a modest investment.

- i. First we need to assure our own international recruitment team that they have total institutional support. This includes moving toward having more of the staff involved in permanent positions.
- ii. Then we give them a green light to keep aggressively developing contacts, new sources, target markets and high quality agents.
- iii. We should set targets for international recruitment that grow progressively with our ability to support the students on arrival and grow also within our requirements for high quality.

8.2 Pathway programs

Carleton University is a leader in the development of innovative teaching methods and learning for English as a second language. The English as a Second Language division of the School of Linguistics and Language Studies (SLaLS) offers credit courses with a strong emphasis on English for Academic Purposes (EAP). These courses form a foundation program that allows eligible students to fulfill an English language requirement while beginning their degree studies. Formal course descriptions can be found in Appendix IV.2

In contrast to the Navitas model, the current Carleton foundation program admits students according to our regular admission standards. It allows students to begin their degree and earn academic credits while completing English requirements. It is made up of three courses that are geared toward helping students develop their English language skills and prepare for academic study.

The foundation program can take up to three semesters to complete. At the beginning of the entry term, the School of Linguistics and Applied Language Studies (SLaLS)

reviews each student's level of English language proficiency and determines if they are permitted to register in additional degree courses. The number of degree courses permitted increases as the student proceeds along the pathway. This program could be enhanced using our highly effective PASS program to support international students in standard degree courses.

Course number	Course name	Description	Additional degree credits permitted	Enrolment 2009-10 All terms
ESLA 1300	Introductory ESL for Academic Purposes	This level introduces students to the skills and strategies they need for academic success at university, including basic research methods.	0.5 credit	163 students in 5 sections
ESLA 1500	Intermediate ESL for Academic Purposes	This level further develops the skills and strategies required for academic success, and enhances basic research skills.	Up to 1.0 credit	261 students in 8 sections
ESLA 1900	Advanced ESL for Academic Purposes	This level develops students' research and analytic skills, primarily through reading and writing of academically oriented texts.	Up to 1.5 credits	264 students in 9 sections

The School for Linguistics and Language Study has proposed an enhanced in-house under-graduate foundation year program. This program is described in Appendix V. The working group does not endorse or reject this model but does find it worth of continued development. This proposal capitalizes on the expertise already available on campus through members of faculty and graduate students in linguistics. The proposal includes a financial model that has the student paying a fee for value-added components and staff working within current bargaining units. Undergraduates would be supported in the study of standard Carleton courses and also receive help with reading and writing in their discipline.

9 Other Research

9.1 International reputation

Carleton University currently attracts a high quality cohort of international students. In fact, our reputation abroad is that we are a university with high standards. This makes us a favoured destination for high achieving students. The international recruitment team and also academic partners in other countries report this, and our high retention and graduation rates for international students are evidence of this quality. A key element in the analysis is the sort of global reputation we aspire to have.

9.2 Impact on pedagogy

One issue of concern is the impact of large numbers of international students on our pedagogy. Essentially this is a statement that elements of our course delivery, for example, group work, depend on student behaviours that domestic students have learned over the years but international students can have difficulty with. In some sense this is part of the goal of a foundation pathway program. On the other hand if the international students are in the majority, we are talking about cultural adaptation of most students to match a model we have designed for a minority.

9.3 Pace of Growth

Institutions have experienced a variety of problems stemming from rapid expansion of their international cohort. International enrolment should be increased at a measured pace and always with the academic support structure expanding in synchrony. This is one of the findings of the University Leadership Council report.

10 Summary of Findings

Reputation is a precious thing. Carleton has worked steadily for almost twenty years to bury ghosts and make our good work known. We have left the old low admission standards far behind. This has produced a university with a good national reputation, an excellent international presence and a strong attractive force for great scholarship. Whatever happens in the future, we must never surrender this reputation; we must never lower our academic standards or put them at risk.

Carleton University has one of the largest populations of international students in the province with 9% of our undergraduates in this category. We also have about 1500 permanent residents many of whom have needs similar to international students.

Under the Carleton University Mission Statement, international students should be present but not dominant at Carleton University. The mission should be our guide. If we embrace a new mission – international education, say – then the mission statement should change. Clarity of mission is emphasized as a prerequisite for success in the University Leadership Council report.

The international students we accept now have good academic performance. The international graduate students do very well; the undergraduates have comparable or better retention and graduate rates compared to domestic students.

The international students are attracted in large numbers to only a subset of our programs and currently represent a very large fraction of some programs while being absent from others. Both Economics and Electronics have more than 30% international students. If we double the international population these programs will have a domestic minority. This can create problems. The model is no longer of a few international students transitioning into a domestic population. The class may have a minority of domestic students and the pedagogy and student experience will change accordingly.

We accept international students now by a carefully organized program of recruitment that stresses development and breadth of sources and quality of selection. Our recruiters are also admission officers and can sign up a student on the spot. This approach has produced excellent results – a large population of high achieving international students integrated into the campus.

At the undergraduate level recruiters travel the globe developing contacts and talking to students and parents about studying at Carleton. An important characteristic of this effort is the breadth of scope. English-speaking countries could be a source of high achieving students with no language hurdle who would be interested in a different range of disciplines.

At the graduate level, there are many international students applying for admission and among these are a good number of high achievement students. The issue here is funding. The recruitment effort tries to develop sources of fully funded graduate students of high quality.

We currently have an implicit foundation program based on a sequence of courses in English as a second language for academic purposes. Students are admitted using our regular admission standards. Students move through this sequence in up to three terms and are permitted to register in standard Carleton introductory courses at an increasing rate each term. There is no premium charged for value-added in this program; the students pay standard domestic or international tuition. We should combine this experience with the proven success of the PASS model to build our own transition program.

The future for Ontario (and indeed all western) universities will be a difficult, even perilous, journey. The ability of society to fund expensive education for a large percentage of a diminishing local population is in question. One possible aspect of this future is for the publically funded universities to market education to other jurisdictions at a profit to finance their public (provincial) obligation. This is a significant development and should be debated in the context of the mission of the publicly supported post-secondary education system of Ontario.

11 Recommendations

Navitas Recommendation

- I. It is recommended that the university not enter into a contract with Navitas Group. While Navitas does a good job of delivering a good quality educational experience within its business model, this model is not a good option for Carleton for the following reasons:
 - a. Carleton has spent the last fifteen years carefully rebuilding its reputation, both domestically and internationally, and we are at a very sensitive time when the fruits of those labours are starting to pay off in terms of how we are perceived abroad and the increasing numbers of students who are choosing Carleton over other Canadian universities. We are ready to take on the world as a university with high goals and standards.
 - b. Carleton is already highly international with growing attraction for high quality students. We should be able to attract sufficient international enrolment by our own efforts.
 - c. A contractual relationship with private company would diminish our ability to control our own strategic development. To ensure quality at the admission stage and during the transition from foundation to full academic study, it is important to keep close control through our own management and collegial structures.
 - d. This is our best option to build and maintain the harmony necessary for strength in a university, and maintain full control over all of the decision-making steps that bring international students into Carleton.

Other Recommendations

- II. Continue to grow the international student population on a measured track. Grow steadily while maintaining quality, trying to keep a wide horizon of sources and developing support services incrementally.
- III. Support the current international recruitment effort, be creative in approach and never rest. Base-budget investment in the recruitment units would be wise. Development and effective monitoring of an enhanced system of high-quality agents is recommended.
- IV. Continue development of an in-house enhanced foundation year that will be attractive to students by helping them with transition. We have the expertise on campus to do this. Try to make these programs adaptable to address different issues for undergraduates and graduates and also for students from a variety of cultures. The fees charged should be set high enough to more than meet expenses.
- V. Continue discussion of the impact of large numbers of international students on program delivery. Decide locally on any limits to international participation. Endeavour to spread the international students more broadly over the programs of the university.
- VI. Establish a continuing Academic Advisory Group on International Recruitment to formally connect the work in this important area with our academic core and strategic planning.

- VII. In a real sense, international students should be Carleton students from day one, even if they do not ultimately earn a degree here.
- VIII. In difficult times keep as much as you can under your own control.

Appendices

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 - IV.2 Current English for Academic Purposes (EAP) Credit Courses
- V. Report on the work of the Carleton International Student Services Office

I. Report on Undergraduate International Recruitment

Carleton University has been active internationally since the late 1990s, culminating in the creation of a formal International Recruitment unit in October, 2003. The current goals of the unit are to increase international student enrollment overall, and from certain target countries in particular, into a wider range of programs. An emphasis has been placed on increasing the number of applications and conversions from students without ESL requirements or who require a minimum of ESL classes. As per the Defining Dreams document, we are working towards increasing the proportion of international undergraduate students from 9.5% to 13% over the next five years. Given our budget and staffing, we participate in the most effective range of international recruitment activities possible.

Carleton participates in a wide variety of direct recruitment initiatives within Canada and internationally. Events are carefully select by country and reviewed contingent on success each year. At present we are active in Africa, Eastern Asia, India, Latin America, Mexico, the Middle East, Scandinavia, Southeast Asia and Turkey. Recruitment efforts in the United States are handled separately by the domestic Undergraduate Recruitment unit.

We work with a limited number of agencies in countries where this type of arrangement may be particularly helpful. Each agency has been carefully selected based on an extensive application process. The relationships are managed with great care to ensure that Carleton's high standards are applied by the local partners. It is important to note that an association with an agency that employs bad business practices can have a significant negative impact on an institution. We currently work with an agency in five countries - China, Jordan, Turkey, Nigeria and India.

Strategic partnerships with Government scholarship organizations and non-government agencies that offer support for students who study abroad has also proven to be quite successful.

If Carleton does decide that a larger increase in international student enrolment is strategically important, the Undergraduate International Recruitment unit could facilitate activities to meet this new goal. Strategic partnerships with top Canadian English language schools, for example, would allow us to recruit a new population of international students that are already in Canada. Working with a few new agencies would also assist towards meeting new higher targets.

II. Report on Graduate International recruitment

The recruitment of qualified graduate students from outside Canada is markedly different from the situation with undergraduates. Many Carleton departments receive a large volume of unsolicited applications from highly qualified international students. This is the result of our good reputation, our success in research and positive feedback from current students. At the graduate level, the selection and support issues come to the fore.

The primary approach to international graduate recruitment in the Faculty of Graduate and Postdoctoral Affairs (FGPA) is to focus on recruiting international students who are given full scholarships by external funding agencies (governmental and non-governmental). This is achieved by signing Agreements of Cooperation with these agencies, which usually leads to a joint-funding scheme between Carleton and the partner agency. The need for these Agreements derives from the fact that the Province of Ontario does not provide grant funding in support of international students. As a consequence, the amount of funding that the University can provide to international students is limited (please see Appendix III for an account of the financial aspects of graduate education at Carleton).

In addition, FGPA attends a limited number of international recruitment fairs. The decision to attend these fairs is based on the success other universities have had in attending them, as well as on Agreements we have or are planning on signing. We also collaborate closely with the Undergraduate Admissions Office on international travel and events. While there is no official budget given for international graduate recruitment, there is a portion of the Recruitment and Communications Budget in FGPA that has been assigned for the purpose of international recruitment.

These approaches fall under the responsibility of the International Graduate Student Recruitment Officer. To the best of our knowledge, this position is currently unique to an Ontario and even a Canadian university and has been proven to be successful. The position is not only responsible for international graduate recruitment, but developing programming and services for international graduate students after they arrive on campus. However, it should be noted that the International Graduate Student Recruitment Officer position is a term position based on fiscal funds and is only in its second year of existence.

We have had great success over last year in our enrolment numbers, having enrolled more new international graduate students in Fall 2010 than ever before. As we sign more agreements and attend more international recruitment events, we anticipate an increase of international graduate students applying to and enrolling in Carleton University. However, additional resources need to be committed to ensure the success of the International Graduate Recruitment Strategy.

III. Data

III.1 Academic performance and graduation rates

One of the ways we assess academic performance is through the continuation rate. Table 10 shows that for the years 2002 – 2007 international students were as likely or more likely to continue their studies at Carleton.

Table 10: Continuation rate in years after admission

		Cohort	Years After									
			0	1	2	3	4	5	6	7	8	
2002	Domestic	3434	100%	86%	77%	69%	31%	11%	5%	3%	1%	
	International	266	100%	88%	80%	74%	39%	12%	3%	1%		
2003	Domestic	4327	100%	86%	79%	71%	33%	10%	5%	3%		
	International	234	100%	85%	82%	70%	42%	12%	6%	2%		
2004	Domestic	3508	100%	87%	79%	71%	35%	12%	5%			
	International	272	100%	85%	83%	72%	38%	9%	3%			
2005	Domestic	3283	100%	87%	78%	70%	36%	11%				
	International	255	100%	87%	79%	71%	39%	12%				
2006	Domestic	3445	100%	86%	77%	71%	36%					
	International	256	100%	85%	77%	73%	48%					
2007	Domestic	3592	100%	86%	78%	72%						
	International	357	100%	86%	80%	73%						

Another success criterion is the graduation rate. Table 11 shows that international students at Carleton have comparable or better graduation rates than domestic students.

Table 11: Graduation Rate

Years after admission	2000		2001		2002		2003		2004		2005		2006	
	Dom	Intn'l	Dom	Intn'l	Dom	Intn'l	Dom	Intn'l	Dom	Intn'l	Dom	Intn'l	Dom	Intn'l
4	40%	30%	40%	41%	40%	38%	39%	35%	38%	40%	35%	33%	36%	25%
5	60%	53%	61%	65%	60%	65%	61%	65%	61%	67%	59%	58%		
6	66%	63%	67%	73%	67%	73%	67%	73%	68%	74%				
7	68%	65%	69%	74%	69%	76%	70%	76%						
8	69%	66%	70%	74%	71%	76%								
9	70%	68%	71%	75%										
10	70%	68%												

III.2 Distribution of international UG students across programs – first year

Total	All FY	Intl.		Business	All FY	Intl.	
	6041	821	13.6%		608	161	26.5%
Arts & Social Sciences	1731.5	86	5.0%	Science	843.5	123.5	14.6%
African Studies	2	0	0.0%	Biochemistry	78.5	18	22.9%
Art and Culture	242.5	20.5	8.5%	Biology	160	25	15.6%
Canadian Studies	7	0.5	7.1%	Chemistry	55	9	16.4%
Cognitive Science	22	1	4.5%	Computer Science	252	41	16.3%
English	147	1	0.7%	Earth Sciences	29	2	6.9%
French	12	0	0.0%	Environ Science	32	5	15.6%
Geography and Env. St.	108.5	4	3.7%	Institute of Neuroscience	36	2	5.6%
History	146.5	2	1.4%	Integrated Science	73	5	6.8%
Humanities	78	1	1.3%	Mathematics & Statistics	70.5	9	12.8%
Interdisc. St.	59.5	2.5	4.2%	Physics	39.5	3.5	8.9%
Linguistics & Lang. Studies	52.5	3	5.7%	Science (Undeclared)	18	4	22.2%
Philosophy	27	0	0.0%	Engineering & Design	1156.5	283.5	24.5%
Psychology	497	18.5	3.7%	Architecture	86	5	5.8%
Sociology/Anthropology	158	2	1.3%	Civil & Environmental Eng.	229	46	20.1%
Women's and Gender Studies	12	0	0.0%	Electronics	198.5	76.5	38.5%
FASS (Undeclared)	160	30	18.8%	Industrial Design	36	1	2.8%
Public Affairs	1701.5	167	9.8%	Information Technology	105	11	10.5%
Communication Studies	243	35.5	14.6%	Mechanical & Aero. Eng.	316	80	25.3%
Criminology & Criminal Justice	302	6	2.0%	Systems and Computer Eng.	186	64	34.4%
Economics	213	64.5	30.3%				
European; Russ. & Eurasian	6	0	0.0%				
Journalism	176.5	11.5	6.5%				
Law	271	22.5	8.3%				
PAPM	119	3	2.5%				
Political Science	323	24	7.4%				
Social Work	48	0	0.0%				

Notes:

a. Records the first-year new and returning students for Fall 2010

III.3 Distribution of international UG students across programs – all years

Total	All	Intl.	
	20440	2039	10.0%
Arts & Social Sci.	6371.5	189.5	3.0%
African Studies	7.5	0.5	6.7%
Art and Culture	685	40	5.8%
Canadian Studies	27.5	1.5	5.5%
Cognitive Science	73	2	2.7%
English	609.5	6.5	1.1%
French	53	0	0.0%
Geography & Enviro.	465.5	9	1.9%
History	654.5	5	0.8%
Humanities	277	2	0.7%
Interdisciplinary St.	371	8	2.2%
Ling. & Lang. Studies	212.5	6	2.8%
Philosophy	117	2	1.7%
Psychology	1949.5	65.5	3.4%
Sociology/Anthropol ogy	619.5	9.5	1.5%
Women's and Gen. St	65.5	1	1.5%
FASS (Undeclared)	184	31	16.8%
Public Affairs	6090	500.5	8.2%
Communication St.	921	97.5	10.6%
Criminology & Crim. J.	970	9	0.9%
Economics	843	259	30.7%
Euro. Russ. & Eurasian	24.5	1.5	6.1%
Journalism	433.5	16	3.7%
Law	1183.5	51	4.3%
PAPM	351	11	3.1%
Political Science	1070.5	55.5	5.2%
Social Work	293	0	0.0%

	All	Intl.	
Business	2010	383	19.1%
Science	2453	289	11.8%
Biochemistry	206.5	40.5	19.6%
Biology	401	50.5	12.6%
Chemistry	169	14	8.3%
Computer Science	709.5	103.5	14.6%
Earth Sciences	117.5	4	3.4%
Environ Science	111	10	9.0%
Neuroscience	117	3	2.6%
Integrated Science	281	24	8.5%
Math & Stats	207	26	12.6%
Physics	112.5	8.5	7.6%
Science (Undeclared)	21	5	23.8%
Engineering & Design	3515.5	677	19.3%
Architecture	326	18	5.5%
Civil & Enviro. Eng.	643	118	18.4%
Electronics	510.5	163	31.9%
Industrial Design	157	8	5.1%
Information Technology	329	25	7.6%
Mech. & Aero. Eng.	992	186	18.8%
Sys. and Comp. Eng.	558	159	28.5%

Notes:

a. Reports headcounts for undergraduates in all years for Fall 2010

III.4 Distribution of international graduate students across programs – Fall 2010

	Total Graduate			International			International as Percent of Total Graduate		
	All	Masters	Ph.D.	All	Masters	Ph.D.	All	Masters	Ph.D.
Total	3609	2551	985	429	292	127	12%	11%	13%
Arts & Social Sciences	794	490	301	42	25	16	5%	5%	5%
Art and Culture	67	67	0	1	1	0	1%	1%	
Canadian Studies	68	38	29	2	0	2	3%	0%	7%
Cognitive Science	37	6	31	3	0	3	8%	0%	10%
Comp St Lit Art Culture	38	0	38	1	0	1	3%		3%
English	39	27	12	2	1	1	5%	4%	8%
French	5	5	0	0	0	0	0%	0%	
Geography and Env. St.	66	36	30	4	1	3	6%	3%	10%
History	66	46	20	2	0	2	3%	0%	10%
Linguistics & Lang. Studies	75	75	0	15	15	0	20%	20%	
Philosophy	19	19	0	1	1	0	5%	5%	
Psychology	178	100	77	6	3	2	3%	3%	3%
Sociology/Anthropology	135	71	64	5	3	2	4%	4%	3%
Public Affairs	1177	936	177	74	49	18	6%	5%	10%
Communication Studies	54	27	27	3	0	3	6%	0%	11%
Economics	109	77	26	26	20	4	24%	26%	15%
Euro., Russ. & Eurasian St.	53	50	0	0	0	0	0%	0%	
International Affairs	258	238	20	12	10	2	5%	4%	10%
Journalism	55	55	0	5	5	0	9%	9%	
Law	119	99	0	4	1	0	3%	1%	
Political Economy	35	35	0	1	1	0	3%	3%	
Political Science	149	79	70	15	6	9	10%	8%	13%
Public Administration	243	174	34	4	2	0	2%	1%	0%
Social Work	102	102	0	4	4	0	4%	4%	
Business	267	115	52	30	24	6	11%	12%	12%
Science	530	305	222	79	44	34	15%	14%	15%
Biology	136	79	55	10	4	6	7%	5%	11%
Chemistry	56	32	24	9	6	3	16%	19%	13%
Computer Science	129	77	52	41	24	17	32%	31%	33%
Earth Sciences	38	25	13	4	3	1	11%	12%	8%
Institute of Neuroscience	43	25	18	0	0	0	0%	0%	0%
Mathematics & Statistics	85	48	37	13	7	6	15%	15%	16%
Physics	43	19	23	2	0	1	5%	0%	4%
Engineering & Design	857	621	233	122	68	53	14%	11%	23%
Architecture	106	103	0	5	4	0	5%	4%	
Civil & Environ. Eng.	155	108	47	41	27	14	26%	25%	30%
Electronics	129	75	54	15	4	11	12%	5%	20%
Industrial Design	20	20	0	1	1	0	5%	5%	
Mech. & Aerospace Eng.	155	109	46	18	15	3	12%	14%	7%
Sys. and Computer Eng.	292	206	86	42	17	25	14%	8%	29%

Note: "All" includes certificates and diplomas

III.5 Distribution of international students by citizenship

PR = Permanent Resident, INT = International Visa

	PR	INT		PR	INT		PR	INT
China	46	682	Thailand	1	8	Serbia and		
Saudi Arabia	21	208	Ukraine	0	8	Montenegro	0	2
Nigeria	16	171	Bahamas	0	7	St. Kitts and Nevis	0	2
United Arab Emirates	48	110	Colombia	11	7	Sudan	1	2
Malaysia	5	96	Barbados	0	6	Togo	0	2
United States	11	96	Indonesia	1	6	Algeria	0	1
India	13	75	Morocco	0	6	Angola	0	1
Bangladesh	10	62	Oman	2	6	Azerbaijan	0	1
Korea;(Rep. of)	7	51	Taiwan	3	6	Belarus	1	1
Pakistan	14	51	Austria	0	5	Belgium	0	1
United Kingdom	1	48	Burundi	2	5	Bermuda	0	1
Jordan	17	46	Finland	1	5	Br. West Indies	0	1
Turkey	8	41	Israel	4	5	Burkina Faso	0	1
Iran	9	37	Jamaica	2	5	Chad	0	1
Vietnam	4	37	Palestine	8	5	Channel Islands	0	1
Egypt	16	36	Costa Rica	0	4	Congo	0	1
Botswana	3	31	Ecuador	0	4	Congo	0	1
Mexico	0	25	Ethiopia	1	4	Czech Republic	0	1
Ghana	0	24	Gambia	0	4	El Salvador	1	1
Uganda	2	24	Nepal	3	4	Guadeloupe	0	1
Kuwait	14	23	Norway	0	4	Guatemala	0	1
Hong Kong	0	21	Peru	1	4	Guinea	0	1
Kazakhstan	0	21	South Africa	1	4	Iceland	0	1
Japan	2	20	Venezuela	2	4	Iraq	2	1
Australia	0	19	Bulgaria	5	3	Liberia	0	1
France	1	19	Honduras	0	3	Luxembourg	0	1
Kenya	5	19	Niger	0	3	Macau	0	1
Sri Lanka	7	16	Philippines	0	3	Malta	0	1
Brazil	4	15	Scotland	0	3	Mozambique	0	1
Tanzania	2	15	Senegal	0	3	Myanmar	1	1
Germany	4	14	Singapore	2	3	Namibia	0	1
Lebanon	4	13	St. Lucia	2	3	New Zealand	0	1
Libya	0	13	Sweden	0	3	Panama	0	1
Netherlands	1	13	Syria	1	3	Slovak Republic	0	1
Qatar	4	13	Benin	0	2	Slovenia	0	1
Zimbabwe	2	13	Bolivia	0	2	St. Vincent and Grenadines	0	1
Trinidad and Tobago	0	12	Dominican Republic	0	2	Swaziland	0	1
Italy	0	11	Dominica	0	2	Tunisia	0	1
Switzerland	2	11	England	1	2	Afghanistan	2	0
Yemen	2	10	Greece	0	2	Armenia	1	0
Chile	0	9	Grenada	0	2	Central African Republic	1	0
			Ivory Coast	0	2	Djibouti	1	0
			Malawi	0	2	Eritrea	1	0
			Mali	0	2			

Mauritius	3	9	Mongolia	0	2	Haiti	1	0
Spain	0	9	Poland	1	2	Hungary	1	0
Zambia	1	9	Romania	2	2	Lithuania	1	0
Bahrain	3	8	Rwanda	2	2	Portugal	1	0
Cameroon	1	8						
Russia	5	8						

Appendix IV: SLALS Preliminary Plan for Foundation Programs for International Students

IV.1 Foundation Program for International Undergraduate Students

We are proposing the following plan as a viable option for the teaching and preparation of International Students for entrance into Carleton University credit programs, beginning with a cohort of 75 students.

Brief Description:

There will be 15 hours of intensive **non-credit** EAP teaching a week accompanied by 3 hours of **ONE university credit course** selected from three possible options (to be determined). The options will be based on disciplines most pursued by International Students: Economics/Business, Computer Science, Engineering, Math, and Science (for example). The university credit course will be a regular Carleton course attended by Carleton students *and* students from the International Cohort. In addition, there will be 3 hours in an ESP (English for Specific Purposes) plus content workshops each week. These workshops will be facilitated by a Content Area Specialist (somebody who attends the University credit course) and an ESP facilitator. They will work together and with the International Students in order to provide content and language related support to these students. The proposed organization of the courses is as follows:

TERM 1:

Monday 2 Hour slots	Tuesday 1.5 hour slots	Wednesday: 2 hour slots	Thursday 1.5 hour slots	Friday 2 hour slots
EAP – Area Specific 2 hours morning	EAP – Area Specific 1.5 hours morning	EAP – Area Specific 2 hours morning	EAP – Area Specific 1.5 hours morning	EAP – Area Specific 2 hours morning
	First year University Credit Content course 1.5 hours morning		First year University Credit Content course 1.5 hours morning	
EAP – Area Specific 2 hours afternoon	ESP plus content workshop 1.5 hours afternoon	EAP – Area Specific 2 hours afternoon	ESP plus content workshop 1.5 hours afternoon	EAP – Area Specific 2 hours afternoon

Term 2:

Students will follow the same scheduling format as in Term 1. Alternatively, it may be possible to increase the university credit course load to two and to reduce the EAP segment (see model below). This option will be considered for those students who have made sufficient progress in term one. This will tailor course instruction to individual student development, needs and progress.

Term 2 (dependent on progress and ability)

Monday 2 hour slots	Tuesday	Wednesday 2 hour slots	Thursday	Friday 2 hour slots
EAP – Area Specific 2 hours morning	1. First year university credit content course 1.5 hours morning	EAP – Area Specific 2 hours morning	1. First year university credit content course 1.5 hours morning	EAP – Area Specific 2 hours morning
	2. First year university credit content course 1.5 hours afternoon		2. First year university credit content course 1.5 hours afternoon	
EAP – Area Specific 2 hours afternoon	ESP plus content workshop 1.5 hours afternoon	EAP – Area Specific 2 hours afternoon	ESP plus content workshop 1.5 hours afternoon	EAP – Area Specific 2 hours afternoon

Term 3: Evaluation of progress, depending on results, students may:

1. need an additional intensive non-credit term,
2. go into our credit EAP program plus 1-2 content credit courses,
3. go directly into Carleton University as regular students if they are ready and assuming their GPAs are sufficiently high.

Costing per term (based on 75 students and term 1 schedule):

- NON-Credit EAP Instructors: 3: at the rate of \$50.00 an hour- x 15 hours a week x 12 weeks: EAP component-**\$27,000 per term**
- Content Area Specialists and ESP Facilitators: \$30.00 an hour x 3 (Content Area Specialists) and 3 (ESP Facilitators) x 6 hours a week x 12 weeks = **\$12,960 per term**
- First Year University Credit Content courses would be at no extra university charge as they are already being taught by a faculty member.
- Director: A faculty member (half time role) with a .5 credit release **per term** at cost of –in current dollars- \$6145- for contract instructor replacement;
- Coordinator: Full time. An Instructor from our Credit EAP program: takes on coordinating courses as well as advising. This person teaches 1 course if there are only 75 students and none if there are over 100. If we use a full time Instructor to take this position the costing would be approximately **\$22,500 per term** assuming he/she continues to get paid at union rates for a full time Instructor III (approximately \$67,500 per annum). This includes coordinating, teaching and advising depending on the number of International students per year.
- Office Administrator: Half time at around **\$10,000 per term** (based on a full time salary of \$60,000 per annum)
- Overhead will be 30% of total gross revenue: \$239,288.
- **Overall cost per term: \$317,893.00**

Expenses per term	Persons	Rate per hour	hours per week	no. of weeks	Total
No. of Teachers	3	50	15	12	\$ 27,000.00
Content Specialists Facilitators	3	30	6	12	\$ 6,480.00
ESP Facilitators	3	30	6	12	\$ 6,480.00
Faculty	1	0	0	0	\$ -
Director/to pay for Credit Contract Instructor	1			Term	\$ 6145.00
Coordinator (Instructor III)	1			Term	\$ 22,500.00
Office Administrator	1			Term	\$ 10,000.00
Overhead 30%				Term	\$ 239,288.00
Total Cost per term					\$ 317,893.00
Profit		Tuition			Total in-take per term
No. of Students	75	10,635			\$ 797,625.00

Profit: Assumptions: International students will pay international tuition at the BA rate- as outlined by Brian Mortimer: \$15,270 full time study over two terms and thus \$7,635 per term plus an additional fee of \$6000 for the value added part of the program- hence \$10,635 per term for two terms (although it might be necessary to build in a third term). /Total intake: per term: \$797,625

IV.2 Carleton Foundation Year – Current program

Carleton University is a leader in the development of innovative teaching methods and learning for English as a second language. The English as a Second Language division of the School of Linguistics and Language Studies (SLaLS) offers credit courses with a strong emphasis on English for academic purposes. These courses form a foundation program that allows eligible students to fulfill an English language requirement while beginning their degree studies. Formal course descriptions can be found in Appendix V.3

The current Foundation program allows students to begin their degree and earn academic credits while completing English requirements. It is made up of three courses that are geared toward helping students develop their English language skills.

The Foundation program can take up to three semesters to complete. At the beginning of the entry term, the School of Linguistics and Applied Language Studies (SLALS) reviews each student's level of English language proficiency and determines if they are permitted to register in additional degree courses. The number of degree courses permitted increases as the student proceeds through the Foundation program.

Course number	Course name	Description	Additional degree credits permitted	Enrolment 2009-10 All terms
ESLA 1300	Introductory ESL for Academic Purposes	This level introduces students to the skills and strategies they need for academic success at university, including basic research methods.	0.5 credit	163 students in 5 sections
ESLA 1500	Intermediate ESL for Academic Purposes	This level further develops the skills and strategies required for academic success, and enhances basic research skills.	Up to 1.0 credit	261 students in 8 sections
ESLA 1900	Advanced ESL for Academic Purposes	This level develops students' research and analytic skills, primarily through reading and writing of academically oriented texts.	Up to 1.5 credits	264 students in 9 sections

Course descriptions:

ESLA 1300 [1.0 credit]

Introductory English as a Second Language for Academic Purposes

For students with little or no experience with academic English. Introduction to integrated language strategies, critical thinking, and basic research techniques for success at university. Prerequisite: placement by an approved English language proficiency test, as determined by the School. Not open to native speakers of English. Six hours a week (one term).

ESLA 1500 [1.0 credit] Intermediate

English as a Second Language for Academic Purposes

For students with moderate experience with academic English. Development and application of academic language conventions, critical thinking and research strategies for success at university. Prerequisite: grade of C or higher in ESLA 1300 or placement by an approved English language proficiency test, as determined by the School. Not open to native speakers of English. Six hours a week (one term).

ESLA 1900 [1.0 credit]

Advanced English as a Second Language for Academic Purposes

For students needing further refinement of academic English. Analysis and synthesis of academic texts and consolidation of academic language and research practices. Attendance and participation are compulsory. Prerequisite: grade of C+ or higher in [ESLA 1500](#) or placement by an approved English language proficiency test, as determined by the School. Not open to native speakers of English. Six hours a week (one term).

ESLA 1905 [1.0 credit]

Advanced English as a Second Language for Engineering Students

ESP (English for Specific Purposes) for students in Engineering and Industrial Design needing further refinement of academic English. Development of technical communication skills: reports, design projects, schematics, and oral presentations appropriate to academic and professional needs. Attendance and participation are compulsory. Prerequisite: grade of C+ or higher in [ESLA 1500](#) or placement by an approved English language proficiency test, as determined by the School. Not open to native speakers of English. Three hours a week (two terms) or six hours a week (one term).

ESLA 1906 [0.5 credit]

Advanced Writing for English as a Second Language

Strategies for writing academic papers and professional text.

Not open to native speakers of English.

Prerequisite: permission of the School. Three hours a week (one term).

V. Work of the International Student Services Office

The International Student Services Office (ISSO) is dedicated to delivering services for registered international and exchange (incoming and outgoing) students. The office supports student success and contributes to positive international experiences by offering a variety of support services and programming. Additionally the ISSO administers two international internship programs and collaborates with the Carleton community to host cultural, social and special events for inter cultural dialogue.

The International Student Services Office has 5 full time staff members, which include the following:

- Manager
- Immigration and International Projects Coordinator
- Intercultural Programming Coordinator
- Exchange Coordinator
- Office and UHIP Administrator

In addition the office has two student staff that assist with the frontline and basic administrative duties as well as 4 Peer Helpers and a team of approximately 30 volunteers who assist with programming. There is also an International Student Counselor, based out of Health and Counseling Services.

Support services and programming offered by the ISSO to incoming international and exchange students includes:

- Canadian immigration support, including assistance with visas and study and work permits
- Administration of the University Health Insurance Plan
- International Student Orientation (graduate, undergraduate and exchange student sessions)
- Support programming and workshops delivered in conjunction with other departments, such as resume writing and job search sessions for international students, the Canadian classroom etc.
- Intercultural education programs and social events. This includes international student specific programming such as the I-Start Mentor Program (for undergraduates), the I-Grad Connect program (for graduate students), and international and exchange student programming such as social and cultural outings (i.e. museum visits, city tours, snowshoeing outings etc);
- Individual advising (financial crises, housing difficulties etc).

Other services delivered through the office include the administration of Carleton's 80+ exchange programs; the administration of international internship opportunities; and campus wide global awareness programming such as the Language Exchange Program, International Education Week activities, the Through a Global Lens photo competition, World Trek sessions etc.

In addition to the above the ISSO works to liaise with various outside groups and agencies on issues impacting international students.