

**SIMON FRASER UNIVERSITY
OFFICE OF THE VICE-PRESIDENT, ACADEMIC
MEMORANDUM**

To: Senate

From: J.M. Munro
Chair, SCAP

Re: Senate Committee on International
Students

Date: October 15, 1993

The Senate Committee on Academic Planning received the report of the Senate Committee on International Students (SCIS) in March 1993. The SCIS report consists of a majority report and two minority reports, all of which are attached. The SCIS report was distributed to Faculties, the Senate Committee on Enrollment Management and Planning, the Senate Committee on University Budget, the Senate Undergraduate Admissions Board and the Senate Committee on International Activities for comment. SCAP discussed the report at its meetings of July 7, October 6 and October 13.

The recommendations in the majority SCIS report (pages 9-10) were in two parts: a set of three principles which were adopted with amendments and additions by SCAP and a set of detailed policies which, in effect, were not supported by SCAP.

SCAP recommends that Senate approve the following principles:

- a) That the presence on campus of international students from the widest possible spectrum of countries enriches campus life and contributes to international understanding and friendship and should therefore be encouraged.
- b) That in order to attract international students of the highest calibre and to make a meaningful contribution to economic development, a scholarship program for international undergraduate students is desirable, particularly for students from countries which have been underrepresented at Simon Fraser University.
- c) That in order for the University to fulfill its obligations to Canadian society and the local community, the accessibility needs of domestic students must be recognized as placing limitations on the number of international students who can be accepted, and that the maximum percentage of new international students admitted to the University should be reduced from the present 7%.

Note: the current level of admissions of international undergraduate students is 5.2%, the total number of international students is 5.7%, and the ten-year average (83/84 to 92/93) for new admissions is 5.9%.

- d) That tuition fees for international undergraduate students should reflect the operating costs of the University and should be greater for international students than for domestic students.**

SCAP is still giving further consideration to the admission of international students in limited enrollment programs.

J. M. Thurno

SIMON FRASER UNIVERSITY
OFFICE OF THE VICE-PRESIDENT, ACADEMIC
MEMORANDUM

To: Members of the Senate Committee on Academic Planning
From: J.M. Munro
Subject: Report of the Senate Committee on International Students
Date: 11 March, 1993


The report of the Senate Committee on International Students (SCIS) has been transmitted to SCAP. It consists of a majority report and two minority reports, all of which are attached. The terms of reference for SCIS indicated that the report and recommendations should be submitted to the Senate Committee on Academic Planning (for transmission to Senate).

I suggest that SCAP review the reports, and seek advice from those responsible for implementing the recommendations prior to forwarding the report and recommendations to Senate.

The following motion is proposed for consideration by SCAP:

Motion:

"That SCAP receive the reports from the Senate Committee on International Students, and forward them to the Faculties, to the Senate Committee on Enrollment Management and Planning, and to the Senate Committee on International Activities for consideration. These bodies should report back to SCAP by mid-May, 1993."

 for J.M. Munro.

February 24, 1993

TO: Dr. J. Munro
Chair, SCAP

FROM: Stanley S. Shapiro
Chair, SCIS

RE: Senate Committee on International Students

Enclosed for your information is a transmittal to SCAP which includes both the report of the majority and two minority submissions prepared by members of the ad hoc Senate Committee on International Students. As is indicated in the majority document, the SCIS membership carefully and systematically investigated what turned out to be a complex issue. Although agreement was reached on the facts that were relevant, the Committee was unfortunately unable to reach consensus as regards the policy recommendations that should follow from these facts. That being the case, the Committee membership considers it appropriate that all three documents, accompanied by whatever material SCAP considers relevant, eventually reach Senate. We believe this is necessary if Senate is to have the opportunity to consider all relevant aspects of the problem before reaching its conclusions. Should SCAP and SCAR consider it appropriate, I am sure that the entire committee would be prepared to attend that Senate debate. As chance would have it, proponents of all three positions currently hold seats on Senate. However, having the entire Committee on hand both as proponents and resource people might prove useful.

SJS/dl

SJS.

Report of the Senate Committee on International Students

**Stanley Shapiro
Norman Reilly
Norman Swartz
Suzan Beattie
Nick Heath**

February 12, 1993

I. MANDATE, MEMBERSHIP AND PROCEDURE

At its meeting on February 3, 1992, the Simon Fraser University Senate voted to establish an "Ad Hoc" committee on international students. The terms of reference of the Senate Committee on International Students (SCIS), as approved at that meeting, and the subsequently selected membership was as follows.

<u>Members</u>	<u>Conditions</u>	<u>Names</u>
the Vice-President, Academic, or designate four faculty members*	Chair elected by Senate	Stanley Shapiro Lawrence Boland James Dean** Norman Reilly Norman Swartz
one Student Senator one International Student one Lay Senator the Registrar, or designate	elected by Senate elected by Senate elected by Senate	Shawn Wade Harro Lauprecht Suzan Beattie Nick Heath

*For the purpose of the membership of the committee, it was intended that "faculty" be interpreted as those entitled to vote in elections to Senate. This category includes Deans and Associate Deans.

**Unfortunately, the pressure of other commitments necessitated Professor Dean's withdrawal from active committee deliberation.

Terms of Reference

- i) Assess the benefits and costs to the University and community of the University's policy on the admission of international undergraduate students
- ii) Examine the underlying principles and goals regarding the admission of international undergraduate students
- iii) Consult widely both inside and outside the University, and
- iv) submit a report with recommendations to SCAP (for transmission to Senate) by December 31, 1992.

Subsequent to the Senate meeting on February 3, 1992, two additional items were referred to the SCIS.

- v) Consider the proposal "that Senate approve and recommend to the Board of Governors to abolish the differential fees for international students as recommended by U.B.C. Task Force Report".
- vi) Consider the proposal "to remove the entry quota for international students to the Management and Systems Science program, as described in SUAB 232".

MANDATE, MEMBERSHIP AND PROCEDURE (cont'd)

Since its initial meeting on April 6, 1992, the Committee has met 21 times, invited the entire University community to respond to a questionnaire and sent a variety of outside educators and politicians that same questionnaire. We have met with 16 individuals, reviewed 44 responses to our questionnaire and a voluminous amount of literature, and compiled 36 pages of Committee Minutes. (More detailed information on those contacted appears in Appendix A.)

The representatives chosen by Senate engaged in what diplomats call "full and frank discussions". Fortunately, the end result was consensus on a wide variety of issues. Agreement was reached on the facts of the matter even though different policy recommendations ensued. We now entrust the results of our deliberations to SCAP, Senate and the University community.

The entire Committee wishes to put on record its debt of gratitude to Ms. Diane Lesack, who served as its indispensable administrative officer from beginning to end of this complex process.

II. BACKGROUND

This report deals only with issues relating to the admission of international *undergraduate* students. By "international students", we mean foreign nationals without the legal right to reside permanently in Canada.

In the 1970's and early 1980's, the University had an open-door admission policy for all students who met its requirements. Whether they were domestic or international students, all qualified students were accepted and all paid the same fees. At that point, the level of enrolments of international students in certain high demand programs was approaching 30%. In the early 1980's, the University experienced budget cuts followed by a period of severe financial restraint. It was anticipated that the number of admissions to the University in general would have to be limited. It was therefore considered appropriate for the number of international students also to be limited - both at the University level and within certain limited-enrolment programs. This was done in order to improve accessibility for domestic students. The overall international student target set at that time was 7%, a figure adopted in large part because it reflected then-current practice. Over the ensuing period, the pressure on admissions has continued to grow. The number of qualified Canadians refused admission has reached a point where a high school graduate successfully seeking admission requires a B average. A college transfer student now requires a B- average in order to be admitted.

The Committee concluded that the extensive literature that it reviewed on the subject of international students was of only limited value. That literature either ignores the possibility that international students might actually displace domestic students or explicitly makes an assumption to the contrary. Neither of these positions is valid in our present situation. Under existing circumstances, international students at SFU do displace domestic ones.

III. ALL STUDENTS ARE SUBSIDIZED

All undergraduate students at Simon Fraser University receive a substantial subsidy. The sum paid in tuition and other fees represents only a fraction of the total cost of a student's education. When the University had an open admission policy, the fees for domestic and international students were the same. In recent years, international students have been required to pay a higher fee. The current (92/93) tuition for a full-time one-year program is \$1,860 for domestic students and \$4,650 for international students. The tuition for international students will rise to three times the rate for domestic students in 93/94.

Extent of Subsidy to International Students

It is difficult to estimate the amount of this subsidy. One problem is the fact that the figure depends on the particular perspective chosen. From the University's point of view, the main considerations relate to its annual operating expenses. The tax-paying community's viewpoint is one of broader interest which includes such things as the land and facilities in which it has invested and for which it continues to carry a burden of debt.

A lower bound on the cost of providing a proper undergraduate education can be obtained from the figures negotiated between the University and the Provincial Government in relation to the recent Access Program. From those calculations, one arrives at a minimum figure of approximately \$9,000 (being the sum of the Government grant of \$7,000 plus the domestic fee rate of \$1,860). One could look for guidance as well from the number of school boards in B.C. which accept international students. It is worth noting that the Vancouver School Board will be charging its international high school students \$8,900 a year in 1993/94 while in West Vancouver, the fee will be \$12,000. Various public colleges also accept international students and their fees are typically in the \$6,000 range (see Appendix B). International students admitted to SFU from most B.C. colleges usually benefited from a reduction in fees when they entered this University.

These comparisons are relevant for two reasons. The first is that colleges in particular are under specific directives from their Ministry not to use government funds to educate international students. Therefore, the level of their fees reflects a serious and genuine effort to estimate the true cost of educating students in those systems. The second is that it is difficult to see how the University's costs could be anywhere near as low as those of the colleges. The University provides facilities, in the form of a library, laboratories and computers that are much more extensive than those available in the schools and colleges. It must also hire and retain faculty of world class standing. These factors necessarily involve greater cost. The University does itself a disservice by undervaluing what it has to offer and the standards that it wishes to maintain.

IV. RATIONALE FOR ADMITTING INTERNATIONAL STUDENTS

1. Enriched Academic Environment

The presence of international students ideally enriches campus life, brings new perspectives to the classroom and gives domestic students some experience with other cultures and viewpoints. In an era of increased globalization, this broadening of the educational experience is believed to benefit all students. This is the most common and persuasive rationale for current policies concerning the admission of international students both here and at other universities.

**RATIONALE FOR ADMITTING INTERNATIONAL STUDENTS
Enriched Academic Environment (cont'd)**

This justification is most persuasive in the presence of the following features:

- a) The local community and the University would otherwise be relatively homogeneous.
- b) The international students are drawn from many and varied backgrounds that are not already strongly represented in that local community and at the University.
- c) The international students are evenly distributed throughout the University's programs.

Conversely, this argument becomes less persuasive to the extent that these features are not present.

The inapplicability of these features to the SFU scene suggests a need for viewing the traditional arguments for a relatively high international student intake with some skepticism.

- i) The local community is far from homogeneous.
- ii) Vancouver is one of the most cosmopolitan cities in the world.
- iii) Greater Vancouver has experienced a major influx of recent immigrants.
- iv) Approximately 80% of our current international students are from countries of origin that already have a strong presence throughout the Lower Mainland.
- v) Students in Lower Mainland schools are already exposed daily in a small classroom context to fellow students of a variety of creeds, colours and places of origin.
- vi) Accepting students from countries already providing us with many recent immigrants does not further internationalize SFU.

International students have a strong preference for a relatively small number of programs and courses: Business, Economics, Psychology, Communications and lower level courses in Computing, Linguistics and Mathematics. Despite the enrolment limitations that have been in place in Business in recent years, 54% of all the degrees obtained by international students over the last five years have been in combinations of Business and Economics. Twenty nine per cent of all business/economics joint degrees over that period were obtained by international students and 27% of all majors in Economics are currently international students.

It is sometimes argued that international students bring a "fresher view" of their homeland than do recent immigrants. Do immigrants' attitudes change so quickly and their understanding of their culture and the circumstances of their homeland

RATIONALE FOR ADMITTING INTERNATIONAL STUDENTS Enriched Academic Environment (cont'd)

diminish that rapidly? After two or three years in the Canadian environment, can they no longer be considered truly representative of their original culture? We find this point of view exaggerated and doubt that it would be subscribed to by many recent immigrants. However, even if one sees merit in the argument, it is of dubious relevance to our current context. The vast majority of our international students do not come directly from abroad. About 70% of our international students come to SFU from local high schools and colleges. Many have been studying here since grade 11. Only 10% of our international students come directly from foreign high schools.

As recent immigrants enter the University, they bring with them an enriching diversity of cultures. Indeed, active recruitment among recent immigrant groups and visible minority groups could well bring a greater diversity of backgrounds to our campus than exists in our current international student body. Such action would clearly be consistent with national goals to create opportunities for minority groups.

It is also relevant to remember that SFU has a very high enrolment of international students at the graduate level who, as teaching assistants, come face to face with undergraduates in the classroom. This presents another very important forum for exchange which is enhanced by the fact that the international student must interact with every member of the class, that is, the "exposure" of domestic students to international students is increased several-fold whenever the international student assumes the role of instructor.

2. The Illusion of Altruism

The desire to help developing countries is strong among Canadians. It is seen as socially responsible to give foreign aid on a number of levels, either independently or as an instrument of Canadian Federal Government foreign policy. At the national level, the Canadian Government supports many international educational initiatives through CIDA.

We may thus choose to regard our international student subsidies as a form of scholarship. If so, such scholarships are awarded at present without regard to background or special achievement. The standards for the award of these subsidies do not compare with those required of the winners of other forms of scholarships. There is no particular component of excellence and no real effort to meet Third World needs.

Existing admission and financial aid policies do not give preference to students from developing countries. In fact, it seems more than likely that differential fees, coupled with the absence of a program of international scholarships, make it more difficult for students from Third World countries to come to SFU unless they belong to local privileged classes. All things considered, we have failed miserably if altruism was our objective.

RATIONALE FOR ADMITTING INTERNATIONAL STUDENTS (cont'd)

3. International Students as an Economic Bonus/Export Commodity

Some economic benefit is felt in the local community as a result of the expenditures of international students. For the national economy, it could be argued that the funds brought to Canada by foreigners and spent here are a form of international trade. This point of view presents education as an environmentally clean export commodity. However, it then makes no sense at all for the University to be selling its own product at below cost. Instead, as is done in the B.C. colleges and school system, SFU should be seeking at least a small margin of profit or financial benefit. Such action would also be consistent with the tuition policies of those jurisdictions and institutions at which most Canadian students studying abroad choose to enrol. Existing SFU policy falls far short of cost recovery. Although the community could conceivably benefit financially under our existing policies, the University does not. That situation, however, can and should be corrected.

4. International Students in Support of Future Exports

It is frequently argued that enrolling international students has a beneficial long-term effect on Canada's and British Columbia's exports. International students who return to their home countries are expected to provide future business contacts and serve as goodwill ambassadors resulting in favourable contracts and orders for Canadian companies.

Despite the intuitive attraction of this argument, whether it is true remains to be determined. The level of enrolment of international undergraduates in Canada has been running close to 20,000 or more since at least the mid 1970's. One would thus expect that it would be possible to detect confirming evidence of subsequent benefits. An examination of recent trading patterns suggests that, if there are such benefits in actual practice, they are small in magnitude and difficult to detect.

This inability to identify conclusively any significant long-run economic benefits suggests that SFU must not accept international students on the basis of uncertain expectations while excluding domestic students who, by their education, will almost certainly make significant economic and social contributions to Canada.

Any action taken to justify international student enrolment on the basis of its future foreign trade impact should be taken only in concert with Government initiatives and with clear Government support. In particular, action on this account should be pursued only in the presence of full and complete government funding earmarked for this purpose separately from the University's regular budget.

5. International Students on the Margin

It is sometimes argued in the literature that the admission of international students entails little extra cost and does not displace domestic students because international students are being admitted "on the margin". The idea here is that because the

RATIONALE FOR ADMITTING INTERNATIONAL STUDENTS International Students on the Margin (cont'd)

facilities, faculty, support staff etc. are already "in place", there is little extra cost and no displacement in admitting a few extra international students. There is a major flaw in this argument as far as its applicability to SFU is concerned. If there really were space "on the margin" for admitting a few extra students without significant additional costs, we could just as well be admitting additional domestic students. Since there is a plentiful supply of qualified domestic applicants being turned away, a decision to give "marginal" seats to international students becomes a decision not to give them to an equivalent number of domestic students. The notion that there are currently at SFU low-cost marginal places available to anyone is, in fact, a dangerous fiction.

V. LIMITATIONS OF CURRENT POLICIES

Existing policy fails to address the following factors:

1. The existing international student target was established at a time when it was generally believed their admission would not displace domestic students. Since 1988, the reality of admission at SFU has been that international students very definitely displace domestic students.
2. Most international undergraduate students at SFU (over 70%) come from only three jurisdictions: Hong Kong, Singapore and Malaysia. (The distribution at SFU is a little different from the national and provincial distributions.) Despite our relatively high (7%) international student registration (compared to a Canadian average of 3%), we have failed to internationalize the University. More precisely, no real effort has yet been made to attract significant numbers of international students from many different countries.
3. Most international undergraduate students now cluster in a limited number of programs (Economics and Business Administration in particular). Such bunching runs counter to the desire of exposing as many SFU students as possible to students from other countries.
4. Recent immigration to the Lower Mainland has been not only from Hong Kong, Singapore and Malaysia but from Taiwan, Korea, India, Pakistan, Philippines, Japan, etc. as well. This suggests that there is now far greater diversity among the University's students who are recent immigrants than among its international students. Broadening the mix of countries significantly represented by international students and reducing the number from any one jurisdiction seems necessary for increased internationalization.
5. Most new international students have already been studying in Canada for a year or more. Many compete directly with domestic students from the same high school or college for admission to SFU. Relatively insignificant grade differences result in some domestic applicants being excluded in favour of international students who may have achieved higher results in large part because they have previously studied the same material in their home countries.

LIMITATIONS OF CURRENT POLICIES (cont'd)

6. Existing enrolment pressures are further aggravated by the fact that a large number of international students enter from the colleges and are thus disproportionately represented in upper division courses.

VI. THE CURRENT PROBLEM HIGHLIGHTED

The current situation does not reflect any actual policy on international students. Rather, it is the end result of a series of ad hoc responses to particular pressures. Despite SFU's significant proportion of international students, very little progress has been made in actively internationalizing the student body. To this point, the University has been mainly reactive in dealing with international student enrolments. This has led to a situation where domestic students are being excluded for reasons that are highly questionable. The current practice does not maximize the benefits from the presence of international students and the University is now boxed in financially. The time has come for corrective action along the lines outlined below.

The Differential Fee Dilemma

The root cause of our difficulties regarding international students is a financial one. If the University had sufficient resources to be able to accommodate all qualified students, there would be no problem. However, the realities are that both the University and the "public purse" have limited resources. As a result, well qualified domestic students are being denied access to SFU in increasing numbers. Even though differential fees have been introduced, international students still pay less than the full cost of the education and services they receive. More significantly, their admission further reduces accessibility opportunities for domestic students. This unfortunate state of affairs requires us to review our policies regarding international student admissions.

The introduction of differential fees has severely limited the University's flexibility in dealing with the problem of the displacement of qualified domestic students by international students. If the University were to reduce the number of international students, it should be able to increase the number of domestic students by a corresponding amount. In fact, the increase in the number of domestic students admitted could not be equal to the reduction in the number of international students since domestic students now pay lower fees. If prepared to accept a budget reduction, the University could proportionately increase the number of domestic students accepted. The University, however, can not afford to follow this course of action. The additional revenue from differential fees has been irretrievably incorporated into the University's sorely constrained base budget. Phrased another way, SFU is hooked on differential fees.

To simply replace 100 international students with 100 domestic students means a reduction of approximately \$297,000 in revenue based on this year's figures and something in the order of \$372,000 based on next year's tuition rates (assuming that the domestic rate remains unchanged). In recognition of this dilemma, we feel that our recommendations must be revenue neutral. Revenue neutrality and a reduction in the percentage of international students would together mandate further increases in differential fees. We have seen that both cost considerations and the level of tuitions charged at other B.C. institutions suggest such increases are justified on other grounds.

VII. RECOMMENDATIONS

1. That the University adopt the following principles.
 - a) That the presence on campus of international students from the widest possible spectrum of countries enriches campus life and contributes to international understanding and friendship and should therefore be encouraged.
 - b) That in order to attract international students of the highest calibre and to make a meaningful contribution to economic development, a scholarship program for international students is desirable.
 - c) That in order for the University to fulfill its obligations to Canadian society and the local community, the access problems of domestic students must be recognized as placing limitations on the number of international students who can be accepted.

2. That the University adopt the following policies:
 - a) *New international undergraduate admissions* should be lowered immediately to 3% of total undergraduate admissions. (Such a policy would allow for the acceptance of approximately 150 additional domestic students each year. Because of different course enrolment patterns, a 3% admission rate for international students could generate a steady state international student FTE enrolment of approximately 4%. A 3% international student head count, in contrast, would require reducing international student intake to approximately 2.5% of all undergraduate admissions.) International students in formal exchange programs would not be counted within the 3% limit.
 - b) International undergraduate students who are already registered at SFU at the time of introduction of this policy should be "grandparented" for a period of three years in the sense that their tuition fees would not exceed three times the domestic rate during that period.
 - c) Senate should recommend to the Board that tuition fees for international undergraduate students be based on the following three criteria and that future fee levels be governed by these same criteria.
 - i) International student tuition fees should reflect the operating costs of the University.
 - ii) After allowing for the additional domestic students who could be accepted because of the reduction in international student admissions to 3%, the impact on University finances should be essentially revenue neutral. (We estimate that in 1993/94, revenue neutrality and a 3% international student target would necessitate an international student tuition fee of between \$10,000 and \$11,000.)

RECOMMENDATIONS (cont'd)

- iii) International student fee increases are not to be primarily revenue driven but rather accompanied by a corresponding decline in international student enrolment.
- d) A number of international entrance scholarships should be awarded each year with a four-year term and value equal to the full international tuition rate. The criteria for these awards would be based on high scholastic achievement, program distribution and geographic distribution.
- e) The number of international students admitted to any and all limited enrolment programs should be restricted to 10% of total program enrolment.
- f) Senate should hold the Administration accountable for honouring its commitment to spend the current \$400,000 from targeted differential revenues raised from international students on financial and counselling support for these students and on other efforts to truly internationalize Simon Fraser University.

VIII. COMMENTARY

1. Given all the considerations presented earlier in this report, there seems little justification for an SFU international student figure further in excess of the Canadian average international student enrolment (of approximately 3%). Those who would argue otherwise must do so in light of the specifics of the situation at SFU at this time.
2. The University's present passive approach to the admission of international students has led to a situation where the majority of these students are interested in a small group of programs. We now have a situation where there is great pressure on many limited enrolment programs but only two of these programs (Business Administration and Computing Science) have quotas within quotas. To maintain reasonable accessibility to all its programs for domestic students, international student enrolment limits of ten per cent in all majors with overall enrolment limitations are also justified.

Domestic students are entitled to a reasonable opportunity for admission into high demand programs. The programs in high demand are among those for which B.C. graduation rates are far below the national average. They are also among the programs that provide the skills needed in the Canadian economy in order to remain competitive in the "new economic age".

3. During periods of minimal increases in the University's grant from the Government, the move to higher differential fees is well nigh irreversible. Those fees become part of the base budget and we have seen that any reduction would create significant budget difficulties. While we recognize the University's current reliance on international student fees, we wish to control the degree of its addiction. Three per cent is a level at which a combination of higher fees (whether calculated to reflect market prices or University costs) and reduced international student enrolment can be revenue neutral.

COMMENTARY (cont'd)

4. The introduction of a scholarship program has the following advantages:
 - a) It will demonstrate the University's commitment to true internationalization.
 - b) It will attract the best scholars and encourage enrolment from a far broader range of countries.
 - c) It will facilitate an element of geographic distribution. The one recommendation that was common to almost all those who made any submission to the committee verbally or in writing was that the University try to encourage broader geographic representation in the international student body.
 - d) It would make it possible to consider a broadening of the distribution of international students across different programs by attempting to distribute the scholarships over a variety of academic areas.

We suggest an initial target of ten scholarships per year covering full international fees for the fee remission International Scholarship Fund. In order to limit the impact of the cost of this scholarship program and perhaps eventually even extend it, we urge the Administration to seek support from external agencies, foundations and foreign governments.

5. Some members of the Committee would also advocate that the additional student places made available through the introduction of the new international student policy be used in an active program to encourage students from visible minorities and native peoples to enrol in the University. We refer readers to the report "Review of B.C. student assistance and barriers to post-secondary participation", recently prepared for the Provincial Government, for further information on the problems faced by minority, native and handicapped people. Other universities have programs of active recruitment in these areas. However, it was beyond the mandate of the Committee to make a specific recommendation in that regard.
6. The policies discussed above should be only a minor part of Simon Fraser University's approach to international education. The time has come or perhaps--more correctly--it has long since passed for SFU to take a farsighted proactive approach to internationalization. The University should first strongly commit itself to becoming an international learning and research centre and then act in a manner consistent with such a goal. The efforts now being made to develop additional opportunities for domestic students to live abroad, either as exchange or co-op students, are especially important initiatives consistent with true internationalization. The allocation of some of the differential fees now paid by international students to facilitate domestic student participation in such a program strikes us as entirely appropriate. Moreover, using differential funding to facilitate a work/study program that would allow international students to work campus-wide would also be in order.

COMMENTARY (cont'd)

7. We urge both Senate and the SFU Board of Governors to adopt those of the new policies being recommended which fall within their respective jurisdictions. Informed action at both these levels will require increased familiarity with this complex issue.

We trust that this report provides not only an appropriate set of policy recommendations, but also a fact base for independent, informed consideration of the issue. Hopefully, a majority of the membership of both senior institutions of University governance will accept our arguments and adopt the policies being recommended. At the very least, this report will have provided the necessary starting point for a long-overdue examination of the international undergraduate's role in the globalization of Simon Fraser University.

APPENDICES

- | | |
|--|-------|
| A. PERSONS PROVIDING INFORMATION//OPINIONS | A1-A3 |
| B. INTERNATIONAL STUDENT TUITION FEES | |
| (1) Lower mainland school districts. | B1 |
| (2) B.C. colleges. | B1 |
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| C. SFU INTERNATIONAL UNDERGRADUATE ENROLLMENT DATA | |
| (1) By admission category. | C1 |
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| (3) By credit hours taken. | C3-C4 |
| (4) Comparison with UBC, U Vic. | C5 |
| (5) By country of citizenship. | C6-C7 |
| D. SAMPLE BUDGET PROJECTIONS | D1 |
| E. International Students at Canadian Universities,
1990/91 | |

APPENDIX A - INFORMATION/OPINIONS PROVIDED TO THE SCIS

The following attended meetings of the SCIS for the purpose of providing information on international students.

Internal (SFU)

Gregg Macdonald
Director, Office of International Cooperation

Randy Martin
Coordinator, International Education

Kay Pearson
Director, Centre for International Students

Vern Loewen
Director, Financial Aid and Awards

Rob Cameron
Director, Undergraduate Program,
School of Computing Science

Bob Rogow
Director, Undergraduate Program,
Faculty of Business Administration

Roger Ward
Vice-President, Financial Services

External

Michael Weiss
Principal, Columbia College

Bill Melville
Principal, Centennial School

Sheila Rooney
Principal, Burnaby North Secondary

John Crawford
Director, National & International Education
Ministry of Education, Victoria

Val Cottingham
Manager, B.C. Centre for Int'l Education

Don McIntyre
Principal, Windermere Secondary School

Jim Doerr
Dean of Community Programs and Services
Douglas College

Nick Rubidge
Director, International Education Branch
Ministry of Advanced Education, Victoria

Anne Shorthouse
Manager, International Education Program
Vancouver School Board

Internal (SFU) Respondents to the SCIS Questionnaire on International Students (copy attached):

Faculty/Administrators:

Brian Alspach
Department of Mathematics & Statistics

John Borden
Biological Sciences

Katherine Heinrich
Department of Mathematics & Statistics

L.J. Evenden
Department of Geography

Sheila Delany
Department of English

Doreen Godwin
Cooperative Education

T.N. Bell
Department of Chemistry

Daniel McDonald
Faculty of Business Administration

P. Stigger
Department of History

Ronald Harrop
Mathematics/Computing Science

Allan J. Davison
Faculty of Applied Sciences

Caroline Knowles
Department of Sociology and Anthropology

Dean Tjosvold
Faculty of Business Administration

Nora McGregor
Biological Sciences

Karlene Faith
School of Criminology

Richard M. Coe
Department of English

Gloria Sampson
Faculty of Education

Susan Stevenson
School of Engineering Science

Janet Beggs
Department of Psychology

Cathy Nesmith
Department of Geography

L.J. Albright
Biological Sciences

Bob Anderson
Department of Communication

Kirk E. Vandezande
Faculty of Business Administration

D.J. Huntley
Department of Physics

Guy Poirier
Department of French

Students:

Barbara Rae
Chancellor

Gabriel G. Goh
Anderson (?)
The International Club
Alicia Kon
Simon Fraser Student Society

W.A. Stewart
Student Services

External Respondents to the SCIS Questionnaire on International Students:

Richard W. Johnston
President, Malaspina College

Valerie Nielsen
Acting Dean of Administrative and Student Services
Vancouver Community College

Nola Dibski
Manager of International Education
Okanagan College

Art Hamilton
Executive Director, International Education
Camosun College

Jim Killeen
Principal, John Oliver Secondary

Selwyn Lewis
Science Department Head
Vancouver Technical Secondary

Shirley Wong
International Student Counsellor
Aldergrove Secondary

Helen Vanee
for Burnaby Secondary School Administrators

Lorraine Belisle
Director, Institution & Student Services
Canadian Bureau for International Education

Anne M. Stewart
Langley District Parent Advisory Council

B.K. Gogoi
Consul & Head of Chancery
Consulate General of India

Jeremy Dalton, M.L.A.
West Vancouver-Capilano

APPENDIX B INTERNATIONAL STUDENT TUITION FEES

(1) LOWER MAINLAND SCHOOL DISTRICTS

	<u>Current</u>	<u>1993-94</u>
Langley	9,000	9,000
Maple Ridge	9,400	9,400
New Westminster	9,800	
Surrey	9,500	
<hr/>		
Vancouver	7,400	8,900
West Vancouver	12,000	12,000

(2) UNIVERSITY TRANSFER TUITION FEES AT B.C. COLLEGES
(from BCCIE "Update of International Fees" - November, 1992)

	<u>Current</u>	<u>1993-94 (anticipated)</u>
Camosun College	5,040	5,670
Capilano College	5,550	6,000
Cariboo College	6,150	6,390
East Kootenay Community College	4,800	5,200
Fraser Valley College	5,700	5,800
Kwantlen College	4,800	
Malaspina College	5,040	5,600
Northern Lights College	5,500	
Northwest Community College	4,800	
Okanagan College	5,500	
Selkirk College	5,000	5,000
Vancouver Community College	7,200	

TABLE 2
1992/93 TUITION FEES FOR FULL-TIME UNDERGRADUATE STUDENTS
AT REPRESENTATIVE CANADIAN UNIVERSITIES

<u>Arts-Undergraduates</u>	<u>Canadian</u>	<u>International</u>	<u>% Greater</u>
<u>BRITISH COLUMBIA</u>			
Simon Fraser	\$1,860	\$4,650	150%
University of B.C.	\$1,860	\$5,100	174%
University of Victoria	\$1,770	\$3,413	93%
<u>ALBERTA</u>			
University of Alberta	\$1,610	\$3,221	100%
University of Calgary	\$1,732	\$3,464	100%
<u>SASKATCHEWAN</u>			
University of Saskatchewan	\$2,070	\$2,484	20%
University of Regina	\$2,144	\$3,536	65%
<u>MANITOBA</u>			
University of Manitoba	\$2,055	\$2,055	
<u>ONTARIO</u>			
Carleton	\$1,893	\$7,139	277%
University of Guelph	\$1,894	\$6,640	251%
Lakehead University	\$1,893	\$7,140	277%
McMaster	\$1,894	\$6,318	234%
Ottawa	\$1,894	\$6,951	267%
Queen's University	\$1,894	\$6,692	253%
University of Toronto	\$1,895	\$7,139	277%
University of Waterloo	\$1,894	\$7,140	277%
University of Western Ontario	\$1,894	\$7,139	277%
University of Windsor	\$1,894	\$7,140	277%
York University	\$1,895	\$7,084	274%
<u>QUEBEC</u>			
McGill University	\$1,481	\$7,269	391%
University of Montreal	\$1,628	\$7,030	332%
Concordia University	\$1,341	\$7,090	429%
Laval University	\$1,500	\$7,290	386%
<u>NEW BRUNSWICK</u>			
University of New Brunswick	\$2,350	\$4,050	72%
<u>NOVA SCOTIA</u>			
Dalhousie University	\$2,415	\$4,115	70%
<u>PRINCE EDWARD ISLAND</u>			
University of P.E.I.	\$2,280	\$3,980	75%
<u>NEWFOUNDLAND</u>			
Memorial University	\$1,700	\$2,550	50%

(4) UNIVERSITIES IN U.S. AND U.K.

SCIS

International student tuition at comprehensive doctoral universities

University	City/State	u/g enrol	% Int'l	status	International u/g fee (tuition only)		
					92-93 \$US	93-94 \$US	SCAN
U.S. Universities							
Data from survey Feb 93							
The American University	Washington DC	12000	15%	private	\$14,384	\$15,176	\$19,425
SUNY	Buffalo NY	17000	2%	public	\$6,970	n/a	\$8,922
U of Arkansas	Fayetteville AR	≥7,000	≥4%	public	\$4,678	n/a	\$5,988
U of Oregon	Eugene OR	14000	7%	public	\$7,851	\$9,029	\$11,557
U of Nevada	Reno NV	8500	8%	public	n/a	\$5,400	\$6,912
Oregon State U	Corvallis OR	14000	10%	public	\$4,614	n/a	\$5,906
U of Florida	Gainesville FL	35000	2%	public	\$8,600	n/a	\$11,008
U of California, Berkeley	Berkeley CA	≥7,000	3%	public	\$11,045	n/a	\$14,138
Virginia Polytechnic & SU	Blacksburg VA	≥7,000	≤4%	public	\$8,986	n/a	\$11,502
U of Iowa	Iowa City IA	20100	3%	public	n/a	\$7,660	\$9,805
California State U	Fresno CA	19000	4%	public	\$8,876	n/a	\$11,361
Data from ECIS Directory							
Barry U	Miami Shores FL	4500	9%	private	\$9,250	n/a	\$11,840
Boston College	Chestnut Hill MA	8600	3%	private	\$13,690	n/a	\$17,523
Boston U	Boston MA	14300	9%	private	\$15,950	n/a	\$20,416
Brandeis U	Waltham MA	2920	6%	private	\$16,085	n/a	\$20,589
Brown U	Providence RI	5200	10%	private	\$16,860	n/a	\$21,581
Carnegie-Mellon U	Pittsburgh PA	4330	5%	private	\$15,250	n/a	\$19,520
Case Western Reserve U	Cleveland OH	2700	11%	private	\$13,600	n/a	\$17,408
U of Chicago	Chicago IL	3400	10%	private	\$15,945	n/a	\$20,410
Clark U	Worcester MA	2200	12%	private	\$15,000	n/a	\$19,200
Clarkson U	Potsdam NY	3000	n/a	private	\$13,380	n/a	\$17,126
Cornell U	Ithaca NY	13000	4%	public/private	\$16,214	n/a	\$20,754
Creighton U	Omaha NE	4200	3%	private	\$8,716	n/a	\$11,156
U of Denver	Denver CO	2715	8%	private	\$12,852	n/a	\$16,451
Drake U	Des Moines IA	4386	3%	private	\$11,040	n/a	\$14,131
Duquesne U	Pittsburgh PA	4570	6%	private	\$9,750	n/a	\$12,480
Emory U	Atlanta GA	5260	5%	private	\$14,780	n/a	\$18,918
Fordham U	New York NY	7000	5%	private	\$10,950	n/a	\$14,016
George Washington U	Washington DC	6500	10%	private	\$14,600	n/a	\$18,688
U of Hartford	West Hartford CT	4300	9%	private	\$12,990	n/a	\$16,627
Harvard & Radcliffe Colleges	Cambridge MA	6400	6%	private	\$16,560	n/a	\$21,197
Hofstra U	Hempstead NY	7100	5%	private	\$9,700	n/a	\$12,416
U of Indianapolis	Indianapolis IN	3000	8%	private	\$8,610	n/a	\$11,021
Iowa State U	Ames IA	21200	4%	public	\$6,406	n/a	\$8,200
Johns Hopkins U	Baltimore MD	2900	3%	private	\$16,000	n/a	\$20,480
U of Maine	Orono ME	12000	2%	public	\$6,500	n/a	\$8,320
Marquette U	Milwaukee WI	8700	2%	private	\$9,540	n/a	\$12,211
U of Massachusetts	Amhurst MA	17000	2%	private	\$6,622	n/a	\$8,476
Michigan State U	East Lansing MI	34000	8%	public	\$7,807	n/a	\$9,993
U of New Hampshire	Durham NH	10100	1%	public	\$9,844	n/a	\$12,600
New York U	New York NY	15100	10%	private	\$15,620	n/a	\$19,994
Northeastern U	Boston MA	13800	8%	private	\$10,740	n/a	\$13,747
Northwestern U	Evanston IL	7000	2%	private	\$14,370	n/a	\$18,394
Nova U	Ft. Lauderdale FL	3200	10%	private	\$7,050	n/a	\$9,024
U of Pennsylvania	Philadelphia PA	9800	7%	private	\$15,894	n/a	\$20,344
Pepperdine U	Malibu CA	2600	12%	private	\$15,230	n/a	\$19,494
U of Pittsburgh	Pittsburgh PA	18900	1%	public/private	\$8,670	n/a	\$11,098
Princeton U	Princeton NJ	4500	5%	private	\$14,390	n/a	\$18,419
Rensselaer Polytechnic U	Troy NY	4450	4%	private	\$15,150	n/a	\$19,392
Rochester Inst of Tech	Rochester NY	11100	2%	private	\$11,923	n/a	\$15,261
St. Mary's U	San Antonio TX	2650	5%	private	\$7,020	n/a	\$8,986
U of San Francisco	San Francisco CA	3100	12%	private	\$10,960	n/a	\$14,029
Smith College	Northampton MA	2700	6%	private	\$15,650	n/a	\$20,032
Springfield College	Springfield MA	2350	3%	private	\$9,009	n/a	\$11,532
SUNY at Stony Brook	Long Island NY	11440	3%	public	\$6,475	n/a	\$8,288
Texas Christian U	Fort Worth TX	5200	3%	private	\$7,320	n/a	\$9,370

SCIS International student tuition at comprehensive doctoral universities

Tufts U	Medford	MA	4750	13%	private	\$16,755	n/a	\$21,446
Tulane U	New Orleans	LA	7400	3%	private	\$16,980	n/a	\$21,734
U of Vermont	Burlington	VT	8150	2%	public	\$13,500	n/a	\$17,280
Villanova U	Villanova	PA	6300	3%	private	\$12,116	n/a	\$15,508
Washington U	St. Louis	MO	5000	4%	private	\$15,950	n/a	\$20,416
College of William & Mary	Williamsburg	VA	5300	3%	private	\$10,450	n/a	\$13,376
Worcester Polytech Inst	Worcester	MA	2600	6%	private	\$14,125	n/a	\$18,080
Yale U	New Haven	CT	5179	5%	private	\$16,000	n/a	\$20,480
UK Universities						In £	n/a	
Aberdeen U			5670	11%	public	5100	n/a	\$9,537
U of Bath			3500	7%	public	4625	n/a	\$8,649
U of Bradford			4250	11%	public	4950	n/a	\$9,257
U of Bristol			7400	6%	public	5350	n/a	\$10,005
U of Durham			4700	5%	public	4560	n/a	\$8,527
U of Essex			3000	22%	public	5000	n/a	\$9,350
U of Exeter			5200	8%	public	4560	n/a	\$8,527
Heriot-Watt U			4800	11%	public	5000	n/a	\$9,350
U of Hull			5460	5%	public	4950	n/a	\$9,257
Imperial College			3800	16%	public	5700	n/a	\$10,659
Keele U			2870	12%	public	5000	n/a	\$9,350
U of Kent			4060	18%	public	5144	n/a	\$9,619
U of Leicester			4890	11%	public	5000	n/a	\$9,350
Goldsmiths' College			3000	5%	public	5500	n/a	\$10,285
Kings College London			5250	11%	public	5500	n/a	\$10,285
Queen Mary College			4600	20%	public	5700	n/a	\$10,659
University College, London			6600	15%	public	5875	n/a	\$10,986
Loughborough U of Technol			6800	15%	public	4960	n/a	\$9,275
UMST			3500	12%	public	5000	n/a	\$9,350
U of Sheffield			7900	11%	public	5000	n/a	\$9,350
U of Southampton			6200	3%	public	5000	n/a	\$9,350
U of Surrey			3300	8%	public	5055	n/a	\$9,453
U of Sussex			4150	19%	public	6200	n/a	\$11,594
U of Warwick			6080	10%	public	5000	n/a	\$9,350
U of York			4400	7%	public	5000	n/a	\$9,350

The following does not offer doctoral programs but is close to SFU:

Western Washington U	Bellingham	WA	9830	1%	public	n/a	\$6,297	\$8,060
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Source: 1992 European Council of International Schools Directory
 Currency conversion: 1 \$US = 1.28 \$CAN, 1 £ sterling = 1.87 \$CAN

(1) SIMON FRASER UNIVERSITY
 UNDERGRADUATE INTERNATIONAL STUDENTS BY BASIS OF ADMISSION CATEGORY
 FALL 1992

<u>Basis of Admission</u>	<u>Number</u>	<u>Percent</u>
B.C. College Transfer	464	56.9%
B.C. Grade 12	126	15.5%
B.C. University Transfer	6	0.7%
B.C. Degree Holder	1	0.1%
B.C. Tech Transfer	1	0.1%
Non B.C. University Transfer	33	4.0%
Non B.C. College Transfer	17	2.1%
Non B.C. Degree Holder	16	2.0%
Non B.C. Visiting	13	1.6%
Non B.C. Tech Transfer	2	0.2%
Foreign Grade 12/13	73	9.0%
Canada Grade 12/13	33	4.0%
U.S. Grade 12	6	0.7%
Special Entry	19	2.3%
International Bacc.	2	0.2%
Mature	1	0.1%
Sen. App. Board	1	0.1%
Unknown	1	0.1%
TOTAL	815	100.0%

APPENDIX C - SFU ENROLMENT DATA
 (2) HEAD COUNT
 INTERNATIONAL UNDERGRADUATE STUDENT REGISTRATIONS AT SFU

Sem/AcadYear	NEW REGISTRANTS			ALL REGISTRANTS		
	Visa Students	All Students	% Visa	Visa Students	All Students	% Visa
<u>1980/81</u>						
80-3	171	2,830	6.0%	804	9,653	8.3%
81-1	102	1,297	7.9%	818	9,355	8.7%
81-2	91	687	13.2%	712	5,453	13.1%
Total	364	4,814	7.6%	2,334	24,461	9.5%
<u>1981/82</u>						
81-3	120	2,747	4.4%	930	10,100	9.2%
82-1	81	1,147	7.1%	867	9,704	8.9%
82-2	60	700	8.6%	720	5,964	12.1%
Total	261	4,594	5.7%	2,517	25,768	9.6%
<u>1982/83</u>						
82-3	124	2,847	4.4%	877	10,733	8.2%
83-1	55	1,133	4.9%	837	10,397	8.1%
83-2	85	691	12.3%	725	6,241	11.6%
Total	264	4,671	5.7%	2,439	27,371	8.9%
<u>1983/84</u>						
83-3	127	2,814	4.5%	941	11,183	8.4%
84-1	78	1,038	7.5%	861	10,547	8.2%
84-2	53	629	8.4%	674	5,901	11.4%
Total	258	4,481	5.8%	2,476	27,631	9.0%
<u>1984/85</u>						
84-3	126	2,899	4.3%	801	11,198	7.2%
85-1	57	1,041	5.5%	751	10,676	7.0%
85-2	51	627	8.1%	581	5,689	10.2%
Total	234	4,567	5.1%	2,133	27,563	7.7%
<u>1985/86</u>						
85-3	102	2,814	3.6%	685	11,211	6.1%
86-1	51	880	5.8%	621	10,443	5.9%
86-2	60	596	10.1%	496	5,387	9.2%
Total	213	4,290	5.0%	1,802	27,041	6.7%
<u>1986/87</u>						
86-3	128	2,986	4.3%	660	11,411	5.8%
87-1	58	1,061	5.5%	626	11,108	5.6%
87-2	68	712	9.6%	528	6,078	8.7%
Total	254	4,759	5.3%	1,814	28,597	6.3%
<u>1987/88</u>						
87-3	156	3,365	4.6%	670	12,404	5.4%
88-1	84	1,065	7.9%	679	12,093	5.6%
88-2	76	711	10.7%	559	6,755	8.3%
Total	316	5,141	6.1%	1,908	31,253	6.1%
<u>1988/89</u>						
88-3	122	2,866	4.3%	697	12,693	5.5%
89-1	69	1,053	6.6%	674	12,359	5.5%
89-2	73	605	9.1%	550	7,331	7.5%
Total	264	4,724	5.6%	1,921	32,383	5.9%
<u>1989/90</u>						
89-3	138	3,679	3.8%	713	14,323	5.0%
90-1	85	1,302	6.5%	706	14,056	5.0%
90-2	94	748	12.6%	596	7,972	7.5%
Total	317	5,729	5.5%	2,015	36,351	5.5%
<u>1990/91</u>						
90-3	157	2,985	5.3%	755	14,551	5.2%
91-1	140	1,472	9.5%	813	14,613	5.6%
91-2	126	1,008	12.5%	721	9,015	8.0%
Total	423	5,465	7.7%	2,289	38,179	6.0%
<u>1991/92</u>						
91-3	122	2,794	4.4%	819	15,299	5.4%
92-1	106	788	13.5%	858	14,370	6.0%
92-2	89	770	11.6%	702	8,505	8.3%
Total	317	4,352	7.3%	2,379	38,174	6.2%
<u>1992/93</u>						
92-3	115	2,935	3.9%	815	15,239	5.3%
93-1						
93-2						
Total						

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Total Credit Hours Taken By Visa and Non-Visa Undergraduate Students In All Courses
By Semester, Year, and Course Program (approximate_EWK3_statistics).

APPENDIX C - SFU ENROLMENT DATA
(3) BY CREDIT HOURS TAKEN

LCRPROG	VISA 86/87	TOIAL 86/87	%VISA 86/87	VISA 87/88	TOIAL 87/88	%VISA 87/88	VISA 88/89	TOIAL 88/89	%VISA 88/89	VISA 89/90	TOIAL 89/90	%VISA 89/90	VISA 90/91	TOIAL 90/91	%VISA 90/91	VISA 91/92	TOIAL 91/92	%VISA 91/92
ATHL	3	315	1%	3	363	1%	12	417	3%	12	192	6%	3	186	2%	3	96	3%
CMNS	1,131	8,869	13%	908	11,431	8%	1,083	13,100	8%	1,188	16,266	7%	1,200	15,529	8%	1,785	17,351	10%
CMPT	1,925	12,850	15%	1,508	13,461	11%	1,470	13,284	11%	1,258	11,252	11%	1,286	10,751	12%	1,739	12,239	14%
ENSC	69	1,568	4%	143	1,724	8%	88	1,742	5%	179	2,603	7%	209	2,735	8%	151	2,924	5%
KIN.	479	11,584	4%	542	12,249	4%	523	11,610	5%	524	12,389	4%	620	12,187	5%	511	11,116	5%
MM	15	35	86%	30	35	86%	40	50	80%	55	65	85%	40	65	62%	25	50	50%
APSC	3,604	35,201	10%	3,134	39,263	8%	3,216	40,203	8%	3,216	42,767	8%	3,358	41,453	8%	4,214	43,776	10%
ARC.	51	3,945	1%	63	3,506	2%	96	3,828	3%	91	4,118	2%	136	4,924	3%	125	5,790	2%
BLJEC	892	5,671	16%	982	6,618	15%	1,336	7,707	17%	989	6,803	15%	1,049	6,795	15%	1,374	7,705	18%
CHN	36	120	30%	36	237	15%	66	447	15%	81	555	15%	59	422	14%	51	585	9%
CNS	3	483	1%	6	508	1%	36	422	9%	33	1,075	3%	36	1,557	2%	65	1,916	3%
COGS					27			5			41			37		5	18	28%
CRM	375	14,167	3%	223	14,684	2%	208	14,029	1%	240	14,925	2%	318	15,799	2%	286	16,368	2%
ECON	2,778	15,366	18%	2,932	16,653	18%	2,807	15,789	18%	2,749	15,933	17%	2,678	15,761	17%	2,967	16,906	18%
ENGL	421	15,180	3%	431	17,478	2%	381	17,586	2%	231	19,386	1%	323	19,834	2%	419	22,216	2%
FPA	271	5,243	5%	389	6,294	6%	335	5,950	6%	324	6,293	5%	288	7,386	4%	277	7,437	4%
FREN	247	5,478	5%	188	5,924	3%	185	5,976	3%	206	6,396	3%	247	6,216	4%	234	5,868	4%
GEOG	443	9,740	5%	344	10,044	3%	350	10,393	3%	414	12,924	3%	417	13,782	3%	429	15,512	3%
GERM	38	912	4%	90	586	15%	57	540	11%	29	486	6%	16	511	3%	15	491	3%
GEFO		333		21	753	3%	33	573	6%		528		9	600	2%	18	678	3%
GTE								45										
GS	46	1,171	4%	38	640	6%	68	1,590	4%	18	675	3%	26	1,513	2%	29	1,031	3%
HIST	231	10,693	2%	198	12,935	2%	327	12,947	3%	276	14,199	2%	246	15,572	2%	255	16,178	2%
HUMA	15	398	4%		557		3	462	1%	15	640	2%	9	708	1%	27	1,004	3%
JAPN				6	27		6	27	22%		150		3	96	3%	33	216	15%
ITAL																		
LATN				3	174		3	174	2%									
LAS.	6	199	3%	13	385	3%		362		3	835	0%	15	646	2%	15	1,158	1%
LING	960	4,743	20%	672	3,685	18%	609	4,162	15%	621	5,231	12%	1,047	6,492	16%	1,143	7,351	16%
PHIL	725	8,610	8%	1,001	9,943	10%	1,013	9,882	10%	931	10,105	9%	794	8,156	10%	760	8,840	9%
POL	216	7,346	3%	227	8,133	3%	366	9,289	4%	530	11,331	5%	450	11,522	4%	471	11,695	4%
PSYC	1,289	22,339	6%	1,557	24,852	6%	1,748	26,296	7%	2,023	31,257	6%	2,152	32,196	7%	2,921	35,522	8%
RUSS	3	175	2%	3	126	2%		150			144		3	108	3%	15	156	10%
S.A.	412	8,325	5%	424	10,198	4%	436	10,385	4%	344	11,328	3%	420	11,709	4%	360	12,288	3%
SPAN	179	1,771	10%	143	2,281	6%	101	1,816	6%	102	2,705	4%	212	3,278	6%	174	3,667	5%
W.S.	69	1,146	6%	55	1,517	4%	38	1,847	2%	59	2,062	3%	44	2,196	2%	67	2,553	3%
ARTS	9,706	143,554	7%	10,036	158,564	6%	10,608	162,634	7%	10,309	180,170	6%	11,009	188,014	6%	12,535	203,296	6%
BUS	2,335	18,323	13%	2,978	21,248	14%	3,365	23,150	15%	3,900	27,857	14%	4,270	29,085	15%	3,854	28,484	14%
EDUC	194	23,917	1%	235	27,887	1%	103	30,208	0%	180	34,575	1%	359	38,494	1%	302	40,693	1%
ACMA																		
BICH	114	517	22%	144	620	23%	90	667	13%	102	794	13%	24	78	31%	30	75	40%
BISC	497	10,562	5%	456	11,093	4%	536	11,864	5%	491	12,925	4%	547	13,869	4%	599	14,333	4%
CHEM	479	8,230	6%	511	8,480	6%	482	8,484	6%	437	8,418	5%	566	9,340	6%	687	9,575	7%
MACM	93	630	15%	96	630	15%	90	567	16%	72	585	12%	69	450	15%	114	711	16%
MACM					12		3	48		9	69			60			114	
MATH	2,270	18,053	13%	2,012	18,201	11%	1,559	16,130	10%	1,211	16,163	7%	1,375	15,301	9%	1,511	16,036	9%

APPENDIX C - SFU ENROLMENT DATA
 (3) BY CREDIT HOURS TAKEN cont'd

C4

Total Credit Hours Taken By Visa and Non-Visa Undergraduate Students In All Courses
 By Semester, Year, and Course Program (approximate EWK3 statistics).

LC/PROG	86/87		87/88		88/89		89/90		90/91		91/92	
	VISA	%VISA	VISA	%VISA	VISA	%VISA	VISA	%VISA	VISA	%VISA	VISA	%VISA
MSSC	5	28%	13	33%	4	28	11	38%	7	23	2	33%
NJSC	9	100%	75	9%	12	133	20	15%	11	161	3	3%
PHYS	421	5,387	524	8%	621	5,921	495	9%	459	5,993	600	10%
QUAT			3		5		1	17%		7		3
SCI	6	210	33	22%	24	165	24	11%	24	204	6	6%
STAT	4	4	100%		234	2,055	515	16%	527	3,479	648	16%
SCI	3,898	43,789	3,789	9%	3,655	46,067	3,388	8%	3,654	49,788	4,240	8%
UNIV	19,737	264,784	20,172	7%	20,947	302,262	20,993	6%	22,650	346,834	25,145	7%

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TUCBASE - TABLE 3a. INTERNATIONAL STUDENTS BY LEVEL AND COUNTRY - FALL HEADCOUNT 1992

UNDERGRADUATE			% of University			% of University			% of System					
RANK	COUNTRY	#	%	Total	RANK	COUNTRY	#	%	Total	RANK	COUNTRY	#	%	Total
1	Hong Kong	216	26.6%	291	35.7%	1	Hong Kong	52	20.6%	1	Hong Kong	559	29.7%	1881
2	Japan	122	15.0%	224	27.5%	2	U.S.	29	11.5%	2	Singapore	299	15.9%	1881
3	U.K.	96	11.8%	68	8.3%	3	Malaysia	21	8.3%	3	Japan	145	7.7%	1881
4	Singapore	54	6.6%	21	2.6%	4	Singapore	21	8.3%	4	Malaysia	130	7.3%	1881
5	Malaysia	49	6.0%	20	2.5%	5	Indonesia	19	7.5%	5	U.S.A.	93	4.9%	1881
6	U.S.	47	5.8%	20	2.5%	6	Germany	16	6.3%	6	Germany	50	3.1%	1881
7	Germany	26	3.2%	17	2.1%	7	Japan	16	6.3%	7	Indonesia	55	2.9%	1881
8	Taiwan	19	2.3%	17	2.1%	8	China	9	3.6%	8	China	46	2.4%	1881
	Other	184	22.6%	137	16.8%		Other	70	27.7%		Other	486	25.9%	1881
	Total	813	100.0%	815	100.0%		Total	253	100.0%		Total	1001	100.0%	1881
														19.7%
GRADUATE			% of University			% of University			% of System					
RANK	COUNTRY	#	%	Total	RANK	COUNTRY	#	%	Total	RANK	COUNTRY	#	%	Total
1	China	232	19.7%	87	23.1%	1	China	98	32.2%	1	China	417	22.4%	1861
2	U.S.	210	17.8%	42	11.1%	2	U.S.	39	12.8%	2	U.S.	291	15.6%	1861
3	U.K.	87	7.4%	20	7.4%	3	Indonesia	20	6.6%	3	U.K.	128	6.9%	1861
4	India	50	4.2%	26	6.9%	4	India	19	6.3%	4	India	97	5.2%	1861
5	Japan	44	3.7%	17	4.5%	5	U.K.	15	4.9%	5	Hong Kong	66	3.5%	1861
6	Hong Kong	41	3.5%	15	4.0%	6	Thailand	10	3.3%	6	Japan	60	3.2%	1861
7	Australia	31	2.6%	13	3.4%	7	Hong Kong	10	3.3%	7	Germany	49	2.6%	1861
8	Germany	28	2.4%	12	3.2%	8	Japan	9	3.0%	8	Indonesia	48	2.6%	1861
	Other	457	38.7%	137	36.3%		Other	84	27.6%		Other	705	37.9%	1861
	Total	1180	100.0%	377	100.0%		Total	304	100.0%		Total	1051	100.0%	1861
														19.7%
GRADUATE AND UNDERGRADUATE			% of University			% of University			% of System					
RANK	COUNTRY	#	%	Total	RANK	COUNTRY	#	%	Total	RANK	COUNTRY	#	%	Total
1	U.S.A.	257	12.9%	306	25.7%	1	China	107	19.2%	1	Hong Kong	625	16.7%	3742
2	Hong Kong	257	12.9%	231	19.4%	2	U.S.	68	12.2%	2	China	463	12.4%	3742
3	China	249	12.5%	107	9.0%	3	Hong Kong	62	11.1%	3	U.S.A.	384	10.3%	3742
4	U.K.	183	9.2%	73	6.1%	4	Indonesia	39	7.0%	4	Singapore	327	8.7%	3742
5	Japan	166	8.3%	59	4.9%	5	India	25	4.5%	5	U.K.	242	6.5%	3742
6	Singapore	73	3.7%	37	3.1%	6	Japan	25	4.5%	6	Japan	205	5.5%	3742
7	Malaysia	62	3.1%	35	2.9%	7	U.K.	24	4.3%	7	Malaysia	157	4.2%	3742
8	India	59	3.0%	33	2.8%	8	Germany	24	4.3%	8	India	117	3.1%	3742
	Other	697	34.5%	311	26.1%		Other	183	32.9%		Other	1222	32.7%	3742
	Total	1993	100.0%	1192	100.0%		Total	557	100.0%		Total	3742	100.0%	5991

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International Students In Undergraduate Programs at SFU
By Country of Citizenship, Fall Semester Only,

COUNTRY	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1992	1992
											% of Total	Cum %
Hong Kong	444	385	311	275	244	251	249	257	282	291	35.7%	35.7%
Singapore	47	63	69	102	135	142	151	173	205	224	27.5%	63.2%
Malaysia	161	121	90	77	66	70	77	78	84	68	8.3%	71.5%
Indonesia	19	19	13	14	17	21	19	24	30	21	2.6%	74.1%
China (PRC)	12	12	10	14	19	19	25	29	19	20	2.5%	76.6%
Japan	1	2	1	3	6	7	10	9	10	20	2.5%	79.0%
Taiwan	4	4	5	4	3	6	12	13	15	17	2.1%	81.1%
United States	25	38	31	32	32	32	28	27	23	17	2.1%	83.2%
Germany	9	7	2	5	9	9	12	15	14	16	2.0%	85.2%
India	7	9	7	5	5	6	7	7	10	9	1.1%	86.3%
United Kingdom	11	10	9	8	6	10	15	11	12	9	1.1%	87.4%
Fiji	5	3	6	5	3	5	5	7	6	6	0.7%	88.1%
Norway	14	13	15	15	15	17	12	7	7	6	0.7%	88.8%
Kenya	17	18	19	13	10	8	8	9	4	5	0.6%	89.4%
Portugal	3	2	3	3	5	7	8	7	7	5	0.6%	90.1%
Thailand	4	5	6	6	6	6	1	1	4	5	0.6%	90.7%
Macau	0	0	0	0	0	1	2	1	2	4	0.5%	91.2%
Maritius	2	4	5	4	3	2	3	4	4	4	0.5%	91.7%
Mexico	0	0	0	1	2	2	2	2	1	4	0.5%	92.1%
South Korea	0	0	0	0	0	0	0	1	3	4	0.5%	92.6%
Sweden	1	2	1	1	0	0	1	2	2	4	0.5%	93.1%
Australia	1	1	0	2	3	1	2	4	3	3	0.4%	93.5%
Sri Lanka	0	0	0	1	1	1	2	4	3	3	0.4%	93.9%
Trinidad & Tobago	11	8	10	8	6	2	6	4	4	3	0.4%	94.2%
Brunei	0	0	0	2	3	3	3	2	3	2	0.2%	94.5%
Cyprus	0	0	0	0	0	1	1	2	2	2	0.2%	94.7%
Greece	4	6	4	3	1	0	0	1	2	2	0.2%	95.0%
Israel	0	0	0	0	0	1	2	2	2	2	0.2%	95.2%
Italy	0	0	0	1	1	1	1	1	1	2	0.2%	95.5%
Phillipines	12	11	8	6	4	6	3	1	0	2	0.2%	95.7%
Switzerland	2	5	4	5	5	3	1	2	2	2	0.2%	96.0%
Antigua	0	0	0	1	1	0	0	1	0	1	0.1%	96.1%
Argentina	0	0	0	0	0	0	0	0	1	1	0.1%	96.2%
Bahamas	0	0	2	3	3	5	4	1	0	1	0.1%	96.3%
Barbados	2	1	0	0	0	0	0	0	1	1	0.1%	96.4%
Botswana	0	0	0	0	0	0	0	1	1	1	0.1%	96.6%
Brazil	0	0	0	1	2	2	2	2	3	1	0.1%	96.7%
Bulgaria	0	0	0	0	0	0	0	0	0	1	0.1%	98.8%
Burma	0	0	0	0	0	0	0	1	1	1	0.1%	98.9%
Columbia	1	2	0	0	0	0	0	0	1	1	0.1%	97.1%
Costa Rica	0	0	0	1	1	1	2	1	2	1	0.1%	97.2%
Czechoslovakia	0	0	0	0	0	0	0	0	1	1	0.1%	97.3%
Denmark	0	0	0	0	0	0	1	1	1	1	0.1%	97.4%
Ethiopia	1	0	2	2	1	1	3	3	2	1	0.1%	97.5%
France	0	1	0	0	0	0	0	0	2	1	0.1%	97.7%
Holland	0	0	0	1	1	2	2	1	1	1	0.1%	97.8%
Iran	15	6	7	7	6	6	4	6	2	1	0.1%	97.9%
Lebanon	0	0	0	0	0	0	0	0	1	1	0.1%	98.0%
Mali	0	0	0	0	0	0	0	0	1	1	0.1%	98.2%
Monaco	0	0	0	0	0	0	0	0	1	1	0.1%	98.3%
Namibia	0	0	0	0	0	4	3	5	3	1	0.1%	98.4%
North Korea	0	0	0	1	1	0	0	0	0	1	0.1%	98.5%
Pakistan	1	1	1	2	2	3	1	2	1	1	0.1%	98.7%

Appendix 1
 International Students In Undergraduate Programs at SFU
 By Country of Citizenship, Fall Semester Only

COUNTRY	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1992 % of Total	1992 Cumulative
Romania	0	0	0	0	0	0	0	0	1	1	0.1%	98.8%
South Africa	1	1	0	0	0	0	0	0	1	1	0.1%	98.9%
Tanzania	7	3	5	5	5	4	3	1	1	1	0.1%	99.0%
Turkey	0	0	0	1	1	0	1	1	1	1	0.1%	99.1%
Uganda	0	0	1	1	1	0	0	1	0	1	0.1%	99.3%
U.S.S.R.	0	0	0	0	0	0	0	0	0	1	0.1%	99.4%
Yugoslavia	0	0	0	0	0	0	0	0	1	1	0.1%	99.4%
Zambia	1	0	1	1	1	1	1	1	3	1	0.1%	99.5%
Abbyssina	0	0	0	1	2	1	0	0	0	0	0.0%	99.5%
Belguim	0	0	0	1	1	0	0	0	0	0	0.0%	99.5%
Bermuda	0	0	0	0	0	1	0	0	0	0	0.0%	99.5%
Dominican Republic	0	0	0	0	0	2	1	1	1	0	0.0%	99.5%
Finland	0	0	0	0	0	1	0	2	1	0	0.0%	99.5%
Formosa	0	0	0	1	2	1	0	0	0	0	0.0%	99.5%
Gambia	0	0	0	1	1	1	1	0	0	0	0.0%	99.5%
Ghana	1	2	2	2	2	1	0	0	0	0	0.0%	99.5%
Guyana	1	1	0	0	0	0	0	0	0	0	0.0%	99.5%
Honduras	0	0	0	1	1	1	1	0	1	0	0.0%	99.5%
Iraq	0	0	0	1	1	1	0	0	0	0	0.0%	99.5%
Jamaica	1	2	0	0	0	0	0	0	0	0	0.0%	99.5%
Jordan	1	2	2	2	1	1	1	0	1	0	0.0%	99.5%
Kuwait	0	0	0	0	0	0	0	0	1	0	0.0%	99.5%
Lesotho	0	2	0	0	0	0	0	0	0	0	0.0%	99.5%
Libya	0	0	0	0	9	10	9	6	2	0	0.0%	99.5%
Netherlands	2	1	0	0	0	0	1	2	0	0	0.0%	99.5%
New Guinea	0	0	0	0	0	0	0	1	0	0	0.0%	99.5%
New Zealand	3	2	1	2	2	1	0	1	2	0	0.0%	99.5%
Nigeria	5	4	3	2	1	2	0	0	0	0	0.0%	99.5%
Paru	0	1	0	1	2	1	1	1	1	0	0.0%	99.5%
Syria	0	0	0	0	0	0	1	1	1	0	0.0%	99.5%
Venezuela	0	0	0	3	5	3	2	3	3	0	0.0%	99.5%
West Indies	1	0	0	0	0	0	0	0	0	0	0.0%	99.5%
Zimbabwe	1	2	0	0	0	0	0	0	0	0	0.0%	99.5%
Unknown	42	19	29	0	4	0	2	1	5	3	0.4%	99.9%
Total Visa	903	801	685	660	670	697	713	755	819	815	100.0%	
Total Undergrad	11,183	11,198	11,211	11,411	12,404	12,693	14,323	14,551	15,299	15,239		
% Visa	8.1%	7.2%	6.1%	5.8%	5.4%	5.5%	5.0%	5.2%	5.4%	5.3%		

Note: In Fall 1986, there were 660 undergraduate visa students. Breakdown by country of citizenship is not available for Fall 1986. Estimates are provided above.

SOURCE: SSC6400

SCS Implications of 3% International student admission limit with revenue neutrality

HEADCOUNT BASIS

	int'l students grandparented	int'l students new fee	add'l domestic students	total revenue (gross)	int'l students' scholarship	total revenue (net)
revenue per student	\$6,120	\$10,400	\$2,040		(\$10,400)	
Year 0	revenue \$4,821,540	n/a	n/a	\$4,821,540	n/a	\$4,821,540
	total students 815	0	0	815	0	815
	percent of total enrol 5.43%					
Year 1	revenue \$3,549,600	\$1,467,354	\$138,720	\$5,155,674	(\$104,000)	\$5,051,674
	total students 600	147	68	815	10	815
	percent of total enrol 4.00%	0.98%				
Year 2	revenue \$2,366,400	\$2,495,500	\$336,600	\$5,198,500	(\$208,000)	\$4,990,500
	total students 400	250	165	815	20	815
	percent of total enrol 2.67%	1.67%				
Year 3	revenue \$1,183,200	\$3,493,700	\$540,600	\$5,217,500	(\$312,000)	\$4,905,500
	total students 200	350	265	815	30	815
	percent of total enrol 1.33%	2.33%				
Year 4	revenue \$0	\$4,491,900	\$744,600	\$5,236,500	(\$416,000)	\$4,820,500
	total students 0	450	365	815	40	815
	percent of total enrol 0.00%	3.00%				

COURSE LOAD BASIS

	int'l students grandparented	int'l students new fee	add'l domestic students	total revenue (gross)	int'l students' scholarship	total revenue (net)
revenue per sem hr	\$204	\$378	\$68		(\$378)	
Year 0	revenue \$4,922,704	n/a	n/a	\$4,922,704	n/a	\$4,922,704
	total course hrs 24963	0	0		0	
	percent of total enrol 7.00%					
Year 4	revenue \$0	\$4,524,544	\$848,742	\$5,373,286	(\$453,600)	\$4,919,686
	total course hrs 0	12482	12482		1200	
	percent of total enrol	3.50%				

New international tuition fee for 30 sem hrs **\$11,340**

Assumptions:

- Domestic fee constant = \$2040 per annum or \$68 per sem hr.
- Grandparented int'l fee = domestic fee x 3
- No change in student population = 15,000 approx. headcount or 368,782 course hrs (91 - 92 actual)
- 92/93 international student pop. = 815 avg. headcount
- Avg. annual intake 1987 - 1993 = 4900 approx.
- Int'l student intake reduced to 3% of total intake i.e. 147/year
- Assumes 3% intake gives 3.5% course load stock at end of Yr 4
- Assumes 95% of international students pay differential fee
- Assumes 5% of international students pay domestic fee - reciprocity: diplomatic etc.
- International student scholarship gives free tuition to 40 students @ 30 sem hrs each
- Other financial aid and services (CIS) remain

APPENDIX E

International Students at Canadian Universities..1990/91

<u>University</u>	<u>No. of International Students</u>	<u>No. of Total Students</u>	<u>Percent International Students</u>
Toronto	1,975	43,627	4.5%
York	1,708	36,675	4.7%
McGill	1,411	19,939	7.1%
Montreal	1,009	44,508	2.3%
Quebec	785	73,818	1.1%
SFU	784	14,389	5.4%
Calgary	763	19,425	3.9%
Alberta	714	24,465	2.9%
Manitoba	682	21,389	3.2%
Carleton	599	17,828	3.4%
Concordia	591	22,330	2.6%
Western	569	25,662	2.2%
Winnipeg	511	7,092	7.2%
Laval	509	29,336	1.7%
Windsor	478	14,536	3.3%
Ottawa	473	20,822	2.3%
Waterloo	473	21,501	2.2%
UBC	401	23,864	1.7%
Acadia	324	3,917	8.3%
Regina	312	10,923	2.9%
Queens	312	14,724	2.1%
McMaster	311	14,329	2.2%
Lethbridge	308	3,765	8.2%
St. Mary's	264	6,392	4.1%
UNB	230	10,375	2.2%
Guelph	228	13,579	1.7%
Dalhousie	217	8,897	2.4%
Trinity Western	209	1,315	15.9%
Memorial	200	15,826	1.3%
Uvic	196	12,798	1.5%
Brock	182	9,563	1.9%
Saskatchewan	140	17,800	0.8%

Source: StatsCan

Boland-Lauprecht Minority SCIS report to Senate

The Senate Committee on International Students was asked to examine the University's policies regarding the admission of so-called 'visa' students and regarding differential tuition fees for those students. The minority which endorses this report disagree with the Committee's recommendations. Although we agree with the majority's view that the current policies are 'reactive' rather than purposefully constructed, we think the majority's recommendations perpetuate the reactive nature of the existing policies.

The question which prompted the creation of this Committee was whether there should be limits on the number of non-resident students allowed to major in programmes for which Senate has approved enrollment limitations and if so, at what level. While recognizing that nobody could ever give a reasoned argument for why the overall admissions should be limited to a specific level (e.g., 6.5%) or why a programme's admissions be limited to a specific level, we think more effort should be given to providing reasons for admitting international students in the first place. Moreover, such reasons must form the basis for specific policies regarding admission levels and differential tuition fees. In effect, we do not feel that the Committee has adequately completed its assigned tasks.

The main question to ask is whether there should be a limit on the number of students admitted to our undergraduate programme who are not permanent residents of Canada. Our current limit is set at a number equal to 7% of the current number of all undergraduate students. While it is important to consider whether this is an appropriate limit, it is more important to first ask, 'appropriate for what?'. If we wish to avoid continuing the reactive nature of the University's policies, this important question needs to be answered before attempting to answer the questions put to the Committee by Senate.

Needless to say, during the deliberations of the Committee, the opinions of guests and respondents covered a full spectrum for each question we asked. *Virtually everyone agreed that the University should admit 'visa' students.* Given the widespread agreement, little consideration was focused on the general rationales for the enrollment of non-resident students. The minority thinks the reasons considered fall into three rough categories:

- (1) *Medium-run* cross-cultural benefits for domestic students. While it might be difficult to measure these benefits, many students and faculty feel the presence of students from other cultures increase the education possibilities for domestic students. Different ways of viewing things we take for granted add to our educational experience.
- (2) *Long-run* economic benefits for B.C. that might result from business contacts and other networking generated by 'visa' students who return to their home countries after graduation. The rationale presumes that a sufficient number of students will return to their home countries and achieve positions of influence in government or business.
- (3) *Short-run* financial benefits or costs of changing the level of differential fees. Since 'visa' students will be paying tuition fees that are at least three times what a domestic student pays, there is an obvious financial benefit to the University's budget with each 'visa' student admitted. These benefits must not be overestimated since even at triple the rate there is still a 40% subsidy.

Each rationale puts limits on any changes that the Senate may choose to implement. Some examples:

- (a) If we think that medium-run cross-cultural benefits have a high priority, then there would not seem to be any way of avoiding the importance of placing limitations on the number of students in limited-enrollment programmes. Specifically, if all 'visa' students chose to enroll in one programme, then the cross-cultural benefits would be enjoyed only by the students and faculty in a single programme. From a University wide perspective such limited benefits might not seem sufficient to overcome the fact that enrollment space is limited.
- (b) If we think the short-run financial benefits of increased tuition fees are desirable, then we need to recognize that they promote an elitism of sorts, namely, only those that can pay high fees will apply and this would be only minimally offset by scholarships. Moreover, the cross-cultural benefits will be limited to those provided by the very few countries that have sufficiently high per-capita wealth to be able to afford the elevated fees. If we think it is desirable to reduce the fees to avoid the elitism, then it still must be recognized that the Board of Governors' current policy yields a significant

revenue which in these times of budget restraint could necessitate a significant increase in tuition fees or a significant reduction in our ability to service the domestic students currently enrolled.

- (c) Given that it is difficult to assess any long-run economic benefits for B.C., it could be that by inviting 'visa' students on the basis of uncertain and possibly questionable benefits we are excluding domestic students that might by their education make a more certain contribution to Canada. We think that any long-run economic benefits would have to be explicitly financed by earmarked Provincial or Federal funds – perhaps by providing scholarships.

The Committee's majority recommends a significant reduction in the number of 'visa' students allowed to enroll in the University. While a reduction in the 7% limit might be desirable on some grounds (for example, it might make limits unnecessary in enrollment-restricted programmes such as Business Administration's which currently allows a maximum of 10% 'visa' students), it would likely lead to a situation that would be contrary to a promotion of the medium-run cross-cultural benefits as noted above. Specifically, reducing the limit on the 'visa' student enrollment to 2% still might result in the entire 2% enrolling in one programme such as Business Administration's and thereby failing to allow all parts of the University to share in the desired cultural benefits derived from the presence of the 'visa' students.

The Committee examined data about the country of permanent residence for the 'visa' students who currently attend SFU. As the data show, the major sources are three countries, all in Southeast Asia. This fact seems to compromise the medium-run benefits. If the medium-run cross-cultural benefits have a high priority, then the University must seek ways to attract undergraduate students from other regions such as Africa and South America. One relevant policy used by other universities is to limit the number of students from any particular country. While this policy might involve administrative complications, such a policy might be the only way to reduce the visa-student limit in a manner that preserves at least one aspect of the medium-run benefits.

The problem of differential tuition fees

We think the presence of students from different cultures is important for the domestic students in our classes even though it is difficult to quantify the

importance. Given the shortage of space for all students, domestic and 'visa', there must be a limit on the number of 'visa' students admitted to the University. The space shortage alone is a sufficient reason for the admission-limitation policy. What has never been adequately explained is why the University imposed differential fees in the first place.¹

If there were no differential, the matter of reducing the limitation would be simple – there would be no short-run effect on the University's budget. Putting the problem in blunt terms, the University is addicted to the revenue obtained from the differential fees. The majority's recommended policy, which would increase the differential fees from \$4000 to \$9,000, may aggravate rather than elevate the pressure on space access for domestic students. In effect, for each 'visa' student admitted instead of a domestic student, the University's revenue will be greater by \$9,000. An increase of 110 'visa' students nets the University one million dollars more. This is an incentive to increase the limit rather than reduce it. We think the University needs to be cured of this addiction. Differential fees must be eliminated.

Obviously, the idea that differential fees be eliminated will be viewed as outrageous. Nevertheless, if we fail to eliminate differential fees and instead increase them, we will be led to the following problems.

Let us say that the University imposes the Committee's recommended differential fee of \$9,000 (which means that a 'visa' student would have to pay \$11,000 per year).

- (1) Consider what parents might say when their child is denied access to the University while 'visa' students are admitted. It would seem reasonable for a parent to say, 'I will pay the additional \$9,000 if you admit my child rather

1 Despite what some members of the Committee think, for technical reasons one could never accurately calculate the cost of educating one undergraduate student. The technical reason is called the 'allocation problem' and it arises anytime a company produces more than one good to sell [see Arthur Thomas, 'The FASB and the allocation problem', *Journal of Accountancy*, Nov. 1975]. In the case of a university, the products are not only undergraduate degrees, but graduate degrees, contributions to research and development, teacher education and certifications, etc.

In some cases, it might be thought that we are competing in a market for 'visa' students and thus should charge a market price which indirectly will reflect true costs. Unfortunately, this presumes not only a market with a homogeneous product (e.g. a high school diploma is the same as a university degree) but also that the other participants in the market can calculate the costs. As economists might say, it presumes also that the market is in equilibrium. If there is no reason for why the market has reached an equilibrium, the going market price has little meaning – that is, it is an unreliable basis for calculating costs or prices.

than a visa student'. A tax-paying parent is not going to be satisfied by being told that 'visa' students pay more. One more 'visa' students means one less domestic student no matter how much extra 'visa' students pay. Unlike community colleges that can rent a trailer and hire part-time teachers without having to worry about quality, paying a higher university tuition does not provide more space in any university which has no excess-capacity.

- (2) Consider what 'visa' students might say after paying the extra \$9,000. 'Visa' students will surely think that it is reasonable to expect that they be given guaranteed access in limited enrollment programmes. If they are not given guaranteed access, they are likely to feel cheated. They will pay 5 times more but get nothing more for it.

If it is recognized (as suggested above) that the primary rationale for admitting 'visa' students is to improve the education of domestic students, then it does not make any sense to charge the 'visa' students more. Certainly, the cost of any reduction in the number of 'visa' students ought not be born by 'visa' students. It would make more sense to reduce the number of 'visa' students to 2 or 3 percent and recapture the lost revenue by increasing the tuition for all 14,000 students. For example, at the forthcoming differential rate (three times the domestic tuition), a one percent reduction (from the current 7% limit) would lead to a \$40 increase in domestic tuition per year. That's all. The domestic tuition would increase from \$2040 per year to \$2080 per year. If continued for three more years, the yearly tuition would be increased to \$2200 and the visa-student limit would have been reduced to 3% - which is a limit that most other Canadian universities seem willing to tolerate.

The extent to which the admission of 'visa' students is considered a desirable long-run benefit, we think that either the B.C. or the Federal Government should be obligated to *explicitly* finance such benefits. If they did finance such benefits, then the tuition fees would not have to be increased.

The minority's alternative recommendations

We all agree on some basic facts that we have learned during the meetings of this Committee. First, almost 70% of 'visa' students come to SFU from lower mainland high schools or colleges. Second, almost all come from three Southeast Asian countries. But most important, we learned that the imposition of differential fees has made it difficult to straightforwardly deal with the questions raised by Senate.

We think it is important for the University to cure its addiction to differential fees so that the question of admission limitations can be based on academic reasons rather than financial considerations. Thus we recommend that:

- (1) Differential fees be eliminated – slowly, if necessary.
- (2) Tuition fees be slowly increased to recover any lost revenue not funded by the provincial or federal governments.

If the University is unwilling to give up its addiction to differential fees and is unwilling to deal with the fact that most 'visa' students come from one region and most have been living in the Vancouver area, then we recommend the *status quo*. That is, there should be no changes in differential fees and no changes in the 7% limit on 'visa' admissions. The only possible exception is that the current 10% limitation imposed on Business Administration and Computing Science be extended to all programmes which limit their enrollment.

Given that almost 70% of 'visa' students come to SFU from lower mainland high schools or colleges and almost all come from just three Southeast Asian countries, we think the cross-cultural benefits of admitting 'visa' students in this manner are severely limited. We thus recommend that:

- (3) In admitting 'visa' students, preference should be given to off-shore students.
- (4) For 'visa' students whose permanent residence is in the same region, their admission be limited to a maximum of one percent (140 students) – where regions can be defined as Europe, Africa, Central America, South America, United States, Southeast Asia, Middle East, India-Pakistan, Mainland China, etc.

Signed (12 Feb 1993)

Lawrence Boland

Harro Lauprecht

Summary

The compilation of a report on the status of International Students at S.F.U. was a long and arduous one. Much of the published data we consulted was inconclusive. Yet, a report has come forth. While I disagree with some of the contentions and assumptions which underlie the Committee's report, my Minority submission differs from the Committee's report only in two fundamental ways. First of all I recommend a 5% target for International Undergraduate admission, not the 3% target suggested by the committee. Secondly, I also recommend that the stricture of Revenue Neutrality be removed and that the majority reports recommendation of \$10,000 be to charged all international students.

The result of this would be that S.F.U. would enroll an additional 300 International Students (assuming that the Undergraduate Headcount remains at 15,000). Since revenue neutrality is attained at 3%, the University would have an extra \$3 million at its disposal (300 x a minimum of \$10,200.00) than the majority report recommends. Monies so generated should be placed in a special "Educational Expansion Fund" which should go towards meeting the increased teaching demand which these students create. It seems only fitting that these funds be allocated to the departments or faculties on the basis of the number of International Undergraduates taking courses in their respective units.

If one accepts that each section taught by a sessional Instructor costs \$6,000.00 per year, the \$3 million could be used to create an additional 500 sections. This is a significant increase in teaching capacity in times of very great budgetary uncertainty. This Fund would allow the University to add extra sections of popular courses, to continue funding existing courses, and allow for expansion of course offerings in a climate otherwise very hostile to growth and curriculum renewal.

This proposal, if accepted, would allow for the enhancement of the curriculum for both domestic and International Students, while also creating a few more places for Canadian students than currently exists (although, admittedly, this proposal does not go as far as the Committee's recommendations in this regard). The result of this plan is that an interesting compromise is reached between preserving the demographics of the Undergraduate Student population which now exists, opening up accessibility to Canadians, and enabling the University to satisfy more of the teaching needs of its Student population.

Introduction

When looking at the issue of International Students at S.F.U., I first began by looking at our current policy, and then determined if there was a problem with that policy. Currently regulations call for a maximum of 7% International Students in the University, a limit in some programs of 10% International Students, and since 1984, the charging of Differential fees to International Students. These three "pillars" of the existing policy are in place and are achieving what they were designed to do. The question arises as to whether the status quo is a desirable situation or one which requires amendment.

One of the biggest questions regarding the current policy is whether it is working, in other words, are International Undergraduates coming to S.F.U. and mingling with domestic Undergraduates and enriching their educational experience. The committee seemed to feel that the current policy was not working, charging that most of the University's International Students come from one area (three places in the Far East {Hong Kong, Singapore, and Malaysia}), and that they came from ethnic groups which were already well represented both among the body politic of our Student population and amongst our recent group of landed immigrants. Furthermore, they concluded that these Foreign students tend to "cluster" together in social groups composed of students from similar locales and cultural backgrounds. Since all the people asked to appear before the committee tended to be administrators, officials, and other non-students, their competency to judge the true effect of foreign students, or the actual degree of social interaction between foreign and domestic students is highly questionable. From their vantage point they were able to discern a less than complete picture since their contact with, and opportunity to observe, foreign students outside of the classroom is either very limited or non-existent.

Even within a group of students who come from a geographically contiguous area, ethnically similar, and influenced by a similar host culture, more diversity can occur than the average Canadian might think. Some people in Singapore (studying here on Singapore passports) were originally born in Indonesia, but moved to Singapore in the last twenty years to escape from the violence meted out at the hands of the locals. We tend to attract ethnic Malays (Malaysian Muslims) from Malaysia, and a few people of Subcontinental extraction (who live in Malaysia and Singapore [these people being descended from Tamil stock, as opposed to the residents from the Punjab and Sihnd who make up the bulk of our Indo-Canadian population]). None of these sub-groups are well represented among our recent immigrant groups. Some of our students from Hong Kong are not ethnically Chinese. Even assuming on the face of things that a substantial number of our International students are ethnically Chinese and that we have a rather large indigenous population of Canadian born Chinese and Chinese immigrants (despite what the committee said, this is what was really meant when their report referred to our recent immigrant groups as contrasted with the vast majority of our foreign students), unless people take the time to inquire after a group of students they might causally see assembled in a corridor, at a table in the cafeteria, or in a tutorial, how can they tell if these students are born in Canada (in some cases being second or third generation), or if these

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people have arrived in Canada last week? If they cannot even determine this issue, how can they determine if any cross-cultural interchange is occurring.

The Committee was not careful enough to differentiate between the minute but significant differences that occur between our ethnically Chinese International students (and the many subvariations which can occur even within people coming from the same jurisdiction), and our indigenous population. Anecdotal evidence, and popular "student culture " suggests that considerably more interaction exists between International Students and domestic students than the committee reports. A substantial number of student clubs have a very diverse membership base which incorporates a substantial number of cross-fertilization between the domestic and International populations. Organizations such as Campus Crusade for Christ, Intervarsity Christian Fellowship, The Muslim Club, The International Club, the S.F.U. Commonwealth Club, The Malaysian and Singapore Student Association, The Chinese Student Association and AIESEC have a very diverse membership, and thus provide opportunities for cross-cultural contact. Furthermore, the type of interaction and education which goes on at this level, besides developing social and socialization skills, also provides students with a taste of what they will be facing in the truly global society which is emerging.

This interaction gives students a rare insight into other cultures, other political systems and other ways of dealing with problems, despite the fact that some of these regions have provided a fair number of recent immigrants (Hong Kong most particularly); there is a value in having people who are "fresh" (students intending to return to their place of origin). One of the most fundamental ways in which an International student from, say Hong Kong, differs from a landed immigrant from Hong Kong, say, is by the fact that this International student is intending to return to Hong Kong. He or she is preparing for that eventuality, by keeping up on the news from "home", by looking at the employment prospects in the colony, and by trying to make friends and network contacts with school mates returning to Hong Kong. This student's primary focus is on Hong Kong, his or her heart lies in Asia, as they prepare to return. Conversely, a landed immigrant looks forward to the new challenges of his or her new homeland, they look for jobs here in Canada, and they focus on the Canadian or Vancouver scene. Their heart lies in North America.

One consistent point of the Committee was that 75% of our International Students come from three jurisdictions. Yet should it be surprising that 75% of our International Student's come from three? The University has never done much to actively promote itself abroad. In effect it has left its International recruitment up to market forces. Given our location on the Pacific basin, our historical and current immigration patterns and our past and present link with the countries of the Commonwealth it is hardly surprising that, our population of International Students has its current demographic profile . The Committee should not claim that at S.F.U. our attempts at Internationalization have failed (which is the actual message of their report), and use this as a basis for radically overhauling the status quo. A proper policy of Internationalization has

3 yet to be tried at S.F.U. Something which has not been tried cannot be said to have failed.

One further error with the present policy, and the committee's critique of it, arises from S.F.U.'s geographic location and relative newness. Due to immigration patterns and geography, students, say from the Caribbean, are far more likely to congregate in the Metro Toronto area. The Eastern regions of Canada are of a far closer proximity to students from Africa and Europe. The relative newness and the relative obscurity of S.F.U. on the world's stage (so far as potential Undergraduates in Kenya or Liechtenstein are concerned) means that these students are far less likely to apply to come to S.F.U. The Quebec factor makes it far more likely that Francophone students (Students from the French Community) will choose to study there.

Our differential fee structure (set to go to three times) almost ensures that students from third world countries cannot afford to come here (even assuming that they "discover" S.F.U.). Students in Europe tend to be given "grants" to study at domestic Universities by their governments. To expect a student to forego his or her state grant (since, with very few exceptions, these grants are only valid in the student's home country), to move to a strange place (incurring all the latent costs associated with this enterprise), to pay high differential fees, and to register in a University which is basically unknown to them (due to the institution's failure to adequately promote itself abroad), flies in the face of reason. These factors make it unlikely that in the context of our present laissez faire policy, S.F.U. could attract International students from other regions of the world.

Rather than reducing the University's International student allocation by some 57% because of unhappiness with the mix of students it currently attracts, it makes far more sense to attempt to develop a policy of recruiting students from far more diverse regions of the world, and for finding ways of promoting S.F.U. abroad. This coupled with a scholarship fund for third world students and with enhanced International services on campus would be a far more prudent course to pursue. The University should promote itself abroad by printing and sending posters and information brochures to Canadian High Commissions, Consulates, Embassies and Legations abroad.

Furthermore I would recommend that S.F.U. identify a couple of target areas (Africa, The Near East, Central America), and work to promote itself in these places. Possible approaches would involve Organizations such as Rotary and the International contacts which individual faculty members and Units within the University (such as the Latin American Studies program and field school, or our Chinese field school) might have. International Academic conferences, such as the recent Festival Hong Kong (held at S.F.U. in the fall of '92), also provide an opportunity for S.F.U. to promote itself to academics, administrators, and officials from other jurisdictions (I cite the above as an example, but hopefully the University would decide to hold or attend forums held to celebrate areas such as Latin America or Africa, areas where we are not currently well represented). If we built upon these contacts, we might well attract students from some of these

- 4 regions (assuming that these were regions where we were not already well represented by International students currently).

BENEFITS

The Committee was less willing to examine the intangible benefits which International students bring to campus and to Canada, preferring instead to look at such dubious statistics as the balance of trade between the Dominion of Canada and the Crown Colony of Hong Kong. Besides being a waste of effort, the conclusions reached by the Committee on this issue could and should be challenged. Firstly, the trade statistics which were examined (and the statistics cited took the other two locales who supply the bulk of our International Students into account), only cover "visible trade". Invisible exports such as financial services, shipping, insurance, and foreign investment are not covered. Since Asia's primary export to North America (besides populations) is investment, it is not surprising that there would appear to be a substantial trade deficit and capital outflow in favor of the Far East as compared to North America.

Secondly, the numbers cited were for the entire Dominion, yet much of British Columbia's trade (after the United States) is now with the Asia Pacific region. Hence the published statistics are quite possibly an inaccurate projection of what the balance and scale of trade between British Columbia and the Far East. However, since the Committee's primary rejection to the argument that International Undergraduates represented a potential future economic benefit for the province or the country rested on these statistics, one can only conclude that the conclusions reached are either erroneous, less than objective, or were not properly backed up with relevant empirical evidence. Suffice to say that over the past twenty years (the benchmark used by the Committee in their deliberations), there has been a noted rise in offshore Asian investment in North America (British Columbia and the West Coast of North America particularly). How much of this is due to S.F.U. Alumni is open to question. However one cannot question that there is a greater awareness of Canada in these regions nor can one easily dispute that familiarity often leads to greater commercial contact between different peoples (it is a historical fact of trade and geography).

Our International Student Alumni are our ambassadors in their respective homelands. Those who have a favorable impression of Canada will in all probability view Canadian projects more favorably than those who know less about the country. Whether this leads to greater investment is uncertain, but it seems far more reasonable to assume that having International undergraduates has been a far more positive influence on Canada's (or rather British Columbia's) long run economic development than the committee's contention to the contrary. Our Alumni identify with their old school (something not touched on by the Committee, but something which might help indicate a link between S.F.U. and enhanced economic benefits). Our Alumni Association chapters in these countries are quite strong and their events are always very well attended.

One further benefit provided by the presence of International Undergraduates is the wealth of guest speakers and opportunities for foreign

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employment, investment and cultural education which they bring with them. By having people who are "going back", so to speak, we are afforded a wider range of speakers and publications from these countries; speakers and publications which give lectures and information on the politics, culture, customs and conditions in these regions, lectures geared for domestic, not foreign consumption. This affords S.F.U. Faculty, staff and Students a rare opportunity to garner a glimpse into these countries and into what makes them tick.. When one considers the growing economic and political importance of these places, the value of this exposure for our students is quite obvious. These contacts, at present, are not utilized to the extent that they could be. Since these have a large number of their own citizens here at S.F.U., they are far more willing to "service" them or to come to the University to give talks or hold events in conjunction with the University than they might be if they had a far smaller presence on campus. We could and should use these contacts as the basis for giving our students, domestic and International alike, access to foreign employment, travel, cultural, exchange and educational opportunities. These often overlooked current and potential benefits afforded to us by our current situation did not figure in the committee's report.

The International Undergraduates who are presently at S.F.U. afford S.F.U. Students and Faculty a snap shot into the educational standards and the results of other systems of training, education and social organization. In some cases our landed immigrants, depending on when they left their respective countries, do not have the same capacity to provide this type of information. Again when one considers the growing importance of the regions from which most of our students come from, this data can be useful. While having International undergraduates here allows us to gain a better understanding of their host countries' cultures, we, while we have these students here, also are able to influence or change their perceptions of Canada and North America. The value of this contact for the future cannot be underestimated. Clearly there are values to having International undergraduates here at S.F.U., values which do not always show up in the balance of trade statistics for Hong Kong and Canada.

COSTS

Up to this point this submission has been little more than an defence of the status quo, however it is over the issue of access that one finds oneself convinced that a change must take place in our current Policy towards International undergraduates. Firstly, the access problem is a system wide problem, and is not limited to this University. Even if we eliminated all places for International undergraduates we would still be turning away qualified Canadian students (to keep this in perspective, next year we are set to admit some 4,600 under- graduates into this University, even at steady state, only a maximum of 210 of these would be International students {in practice usually we do not exceed or meet our quota [the last couple of semesters when for the first time we came close notwithstanding])). If one argues, as I have throughout the committee deliberations and throughout this document, that International undergraduates are worth having and that they do have a positive effect upon the campus environment and the educational experiences of us all, then the cost of

6 the displacement which these students create is one worth incurring since the greater good is served.

If the campus wishes to be "Internationalized", then it must be willing to endure a wee bit of displacement for the laudable purposes it wishes to fulfill. Still, in the context of our access problem, something must be done. The solution is to mitigate this displacement, or perceived displacement to the greatest extent possible without tinkering with the current "mix" among our student populations which has served us so well for so long (the 18-24 age group, Mid-career, "mature", International, and Senior Citizens). One means of achieving this end is to lower the International student target, whilst one other option is to combine the first solution with a different funding mechanism which will allow International Undergraduates to study at S.F.U. while also creating some slots and course offerings for Canadians.

Access and displacement are problems at S.F.U., but the problems with displacement and access in the case of International students are particularly acute because of the fact that our International Undergraduates tend to gravitate towards some of our most popular programs, programs which cannot even accommodate all the domestic students who wish to pursue them. There are, of course, places within the University which have excess capacity, and which for reasons of Tenure and Institutional structure cannot be downsized; a natural conclusion would be to redouble our efforts to channel more of our students, but especially some of our International students, into these programs. In effect, what the University has is more a problem with resource allocation between faculties and units within the University, as opposed to a wholesale overcrowding problem (although in some units such a statement would be extremely hard to believe on the face of it). In effect, if our International students could be induced to study Physics, say, this displacement (if one wishes to call it that), would either go unnoticed or it would be mitigated somewhat.

One way to facilitate this would be to require International Students who transfer to S.F.U. with the equivalent of an Associate Degree (usually 60 credit hours or more), be admitted by Faculty (with the Faculties of Business Administration and Education requiring the equivalent of a minor in some other discipline and a few qualifying courses to be completed at S.F.U. as the criteria for admission to their Faculties). Conversely, if this regulation was thought to be too onerous, or potentially in violation of Human Rights legislation, then this policy could be adopted for all transfer students who transfer with the equivalent of an Associate Degree (so long as it remains possible to change Faculties fairly easily). This would mean that, because of the head start which many of our International students have in the realm of quantitative skills and because of the difficulty which some of them have with courses which involve a high degree of English competency, that they would be induced to study courses which qualify for admission into the Faculty of Science.

From Science some of these students could either switch faculties, or they could take a minor in their chosen Science subject, and take their degree in

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business. Since some of the prerequisites for Business and Science are similar, pairing the two together is not as ludicrous as first meets the eye. For those students who do not get to "the promised land", they would still, for the most part, graduate as Science students (either with a minor in Economics, or in some other Business related discipline).

One thing the Business Faculty could consider doing, is implementing certificate programs for students who take courses or pursue programs within the Faculty without completing a degree (Certificates in Commercial Studies). Typically these would either be completed by students studying in other units of the University (Communications or Geography, say), or by students who tried to gain admission to the Faculty, but were denied admission (those in the "paradise denied" category). This would solve some of our overcrowding problems, while also working towards making the displacement problems somewhat less onerous. One further way of solving the problem of overcrowding in popular programs is to establish a 10% limit on International students for any limited enrollment program (as the committee suggested). This would again control the number of International students enrolled in programs which have limited space even for our domestic students.

CONCLUSION

If the intention of having foreign undergraduates here is to have them come into contact with our domestic students and enrich their educational experience, the Committee's recommendations will do just the opposite. Fewer International undergraduates will be on campus, they will all tend to "cluster" in the Faculty of Business Administration, in the Departments of Communications, Computing Science and Economics, and they will, especially with these higher fees, be more inclined to bury their noses in their books. Furthermore, the dearth of like cultured people to provide a "peer support group" will, in light of the above two factors coming into operation, mean that these students will be even more inclined to "cluster" together socially, retreating into a parochial ghetto. One further problem I have with the Committee's report is its assumption of a steady state Undergraduate population; in light of the University's budget crisis and the potential effect it will have on the sessional teaching budget (and we must remember that a considerable amount of teaching is done in this University by sessionals [admittedly not as much as in years past, but still a significant amount]) it is quite possible that the University may decide to downsize.

If the revenue brought in by fewer International undergraduates (3% in the case of the Committee's recommendation), matches the amount brought in by more (6% + in this case), it does not necessarily follow that the University will make up for the International Students it eliminates by accepting domestic students. The policy of the University in the past few years has been to only accept additional students which we received government funding for. Since we have a few students wandering the corridors still left over from the Access program (students we were not fully funded for since our G.P.A. target was inaccurate), it is conceivable that the University could very well say that since we have a budget crisis and because in past years we took students whom we were not fully funded for, that these student places would become redundant. The

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University can partially justify this by saying that access to Canadians was not being denied or cutback, since formerly these places were occupied by high fee-paying, Non-Income tax paying, unenfranchised, International Students. The political fallout from such a scenario could be substantially less than if Canadian positions were axed because our budget crisis was so acute that it would not allow us to hire enough sessionals to educate S.F.U. Students. These reductions in students could represent S.F.U.'s contribution to downsizing.

Since our University is full, and our teaching resources stretched to the point that we have to hire outside sessional teachers to teach our courses, it is highly unlikely that the University would seek to add places in the next few years, especially if these places were of a more highly subsidized nature than those they were replacing. Short of having faculty teach more, increasing the differential fees to pay for additional teaching resources, having a pot of money fall from the sky, or raising domestic tuition levels to politically unacceptable levels, it is highly unlikely that the committee's solution to the problem at hand will create the number of spaces for Canadian students they would have us believe. A better solution must be found, one which balances the desirability of having a healthy number of International Undergraduates here, off against the necessity of providing access for Canadians. A solution must also be found which does more than provide revenue neutrality for the University, a solution must be found which will allow the University to tackle its budgetary problems, so that it can continue to provide the level of service which it currently provides to the Undergraduate students of the University. It is with the desirability to maximize the advantage to the University that I propose the recommendations which follow.

RECOMMENDATIONS

-A limit of 5% International Students.

-A move towards something approaching cost recovery, by charging either \$10,200.00 (\$340.00 per credit hour) or \$8,000.00 (\$266.67 per credit hour) for a full year of study (keeping in mind that McGill, who charge the highest fees for International Students in the Country, only charge something over \$7,000.00). I will stay with the Committee's recommended fee of \$10,200.00, but if it is found that the University cannot "sell" all its slots at \$10,200.00, then I would advise coming down to \$8,000.00. The difference between the two fee schedules being \$600,000.00 or 100 course sections

-The establishment of a special "Educational Expansion Fund" to handle this tuition revenue, and to ensure that this money is used for expanding the course offerings and for creating new courses or sections of courses. This will work to ensure that the money goes towards offsetting the spaces which these students take up, while also helping to create some new spaces for Canadian students, thereby offsetting or mitigating the displacement (or supposed displacement) which these International students are said to create. A formula would be derived to distribute the money whereby the units within the university (Faculty's and Departments) which have the greatest number of International students would receive the greatest payouts from this fund. The expressed aim of this

9 fund is "Educational Expansion", and the money would go for just these purposes.

-A Scholarship fund shall be established for 10 Foreign Students per year (a maximum of 40 when the program is fully operational), the only way in which my proposal differs from the Committee's recommendation in this regard is by the proviso that at least two of those 10 scholarships in any given year must go to scholars from Commonwealth countries, preferably ones in which we are not currently well represented by International Students.

-Grandparenting provisions for all International Students currently registered in the University as of 93-2. This provision shall have a statute of limitations running for five years, at which time, unless a student can prove just cause in their specific case, it will run out.

-Those students currently being "grandparented", will still be eligible for the Open Scholarship, for bursaries or any other type of financial award and/or assistance they are either currently receiving or are currently eligible for. I would also recommend that the University continue to remit some of the differential revenue back into financial aid for International students.

-I would also suggest that the Centre for International Students continue in operation, but I would suggest the following changes to the centre to bring it more into focus with the International role I wish the Centre and the School to embrace.

The Centre for International Students (currently headed by Kay Pearson), be merged with the International relations and Exchanges side of things. This would work to "package" all of our International services into one, and it would work to facilitate better communications between the two sides of our International operation.

The Centre for International Students be given a larger space in the new Student Services Building, commensurate with its expanded role.

The centre will be in charge of all international activities (in co-ordination with SCIA), and will handle foreign inquiries regarding S.F.U. and its courses of study.

The centre will develop (in conjunction with the Sub-committee of SCIA charged with overseeing exchanges), exchange agreements with other Universities, both in Canada and abroad.

The centre will keep in close contact with campus clubs which have an International focus (the Singapore and Malaysian Student Society, the S.F.U. Commonwealth Club, the International Club), and will provide some space (such as mail boxes or bulletin boards) for the exchange of information about activities, campus events and speakers.

The centre will be a nerve centre for International job postings, research opportunities, and other such services, both for International students and Domestic Students.

The Centre will serve as both S.F.U.'s face on the world and the world's entree to S.F.U.. People such as consular officials who come to campus to give talks on conditions in their countries or about employment opportunities, would go through the centre, as would any other International groups wishing to establish a presence on campus. It is hoped that the Centre would establish a healthy dialogue with sister institutions of higher learning and scholarly research around the world, with the intention that eventually when S.F.U. Faculty or Students wished to embark upon an International activity, that they would look to the centre as the first step in their attempt at "internationalization". To facilitate this, I would suggest that the Centre no longer report to Student Services, and ultimately to the V.P. Administration, but rather, that the Centre should report to Dr. Jack Blaney, V.P. for Harbour Centre, and Director of External Relations. Conversely, The Centre could report to Dr. Judith Osborne, Associate Academic V.P., who would become, in effect, Associate V.P. for Students.

That the Centre be given a mandate to try to interest our International alumni in the provision of Scholarships for International Students. Also, any attempts at fundraising abroad would also be co-ordinated through the centre (assuming that it falls under Dr. Blaney's realm of responsibility).

That the Centre be given the responsibility for promoting and administering our International Student policy (in all areas save for admission of Students, receipt of applications or judging document accreditation).

The centre will expand its social service and orientation role.

The Centre will endeavor to expand its counselling services for International Students. One option is to use "peer counselling" (incorporating both Canadian and International students into this process), or to have the Centre act as a referral service for Students who are sent there by their respective departments.

In time it is hoped that the Centre would become the place which Departments would contact if they had queries regarding International Students.

The Centre would continue to be funded in the same manner that is currently funded. Any operations transferred to its responsibility would have a concomitant transfer of operating funds from the unit which formerly operated the service.

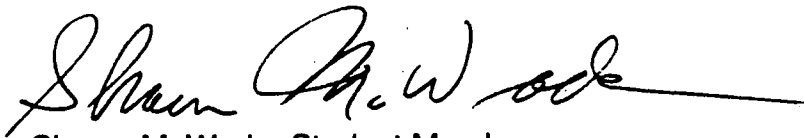
-The above formula and recommendations are contingent upon SCAP, Senate and the Board of Governors ratifying the above as a package.

Senate is asked to pass this package with the rider that should the Board seek to amend this proposal by adjusting the admission figures by more than 1% either

11 way, that Senate's endorsement is revoked, and this piece of legislation would cease to be of any legitimacy.

It is hoped that the above recommendations and the report has served to illuminate some points in this very complex and divisive issue. I hope that my report completes the picture of this issue, and that those who read it shall find it useful.

Respectfully submitted

A handwritten signature in cursive script that reads "Shawn M. Wade". The signature is written in black ink and has a long horizontal line extending to the right from the end of the name.

Shawn M. Wade, Student Member
of the University Senate.