

MEMORANDUM

SENATE

From SENATE COMMITTEE ON ACADEMIC PLANNING

Subject INTERNATIONAL STUDENTS

Date JUNE 17, 1982

Action taken by the Senate Committee on Academic Planning at its meeting of June 9, 1982 gives rise to the following motions:

MOTION 1.

POLICY

That Senate approve and recommend approval to the Board of Governors, as set forth in S.82-75, that Simon Fraser University will admit a limited number of international students who must be able to write, read, and speak English at a level required for their program of studies. This University expects to be able to admit international graduate students without changes in existing procedures.

MOTION 2.

ADMISSION QUOTAS

- a) A quota for international undergraduate students based on a selected percentage of new undergraduate students in the preceding academic year will be established for each academic year in April of the preceding academic year.
- b) In order to permit appropriate phasing in of this policy, and the development of required procedures, the quota for the 1983/84 academic year is established at this time at 7 per cent of new undergraduate students. The Registrar's office will determine the number of new international students that should be accepted in order to arrive at a final figure of new students registered that meets this quota.
- c) This quota will be met by reviewing the applications from prospective students in terms of their academic standing.

Subject to approval of the above policy by Senate and by the Board of Governors, the Senate Undergraduate Admissions Board will develop the appropriate admission criteria.

SIMON FRASER UNIVERSITY

MEMORANDUM

Senate

From. Senate Committee on Academic Planning.

Subject. International Students

Date. June 10, 1982

REVISED

At its meeting of June 9, 1982, the Senate Committee on Academic Planning approved the following statement concerning international students. Parts 1. and 2. of this statement are being presented to Senate at this time with a motion that they be approved and recommended to the Board of Governors for their approval. Part 3. is being considered by the Senate Undergraduate Admissions Board and will be brought forward later in a more detailed form. It is presented at this time for the information of Senate.

1. Policy

Simon Fraser University will admit a limited number of international students so as to meet British Columbia's and Canada's responsibilities and to serve their interests in the world community and also to help create a more cosmopolitan and varied student body. International students who attend Simon Fraser University must be able to write, read, and speak English at a level required for their program of studies.

Because of traditions and practices of the other two universities in British Columbia, this University has met a disproportionate share of the Province's responsibility to provide university education to international undergraduate students. (Overall, the number of international students enrolled as undergraduates at British Columbia universities is less than 5% of total undergraduate enrollment.) However, Simon Fraser University is experiencing severe pressures on its capacity to offer undergraduate programs to British Columbia and Canadian students and these students must be given more priority in these programs. Accordingly, it is necessary that measures be taken to limit the number of international students enrolling as undergraduates. Taking all factors into consideration, a quota based on a selected percentage of new undergraduate students is the most appropriate device for limiting the enrollment of international students.

Traditionally, graduate studies have involved a much larger flow of students between universities and between countries. Most universities with sizable graduate programs enroll a large proportion of their graduate students from outside the local jurisdiction. Simon Fraser University is no exception; the traditions of openness and reciprocity in admission of graduate students between countries is an important feature of graduate education. This University expects to be able to admit international graduate students without changes in existing procedures.

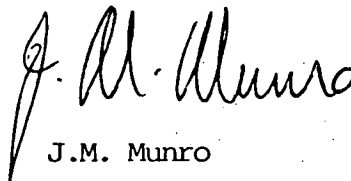
2. Admission Quotas

- a) A quota for international undergraduate students based on a selected percentage of new undergraduate students in the preceding academic year will be established for each academic year in April of the preceding academic year. For example, the quota for the academic year 1983/84 would normally be set in April, 1983.
- b) In order to permit appropriate phasing in of this policy, and the development of required procedures, the quota for the 1983/84 academic year is established at this time at 7 percent of new undergraduate students. The Registrar's Office will determine the number of new international students that should be accepted in order to arrive at a final figure of new students registered that meets this quota.
- c) This quota will be met by reviewing the applications from prospective students in terms of their academic standing. In order to operate such a variable standard of admission, new procedures for international student admissions may be introduced, including earlier deadlines for submission of completed applications for admission.

3. Admission Criteria

Beginning in May, 1983, international students who are not native speakers of English will be required to take a special English language proficiency test in the week before classes begin. Based on the results of the test, students may be required to undertake, and successfully complete, remedial work in English. This may be provided by Simon Fraser University or by other institutions. All costs of this program will be recovered from the students involved through fees.

The University will continue to use the TOEFL as a screening device. Consideration will be given to modifying the criteria used in evaluating the scores on the test.


J.M. Munro

/mw

NOTE: Statistical data are given on the attached, showing the numbers of international students in the University and in the various undergraduate programs. Comparative data are also given for selected Canadian universities and colleges.

SIMON FRASER UNIVERSITY
INTERNATIONAL UNDERGRADUATE STUDENTS - TOTAL

	<u>Number</u>	<u>Percentage of Total</u>
72-3	189	4.0
73-3	191	3.5
74-3	167	2.8
75-3	248	3.5
76-3	352	4.4
77-3	477	5.9
78-3	639	7.4
79-3	709	8.2
80-3	942	9.6
81-3	1,103	10.9

NUMBER AND PERCENT DISTRIBUTION OF
INTERNATIONAL STUDENTS BY INTENDED AND
DECLARED MAJORS AND HONOURS, 1981-3

<u>FACULTY/PROGRAM</u>	<u>NUMBER</u>	<u>PERCENTAGE OF STUDENTS</u>	<u>PERCENTAGE OF MAJORS</u>
<u>Faculty of Arts</u>	526	66.3	
Archaeology	-	-	
Business Administration	405	51.1	24.9
Business Admin./Economics	1	.1	50.0
Economics	63	7.4	24.5
English	8	1.0	2.5
Geography	7	.9	2.7
History	2	.3	1.1
Lang., Lit., & Ling.	12	1.5	8.5
Philosophy	-	-	-
Political Science	3	.4	2.6
Psychology	16	2.0	3.9
Sociology	6	.8	8.3
Anthropology/Sociology	2	.3	8.3
Anthropology	1	.1	4.3
<u>Faculty of Interdisciplinary Studies</u>	189	23.8	
Communication	38	4.8	15.5
Computing Science	119	15.0	28.4
Criminology	27	3.4	7.3
Kinesiology	5	.6	2.4
<u>Faculty of Science</u>	78	9.8	
Bio-Sciences	11	1.4	5.9
Bio-Chemistry	11	1.4	19.3
Chemistry	10	1.3	14.9
Chemical Physics	1	.1	10.0
Mathematics	31	3.9	29.0
Math/Physics	2	.3	25.0
Physics	12	1.5	17.4
<u>TOTAL</u>	793	100.0	

Note: There are no majors in the Education Faculty. Those pursuing a B.Ed. and declaring a major are listed under the appropriate department.

SOURCE: Canadian Bureau of International Education,
The Right Mix

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TABLE 5

Institutions with the Largest Foreign Student Enrollment (including graduate students)

Institution	Province	Student Authorizations Valid Dec. 31, 1980	As % of Total Enrollment*
UNIVERSITIES			
University of Toronto	Ontario	2,869	5.9%
McGill University	Québec	2,495	12.5%
Concordia University	Québec	2,142	8.6%
University of Windsor	Ontario	1,331	12.4%
York University	Ontario	1,247	5.1%
University of Alberta	Alberta	1,196	5.2%
U. of Western Ontario	Ontario	1,132	4.8%
University of Manitoba	Manitoba	1,072	5.6%
University of Ottawa	Ontario	1,052	5.8%
Simon Fraser University	B.C.	997	9.8%
University of Guelph	Ontario	905	8.6%
University of Waterloo	Ontario	841	4.0%
U. of British Columbia	B.C.	826	3.2%
Carleton University	Ontario	796	5.6%
Université de Montréal	Québec	716	1.5%
McMaster University	Ontario	678	5.1%
Université Laval	Québec	541	2.1%
Queen's University	Ontario	515	3.6%
		21,351	
COLLEGES			
George Brown College	Ontario	297	7.8%
Algonquin College	Ontario	257	3.5%
Humber College	Ontario	220	3.0%
St. Clair College	Ontario	194	4.8%
Dawson College	Québec	183	2.8%
Centennial College	Ontario	151	3.4%
St. Lawrence College	Ontario	149	4.1%
Mt. Royal College	Alberta	119	4.6%
Northern College	Ontario	111	9.7%
Fanshawe College	Ontario	105	1.8%
Grant McEwan College	Alberta	100	6.0%
		1,886	

*For colleges, % of full-time post-secondary enrollment

Source: Employment and Immigration Canada, special tabulation, March 5, 1981 and Statistics Canada, tabulation July 1981.

MEMORANDUM

To .. Dr. J. Munro, VP Academic

From .. Jeff Berg

Subject Foreign Student Policy Proposals

Date .. 14 June 1982

Attached is CBIE's comparative report on policies for visa students in Canada. Apart from the factual matter, some of the questions asked may be useful for Senate's consideration.

I was disappointed with the recommendations you have made, having brought up several of these concerns in conversation with you:

1. In general, the approach continues to treat foreign students as a "problem", rather than affirmatively. You seem content to set an arbitrary limit to the numbers who can attend, and to make it more difficult for those who apply.
2. We discussed improving services to visa students, given that, including graduate students, their numbers will continue to be substantial. A Handbook and English immersion courses are services listed in the CBIE publication which other universities are providing. You mentioned the possibility of a member of the Academic Advice staff specialising in foreign student problems, but this does not appear in the proposal.
3. We noted that, due to the trimester system and the possibility of an unbroken course of study during residence, SFU is particularly well suited to take on a larger component of the province's foreign student (undergraduate) enrollment. This ought to be taken up at the level of UCBC, especially since UBC is experiencing shortages in British Columbia and Canadian undergrad enrollment.
4. There are no details given of the kind of standardizing procedures for admissions which would assess the "academic standing" of students from widely divergent cultural backgrounds. These procedures should be developed with some care, and yet you have suggested an immediate, emergency restriction of admissions for this Fall, without such procedures, in order to meet the quota.
5. In addition to what may turn out to be a cumbersome process of screening academic standing, the proposal is for two cumbersome processes for screening English language competence: TOEFL, and a special test which might lead to a requirement to take remedial work. There is a certain point at which it is more

5. Cont.

trouble to supervise and monitor language performance than the results will warrant: it is not clear why students cannot sink or swim in their classes, while providing voluntary access to remedial help--possibly along the lines of a Reading and Study Centre, which might also be open to native speakers with difficulties.

6. The suggested quota of 7% for 1983/4 seems arbitrary, or at least without any identifiable context. It is higher than average, but in an overview of the province's interests this may be even less than justifiable. Moreover, it does not address, or suggest its implication for, the serious de facto imbalances in enrollment from a few countries and in a few departments. We understand that a large and convenient infrastructure exists for recruiting students from specific places, nations which already have relatively sophisticated educational systems of their own. We are concerned that recruitment from established, middle-class constituencies is pre-empting recruitment and admissions from countries which need educated people far more urgently.

In short, we do not regard foreign student policy as a "problem" of achieving parity with the other B.C. universities, but as an opportunity to coordinate with those universities to make use of SFU's special aptitudes. We suggest expanding services to visa students in the form of a handbook, academic advice, and voluntary English courses (which may be subsidized by students who can afford to pay). Finally, we think it is imperative that any considerations of limiting enrollment involve a positive attempt to recruit students from underdeveloped nations or impoverished backgrounds.

The positions in this memo were adopted by SFSS forum in its meeting on the 16th of June, 1982.

JB/kt
Cupe 2396

c/c/ Nick Heath
Registrar's Office

CANADIAN INSTITUTIONAL POLICIES AND PRACTICES
REGARDING FOREIGN STUDENTS

Until about five years ago, the number of foreign students in Canada did not seem to Canadian university and college officials to warrant the formulation of an institutional policy regarding them. Ad hoc decisions by individual institutions were considered adequate. The recent large increase in the foreign student population has compelled Canadian institutions to ponder more seriously the implications of their presence, and has led some provincial governments to impose a differential fee for foreign students. Nevertheless, it is not clear that the institutions have yet recognized the urgent need in Canada for a coherent foreign student policy, though a number appear aware that some kind of policy is required.

In preparation for the work of its Commission on Foreign Student Policy, and in conjunction with its survey of institutional services for foreign students, the Canadian Bureau for International Education surveyed current institutional policies and practices regarding foreign students. This paper gives a summary of the responses received, with some commentary.

It should be noted that although all provincial governments were asked to participate, only the Ontario government and the Maritime Provinces Higher Education Commission did so.

The Key Question

CBIE's questionnaire first asked respondents to make a general comment about their attitude toward foreign students, and how this attitude finds expression in policy and practice. In short, a number of laudable and well-intentioned opinions were given. Logically defensible views lack, as do coherent policy structures. Although the schools

proclaim similar beliefs and attitudes, such as the conviction that foreign students constitute a valuable educational resource, courses of action followed to date differ markedly from institution to institution.

It would seem that, at all levels of decision-making, policies concerning foreign students have been based to a large extent on certain perceptions regarding public opinion about them. (Decision-makers only occasionally cite these perceptions as having a role in policy formulation.) Briefly, it is felt that the general public, which contributes taxes toward the operation of post-secondary institutions, does not wish to subsidize foreign students (who do not pay taxes) to the same extent as Canadian students. The fear that foreign students may be displacing Canadians and landed immigrants in high-demand programmes is also imputed to the public, and policy made in an effort to dispel it.

Informational Literature

The volume and detail of information sent in response to a general inquiry from abroad varies greatly among institutions. Schools with relatively low foreign student enrollment usually confine themselves to form letters, brochures and possibly programme descriptions. Those with more significant enrollment mail elaborate application packages including an admission guide or information handbook.

High postage costs prevent most institutions from sending a calendar in response to a general inquiry, but sufficient information is usually provided to make an application for admission possible. Once an institution determines that a student's chances of admission are good, it may send him/her a calendar. More than half of the institutions which responded to the survey, however, will only distribute calendars at the time of registration.

Notice that enrollment limits on foreign students exist, usually without further detail, and information on immigration regulations often form part of the information package.

Admission Practices

a) Quotas and other forms of enrollment limitation
Over half of the institutions responding (38) limit foreign student enrollment, but only two specify the exact quota limits in their calendars.

Despite their vagueness, several forms of enrollment limitation reveal themselves to attentive calendar readers. One university has a ceiling on the total number of foreign students admitted to the institution as a whole. Two schools (a university and a college) restrict the number of foreign students admitted to a percentage of the entire student body.

Many institutions limit enrollment of foreign students in particular faculties or disciplines. Foreign student places are most commonly limited in the health sciences (medicine, nursing, pharmacy, dentistry) and other professional programmes such as engineering and forestry. When enrollment limitation occurs at the faculty or departmental level, exceptions may be made for CIDA-sponsored students.

Another restrictive mechanism used, particularly by community colleges, is the admission of foreign students on a space-available basis. In this system, foreign applicants are considered only when all demand from qualified Canadians (or provincial or local residents, depending on the institution) is satisfied. This type of restriction is provincially imposed in Ontario's community colleges, where preference is given to residents of the area, other Ontario residents, other Canadian residents, students from Commonwealth countries, and other foreign students, in that order.

Finally, in Saskatchewan and British Columbia legislation prohibits colleges from admitting foreign students on an individual basis. B.C. colleges, however, may admit students on a foreign government or agency programme.

b) Language proficiency

Although the level of proficiency in the language of instruction demanded varies from institution to institution, proof of competence is a universal and major admission requirement.

Institutions at which English is the language of instruction use a variety of tests to determine proficiency. By far the most commonly accepted is the Test of English as a Foreign Language (TOEFL). The Michigan English Language Test (MELT) and the English Proficiency Test (EPT) are accepted by some institutions. Others design their own exams.

The minimum acceptable TOEFL score for most institutions (59) is 550. Nine require 600 and three are willing to accept scores lower than 550 (in one case as low as 475). Of the institutions which cite 550 as the minimum acceptable mark, almost half will consider applicants with lower scores under certain circumstances. For instance, an applicant with a sound academic record might be considered for admission despite an unsatisfactory TOEFL result. As well, a low score may not prevent admission to engineering or science programmes, although the student may be asked to take a course of English as a second language. Some institutions waive the TOEFL requirement for foreign students who have attended a Canadian secondary school, and/or for those from countries with a system of education similar to the British.

Institutions at which French is the language of instruction do not always require evidence of proficiency from their foreign students, though second language courses are generally required for

students who are obviously not fluent.

Financial Matters

a) Fees

Differential fees are charged to foreign students by all institutions in Alberta, Ontario, Québec and the Maritime provinces (New Brunswick, Nova Scotia and Prince Edward Island). The amount of the surcharge is determined at the provincial or (in the Maritimes) at the regional level. In Alberta and Ontario, foreign student fees are 50% and 100% higher, respectively, than those for Canadians. As of the 1981-82 academic year, foreign students in Québec universities pay \$2,050 per term or \$4,100 for a normal two-term year, about three times the fee paid by their Canadian counterparts. In the Maritimes, fees are generally 100% higher than Canadian student fees.

Foreign students in Canada under the sponsorship of a Canadian government agency, or within the context of some intergovernmental agreements, are exempted from the differential fee structure, as are refugee students, students with diplomatic status or whose parents are diplomats accredited to Canada, and persons whose main purpose in visiting Canada is not study. In Ontario, exception is made also for Commonwealth Scholarship and Ontario Graduate Scholarship holders. The Québec government's policy on foreign students is allied with its cultural policy, so that foreign students studying French or Québécois literature, or who come from countries that have a cultural entente with the Québec government, pay the same fees as Canadian students.

b) Scholarships

Although little aid in terms of bursaries and scholarships exists for foreign students at the undergraduate level, at the graduate level, fellowships, bursaries and teaching assistantships

are offered by all the universities. Foreign students are also eligible to compete for the graduate scholarships awarded by institutions on the basis of individual merit. In addition, three provincial governments (Manitoba, Ontario and Québec) earmark a portion of their graduate scholarships for foreign students (10% in Manitoba and 5% in Ontario). Only one college offers assistance of any kind to foreign students.

c) Aid

Emergency Funds have been set up at over 80% of the institutions. The main criteria for receipt of funds are genuine need and unforeseen circumstances. Money is usually disbursed in the form of small, short-term, interest-free loans.

Conclusion

While the increase in foreign student numbers in Canada may have forced institutions to take particular practical steps to meet some problems, it has not led to coherent and articulate policy formulation, either by institutions or by governments. The Québec government has perhaps come closest to establishing a general policy on foreign students, and its relation to cultural policy should be monitored. Other governments, and most institutions, have yet to develop policies with specific objectives in mind.

FOREIGN STUDENT SERVICES

In Canada, the presence of a foreign student population on a university or community college campus usually implies the existence of support services for such students. While the services offered by each institution to foreign students tend to vary according to the size of the group, it is fair to say that once an institution has admitted foreign students, there is "no turning back". Services geared to the special needs of these students must be developed. In order to determine the quality and range of existing services for foreign students at Canadian post-secondary institutions, the Canadian Bureau for International Education (CBIE) conducted a survey in the spring of 1980. Eighty institutions were invited to complete a questionnaire on the issue: seventy responded. The questionnaire appears in the Appendix on page 14.

At most institutions, particularly those with large concentrations of foreign students, the focus of foreign student services is the office of the foreign student adviser.

In the administrative hierarchy, the position of the foreign student adviser varies from institution to institution. At some, it is part of the student services section; at others, it is entirely independent from the administrative sector. The responsibilities of the foreign student adviser encompass every aspect of the student's life and well-being. In addition to cross-cultural counselling, he/she often provides counselling on financial and academic matters. The office of the foreign student adviser also plays a pivotal role in coordinating a variety of activities relating to foreign students, including the functioning of various foreign student organizations, and the establishment of programmes to provide students with greater exposure to the community, and vice versa.

During the first few days on campus, the foreign student orientation programme becomes the focus of activity for the student. Orientation programmes usually include practical sessions on non-academic aspects of student life such as shopping, accommodation, social life, health and legal services, etc. At some institutions, orientation is spread over a period of two weeks and covers a wide variety of issues; at others, where there is a small foreign student population, no special foreign student orientation is held. However, an effort is made at some of these smaller institutions to respond to the special needs of foreign students through the general orientation held for the student body at large. In all cases, orientation is designed to be a practical complement to the information provided in the student handbook.

Aside from preparatory measures and orientation programmes designed to introduce the foreign student to the new environment, other year-round services constitute a support system for the student. Of these, facilities for language training and personal counselling are the most important. The former can be structured in two ways: either integrated into the normal academic programme (in the form of a credit course), or offered separately as part of a second-language programme. Foreign students also have access to English/French language immersion programmes which are generally geared to meet the needs of Canadians wanting to learn one of the two official languages.

Helping a foreign student to overcome culture shock is a special challenge. Individual counselling may be indispensable for particular problems, but it is rarely the whole solution. Only through regular participation in community life can the foreign student come to feel at ease in his/her new milieu. Recognizing this, institutions, in varying degrees, arrange activities to facilitate the exposure of foreign students to the local community, and vice versa. High school visits and stays with local host families

In general, two distinct types of services are provided by institutions to foreign students. The first entails preparing the student for the move from the home country to Canada and the institution; the second involves helping the student adjust to the new environment. The former service, therefore, is preventive in nature, its intent being to help the student avoid potential problems he or she may face on arrival in Canada. At most institutions, students are furnished with the necessary information in the form of a foreign student handbook. The content of these books differs from one institution to another; whereas the larger schools produce comprehensive guides covering most aspects of Canadian life, the smaller institutions issue less detailed pamphlets. Most handbooks consist of factual information on the subjects of greatest importance and interest to the student, including climate, appropriate seasonal clothing, immigration regulations, availability of accommodation, and advice on shopping. A few handbooks venture to describe Canadian social customs and possible cross-cultural situations which might lead to problems for foreign students. These accounts often make sweeping generalizations about Canadian lifestyles and social relations, resulting in the creation of stereotypes that may be accepted by students as definitive information.

The second type of service offered to foreign students begins with their arrival in Canada. Reception services may be provided at airports, bus terminals and railway stations, depending on the size of the institution and its foreign student population. The larger institutions have local reception committees to greet the students when they arrive and help them get along for the first few days. Students entering Canada at Montréal, Toronto and Vancouver airports are received by the CBIE Reception Service staff. In Québec, foreign students headed for Québec institutions are received by SQAEE (Service québécois d'accueil aux étudiants étrangers.)

are the most common ways in which foreign students and their local communities interact. In addition, public awareness of the presence of foreign students on a campus may be heightened through the use of the college or university radio station or the local community's cable television programming. Local church groups, service organizations and learner centres often use foreign students for their own educational programmes directed at familiarizing the local community with other cultures or with international development issues.

CBIE's survey confirms that a number of obvious factors influence the provision of services for foreign students at Canadian post-secondary institutions. In particular, institutions that have a long history of receiving foreign students, or that have large foreign student enrollments, tend to provide a wider range of services than do institutions without these characteristics. The growth of projects and contracted programmes sponsored by governmental or private agencies has stimulated the provision of services stipulated in the contract with the institution, often including the appointment of a project adviser or coordinator who is not the institution's foreign student adviser. Such circumstances may produce varying levels in the quality and range of services provided to different groups of foreign students on the same campus. And finally, the results of the survey appear to corroborate the truism that those colleges and universities that have deliberately adopted an international orientation in their policies, or which participate extensively in international exchanges, are generally more given to developing support services for foreign students than those institutions which do not.

Number of foreign students, 1978-79	Foreign student adviser or other	Service of academic	Foreign student orientation prog.	Foreign student handbook	Guide to intention dis. streng.	Int'l. remedial courses	Int'l. immersion courses	Int'l. immersion courses	Personal counselling services	Social and cultural activities	Support for Int'l. Stud. Assoc.	Community integration programmes
BRITISH COLUMBIA/COLONIE-BRITANNIQUE												
UNIVERSITIES/UNIVERSITÉS												
1124	X	X	X	X	X	X	X	X	X	X	X	X
522	X	X	X	X	X	X	X	X	X	X	X	X
93	X	X	X	X	X	X	X	X	X	X	X	X
COLLEGES												
67	X	X	X	X	X	X	X	X	X	X	X	X
SASKATCHEWAN												
257	X	X	X	X	X	X	X	X	X	X	X	X
559	X	X	X	X	X	X	X	X	X	X	X	X
MANITOBA UNIVERSITIES/UNIVERSITÉS												
1174	X	X	X	X	X	X	X	X	X	X	X	X
143	X	X	X	X	X	X	X	X	X	X	X	X
15	X	X	X	X	X	X	X	X	X	X	X	X
ONTARIO UNIVERSITIES/UNIVERSITÉS												
74	X	X	X	X	X	X	X	X	X	X	X	X
106	X	X	X	X	X	X	X	X	X	X	X	X
620	X	X	X	X	X	X	X	X	X	X	X	X
593	X	X	X	X	X	X	X	X	X	X	X	X
246	X	X	X	X	X	X	X	X	X	X	X	X

*Source: IMMIGRATION CANADA
STUDENT ADAPTATIONS, 1979-80

APPENDIX: CBIE SURVEY

CANADIAN INSTITUTIONAL POLICIES AND PRACTICES REGARDING FOREIGN STUDENTS

Name of Institution.....

A. Information: Applications; Admissions

1. With what information do you answer general enquiries from foreign students? (attach copies, if possible, of form letters or brochures.) At what stage will you send a calendar to an applicant who is abroad?
2. Have you ever assessed the relation between students' letters of enquiry, formal applications, admissions, and students who actually show up for study? If so, please summarize your findings, or attach a copy of any report on the subject.
3. Have you ever made any effort specifically to attract foreign students, either to regular academic programmes (graduate or undergraduate) or to special programmes such as English-as-a-Second Language (ESL) programmes? Have you ever cooperated with an agent or agency abroad or in Canada, either commercial or non-profit, in the recruitment or placement of foreign students in your institution? If so, please describe your experiences.
4. What fraction of your undergraduate foreign admissions are from Canadian private or public high schools? Has the recent proliferation of private high schools catering to foreign students had any impact (positive or negative) on your institution?
5. Have you any limits on foreign enrollments in your institution as a whole, or in any division

of it? How are these expressed (e.g. as a percentage of capacity; as an absolute maximum number, etc.)? Do you take into account the countries of origin of students? Are enrollment limitations on foreign students stated publicly in your calendars and other publications?

6. What evidence of English competence do you require from foreign applicants? If you use TOEFL scores: What score do you require? Does the TOEFL requirement differ depending on the applicant's faculty or level?

8. Services

7. Does your institution have a foreign student adviser? If so: Is the adviser well known to faculty and staff? to the foreign students? Does the adviser have other responsibilities in the institution besides those related to foreign students?

8. Which of the following services are offered by your institution? Please give a brief description...

- a. Airport reception for newly arriving students in the fall
- b. An orientation programme especially for foreign students
- c. A handbook for foreign students (please enclose a copy)
- d. Remedial English language programmes (If so: do you charge for them? are they for degree credit?)
- e. Intensive or immersion English language programmes for foreign students
- f. Personal counselling service for foreign students (offered by staff trained in cross-cultural counselling?)
- g. Social and cultural programming for foreign students