

## Step closer to housing development near campus

by Lorie Chortyk

UBC is one step closer to constructing a 650-unit housing development on the northeast corner of 16th Avenue and Wesbrook Mall.

Plans for developing the site were approved in principle by UBC's Board of Governors on March 29.

The housing, aimed at upscale buyers, will be built on 27 acres of university-owned land, UBC President David Strangway said. He said the land is being developed to generate long-term income for the university.

The proposed development includes townhouse units, low-rise apartments and two high-rise towers in six adjoining enclaves or neighbourhoods.

The estimated net market value for the land after development is \$18-million, according to a report prepared by UBC's Facilities Planning Office and off-campus consultants. The report outlined details of similar ventures undertaken by Harvard and Princeton universities in the United States and York University in Ontario.

UBC is establishing a subsidiary company, the UBC Real Estate Corp., to administer the development. Facilities Planning director Graham Argyle said the corporation has the option of either developing all of the land itself or sub-leasing portions of it to private developers.

"At this stage, our main priority is to establish design guidelines and an approval process to ensure the quality and quantity of the housing meet the university's standards," he said.

Argyle said the existing forest area at the corner of 16th Avenue and Wesbrook will be retained.

"Less than half of the 27 acres will actually be used for housing. The rest will be used for roads, pathways and landscaping to keep the area's park-like setting," he said.

The new housing is aimed primarily at the 55 plus, or "empty nest" market in West Point Grey. A market survey cited in the report indicates that under existing market conditions the UBC development should sell out within four years.

Sales from townhouses and low-rise apartments will help finance construction of the two high-rise towers, the report said. Rental of the high-rise units is expected to generate at least \$3-million a year.

Development of the area will be phased, Argyle said.

## Transfer rules approved by Senate

by Gavin Wilson

Senate has approved joint procedures with other B.C. universities for the acceptance of transfer credits for courses offered at privately run post-secondary schools.

Some "colleges" in B.C. are private institutions not governed by the Universities Act or similar legislation that regulate community colleges, BCIT and other institutes.

Some private colleges have asked that their graduates be admitted to universities with transfer credits.

But the requests raised issues about the standards and facilities of the schools as well as the content of individual courses, Dr. Daniel Birch, academic vice-president, told Senate members at the March 16 meeting.

Under current procedures, an institution seeking transfer credits submits a course syllabus, reading list and faculty curriculum vitae to the registrar's office. That information is passed to the relevant department or faculty.

But there were inadequacies in this method, Birch said, because it did not take into account the resources, facilities and academic policies of the private institution.

Transfer continued on Page 2

# Opinion divided on tenure proposal

by Gavin Wilson

UBC will have the longest pre-tenure period of any major Canadian university if a proposal put forward by the administration is adopted, Faculty Association president Joost Blom said.

The administration has asked the association to open negotiations on a proposed extension of the pre-tenure period to seven years from the current maximum of five.

Administration representative Dr. James Dybikowski said the proposal was made because the shorter term is increasingly viewed as unfair to both the university and to individual faculty members.

The Faculty Association believes the extension would give the university the longest pre-tenure period of any Canadian institution.

"If we want to remain competitive in

hiring then that may be something to consider," Blom said.

But Dybikowski said: "The real question is not whether we should be in step with the University of Saskatchewan, or Alberta, or Manitoba. The real question is what, in terms of this university's experience, is an appropriate pre-tenure period."

Under the current terms of the agreement, a decision on tenure for an assistant professor must be made during the fifth year of service.

"There is a growing disposition on the part of many people that four years is too short. We often don't know enough yet to be sure about an appointment," said Dybikowski, Associate Vice-President of Faculty Relations.

"It's an extremely important decision for both the individual and the institution. We think it would be an advantage to both parties if the pre-tenure period is extended," he said.

Blom agreed that many faculty support

the proposed extension, especially those whose research often takes several years to get on stream.

"We've received numerous submissions from our members. Some are very much in favor of the proposal, some are very much against it, and a lot are somewhere in between," he said.

"The ideal, from some points of view, would be a flexible system that would allow review after five years for those who want it and after seven years for those who want to postpone it," said Blom.

Dybikowski said a longer pre-tenure period would allow new professors the time to develop stronger teaching skills as well as to build up their academic reputations.

Tenure is based on scholarly activity — primarily published work — teaching ability and, to a lesser degree, service to the university and the community.

## Davis Cup at UBC

# Pressure on Canadian team

by Jo Moss

Canada's Davis Cup team will be under double pressure in the playoff against Chile which begins tomorrow, April 8.

Their performance over the next three days may earn them a place on Canada's Olympic tennis team and a trip to the Summer Olympics in Seoul, Korea, later this year.

Davis Cup team manager Rob Bettauer, recently named head coach of the Olympic team, will select three singles players and a doubles duo from Davis Cup players and other candidates.

In the Davis Cup playoffs, Canada plays Chile for only the second time in Davis Cup history. But it's a battle for survival.



ACUNA

The winner will remain in the elite Davis Cup American Zone Group I with Argentina, Ecuador, Peru and the United States, and has a chance to compete for the American Zone title in next year's competition.

The loser joins Bolivia, Columbia, Haiti, Jamaica, Venezuela and Uruguay in Group II and must advance to Group I before having a shot at the overall title.

"The game will be very exciting because so much is at stake," Bettauer said. "Also there are no tie breakers in Davis Cup play and that provides some spectacular play—the matches can go on indefinitely."

The best-of-five series takes place in UBC's War Memorial Gym April 8-10 on a fast-playing Supreme Court surface.

This week is officially Davis Cup week in Vancouver in honor of the event. Vancouver has not played host to a Davis Cup playoff in 16 years and this is the only the third in 75 years.

"A world-class tournament reflects well on the city," said Vancouver mayor Gordon Campbell. "The community is taking a great deal of pride in being associated with the Davis Cup."

As the site of the playoffs, UBC will receive extensive media exposure. In addition to local coverage, the national sports network TSN will cover all five matches.

Manager of UBC's Tennis Centre, Patricio Gonzales, who helped organize the event, said he hopes the Davis Cup will be the first of many

outstanding tennis tournaments at the university.

"We're hoping to attract similar calibre tennis events to the campus in the future," he said.

On the Chilean team are veterans Ricardo Acuna and Hans Gildemeister. A quarter-finalist at Wimbledon in 1985, Acuna, 30, is Chile's top-ranked singles player. Ranked 140 in the world in doubles, he dropped in singles' ranking to 240 in 1987.

Gildemeister, 32, a former top-20 singles player, is widely acknowledged as one of the top doubles players in the world. Currently ranked 28 in doubles, he and Andres Gomez of Ecuador were selected the world's top men's doubles teams in

1986.

Juan Pablo Queirolo, ranked 290 in singles and 694 in doubles, joins newcomer Christian Araya, ranked 664 in singles and 364 in doubles, to complete Chile's four-man team. Non-playing captain is Patricio Rodriguez.

On the Canadian team is: Grant Connell, North Vancouver; Martin Laurendeau, Mount Royal, Que.; Glenn Michibata, Etobicoke, Ont.; Chris Pridham, Oakville, Ont.; Andrew Sznajder, Toronto; and developmental player Hubert Karrasch, London, Ont.

Tickets for the Davis Cup playoffs are available through all VTC/CBO outlets.



Photo by Warren Schmidt

Tom Siddon (right), federal Minister of Fisheries and Oceans, and his wife Pat, test pineapple specially packaged using inert gases to keep it fresher longer. Siddon was on campus recently to officially give UBC an old fisheries lab building. William Tomlinson, vice-president of Pacific Rim Foods and a UBC commerce professor watches.

# Baird heads group to set guidelines for human gene therapy

by Debora Sweeney

The Medical Research Council of Canada has appointed Dr. Patricia Baird, head of UBC's Department of Medical Genetics, as chairman of a new committee to establish guidelines for human gene therapy.

The guidelines will provide a framework for scientists and doctors preparing to perform the therapy in the near future.



"Before we can consider human gene therapy for a particular disease, we have to know it's going to have a reasonable likelihood of success," said Baird. "There also would have to be no effective conventional treatment for the disease or else it would be inappropriate to embark on this."

In recent years, geneticists have made significant progress decoding the sequence of the estimated 100,000 human genes. Genes give the directions on how proteins should form in an embryo, which molds the body and determines its function. Flawed genes give the wrong instructions and the result is a body that is not formed or does not function properly.

Diseases that affect blood-forming cells of the bone marrow are candidates for gene therapy. Scientists are close to being able to remove affected bone marrow cells, modify them with

functioning new genes, and re-insert them.

One of the diseases is severe thalassemia. Infants born with the disease cannot produce normal hemoglobin and need blood transfusions to live. It results in serious damage to the liver and other vital organs and is usually fatal.

"It would be a simple scenario if you could replace a gene that's missing and then everything would be fine," said Baird, but "it doesn't work that way."

The committee will grapple with scenarios which are not clear cut. For example, if a patient has a genetic deficiency which affects the skeleton or the brain, it is not possible to simply replace the defective tissue because the body is formed already.

As well, introducing new genes could interrupt the function of existing genes which control growth or body function, resulting in a mutation.

"If a patient never has had a gene that makes a particular protein and you insert the gene, does the immune system recognize the protein as foreign and reject it, making the gene correction pointless?" Baird cited as an example. "The ongoing implications regarding safety are a concern before you embark on human gene therapy."

The Medical Research Council has not asked the committee to consider guidelines for the fetus, because it may result in genetic changes that can be inherited. Inserting genes at an early stage of the embryo means those genes could be incorporated in the ovaries or testes of the fetus and could enter future generations.

## Swedish visitors impressed by capabilities of TRIUMF

by Gavin Wilson

Sweden's King Carl XVI Gustaf and Queen Silvia brought their old world charm to campus during their March visit. They may have left behind the seeds of high technology investment.

A trade delegation of Swedish industrialists, bankers and manufacturers travelled with the royal couple, and while the King and Queen admired the exhibits at the Museum of Anthropology, the trade delegates toured the TRIUMF cyclotron.

They came away very impressed, especially by its cancer-fighting medical applications and plans for the future development of a KAON factory, said Staffan Melin, Swedish trade commissioner to Western Canada.

The tour, led by TRIUMF director Erich Voght, "gave the entire delegation the impression that this

province is changing direction, that it's turning to very advanced technology," Melin said.

Voght said the Vancouver area is becoming attractive to high-tech investors and could lure investment from the Swedes with their "good world marketing ability."

The impending free trade deal with the U.S. could make Canada a more attractive place for Swedish business to invest because of the access it will give to the vast American market, Voght added.

Melin agreed, saying that investors have previously shied away from Canada because of the unpredictable threat of U.S. protectionist measures.

"The agreement will give more stability in trade between the two countries. This will be a good base for setting up businesses," Melin said.

## Decision on retirement appealed to highest court

UBC has applied to the Supreme Court of Canada for leave to appeal a B.C. Appeal Court ruling on mandatory retirement.

The university has been waiting for a formal order of the B.C. court on the effect of its ruling in January that age could not be a basis for discrimination under the Charter of Rights. The decision rendered void a section in the B.C. Human Rights Act which afforded protection against age discrimination, but only to people between 45 and 65.

Until the B.C. court hands down its formal order, the university does not know whether it must reinstate two former employees who appealed their forced retirement.

Meanwhile, the Supreme Court of Canada has reserved its decision on whether to hear the

### Transfer from Page 1

Under the new, two-step system, all requests for transfer credit by an institution must be sent to the Tri-university Presidents' Council where a sub-committee will examine the ability of the applicant to deliver high-quality transfer courses.

After passing that test, individual courses will be evaluated by each university according to its own policies and procedures.

Birch said that transfer credit procedures will become more important if, as anticipated, greater numbers of international students apply for admission here. Many international students begin their North American studies at private colleges.

The recommendations will come into effect when approved by the senates of Simon Fraser University and the University of Victoria.

appeal. UBC President David Strangway is concerned that even if the Supreme Court hears the case, it could take as long as two years before a decision is made.

Faced with the uncertainty, Strangway called the situation "a financial problem that we cannot deal with."

UBC has begun implementing budget cuts, assuming faculty would be retiring when they reach 65 and their salaries would be removed, in whole or in part. The university also has begun recruiting new professors at starting salaries to fill those anticipated vacancies.

One-quarter of UBC's faculty is 55 or over and nearly half of its professors will reach retirement between now and early in the 21st century.

More than 130 faculty members have taken early retirement through a voluntary retirement scheme during the last five years. However, if faculty members could insist on staying after age 65, Strangway said the cost could run as high as \$5-million a year in the next five years alone.

If UBC cannot impose mandatory retirement for professors, Strangway said the university will need a major infusion of cash to ensure the university can compete for academic talent.

Vancouver General Hospital and Douglas College also have applied to appeal the B.C. court ruling, while faculty members in Ontario have applied to challenge an Ontario Court of Appeal ruling. The Ontario court ruling says mandatory retirement, as permitted under the Ontario Human Rights Code, complies with a section of the charter of rights that says it is reasonable in a free and democratic society.



This Yukon sluice box at the Western Canada Hydraulic Laboratories in Coquitlam is being tested for efficiency in recovering placer gold

## More gold from better sluice box

by Jo Moss

There are as many variations in the design of sluice boxes as there are prospectors using them to find gold.

Now, a Mining and Mineral Processing Engineer George Poling has completed a study that is convincing Yukon gold prospectors to switch brands.

The favorite method of recovering gold from streams and rivers over the last few centuries, the modern sluice box differs little from its early counterpart. An open-top conduit, rectangular in cross-section, it's lined along the base with a series of metal riffles to trap gold. As the mixture of earth, pebbles and minerals passes through the conduit, the riffles cause turbulence in the flow and the gold drops to the conduit base where it is caught in matting.

Modern prospectors in the Yukon use sluice boxes to recover \$60 million of gold a year making placer gold recovery a major industry in the Yukon. More than 400 miners in B.C. are licensed sluice box operators.

"Every person who uses a sluice box is an inventor and welder. There are hundreds of different designs," said George Poling who along with graduate student Jim Hamilton has just completed what is probably one of the first university-based studies of sluice box operations.

Through scientific testing, Poling and Hamilton proved expanded metal riffles recover more gold, more effectively than the dredge riffle, its competitor. The expanded metal riffles

captured up to 95 per cent.

The results of their research not only has prospectors converting their equipment, but has encouraged the federal government to consider setting up a placer gold laboratory in the Yukon.

It's surprising that a piece of equipment which is as much a part of Canadian tradition as maple sugar, should have evaded scientific scrutiny for so long.

"When we searched the literature we found very little. Most of the information was anecdotal," Poling explained.

The 18-month study was funded by a grant from the Federal Government and the Yukon Territorial Government under the Canada/Yukon subsidiary agreement on mineral resources. Poling and Hamilton examined how varying operating conditions affected the recovery of different sized pieces of gold.

A sluice box was erected in the Western Canada Hydraulic Laboratory in Coquitlam and 15 tons of Yukon gravel gathered for testing.

"We took out the gold that occurred naturally in the gravel and seeded it with different sizes of actual placer gold," Poling explained. The slurry of gravel and water was fed through the sluice box at different rates to test efficiency of gold recovery under different conditions.

"We came up with a number of other specific recommendations, the rate of water flow for example, for operating a sluice box at maximum efficiency," Poling said.

## UBC Mission Statement set for campus discussion

A "Mission Statement" of UBC's goals to the 21st Century will be distributed to the campus community for discussion, President David Strangway said.

The document, in the draft stage, summarizes the university's long-term research and teaching objectives. It emphasizes a need in Canada for a few universities which are of international stature

and argues B.C. needs such a university to flourish intellectually, culturally and economically.

Senate and the Board of Governors will study the draft statement later this month. Then, it will go to the provincial government for review.

In May, it will be published and distributed to members of the campus community for comment.

A final draft will likely be completed in the fall.

# FINAL REPORT OF THE PRESIDENT'S TASK FORCE ON LIAISON, RECRUITING AND ADMISSIONS Concerning International Undergraduate Students

April 1988

## PROLOGUE

The presence of international students within the graduate and undergraduate populations of a provincially supported public university in Canada raises complex issues. Fundamental factors include:

the nature of the community which the university serves.

the role of a university within a rapidly changing, increasingly interdependent global community.

the relationship between institutional jurisdiction and federal and provincial responsibility with respect to human resource development, education, research, economic development and support for developing countries.

the availability and allocation of resources from both public and private sources.

the perceived educational benefit to the university and the community.

the extent to which the values of British Columbian and Canadian society are, or should be, reflected within the policies of publicly supported institutions.

and in the case of UBC, the role of UBC within post-secondary education in British Columbia.

In preparing this report, the President's Task Force on Liaison, Recruiting and Admissions has considered these factors as they relate to UBC now, and in the future. Having acknowledged the complexity of its task, the Task Force also acknowledges that some matters may have not been treated adequately.

In recognition of its responsibility to develop recommendations which reflect the values of the academic community as well as the broader community, the Task Force welcomes reactions to the report. The Task Force will consider the input it receives, and will amend the report and its recommendations as necessary.

The major sections address:

the benefits of international students to a university

current UBC policies and procedures with respect to international undergraduate students

recommendations on basic principles, policies, and procedures, as well as implementation and monitoring of the effects of proposed policies, on international undergraduate students.

## INTRODUCTION

### 1.0 Preface

Major Canadian universities have provincial, national and indeed international aspirations. In achieving the goal of excellence in international education, a university fulfills its mandate to remove barriers that inhibit academically capable individuals from involvement in university education. The participation of international students in university communities involves provincial and federal governments, as well as universities. The importance this matter has taken on is reflected in recent public interest. What has become very clear is that The University of British Columbia needs a coherent policy on the liaison, recruiting and admission of international students, particularly those at the undergraduate level.

### 1.1 Background and Appointment of Task Force

The President's Task Force on Liaison, Recruiting and Admissions began meeting in October, 1986. A

subcommittee was formed to consider policies, procedures and services which affect international undergraduate students. The list of members of the subcommittee is provided in Appendix A.

The terms of reference for the subcommittee are included within the Terms of Reference for the Task Force:

"To review the composition of the undergraduate student body, the admission policies, financial aid policies, administrative procedures and any other matters affecting UBC's ability to recruit and retain those students best able to take advantage of the undergraduate programs offered by the University. (Terms of Reference 1. Task Force)

...achieve an appropriate number and mix of international students in undergraduate programs. (Terms of Reference 2. Task Force)"

The specific assignment from the Task Force was:

"to articulate a policy for UBC which would provide an appropriate mix of students in undergraduate programs at UBC."

In April 1987, members of the subcommittee presented to the members of the Task Force an overview of the issues related to international undergraduate student policy as well as the elements of the framework within which the issues were to be addressed.

The subcommittee met regularly to review and discuss studies, position papers, reports, etc. dealing with international students in other Canadian, American and British jurisdictions. The subcommittee further undertook to gather information about policies and procedures of universities within such jurisdictions and examined these in relation to existing policies and procedures at The University of British Columbia.

A number of experienced UBC professionals were consulted as to current procedures and services (Appendix B). The Task Force acknowledges its indebtedness to these individuals who willingly made representations, provided information and responded to questions.

Finally, the subcommittee formulated a number of recommendations on basic principles, policy and procedures relating to international undergraduate students which were discussed and adopted by the Task Force.

### 1.2 Definitions

"International student" is used to refer to those students, registered in graduate or undergraduate programs, who hold temporary documents issued by Canadian Immigration authorities abroad or in Canada to study at a specified institution. Such students are temporarily in Canada for educational purposes and are required to leave this country either at the completion of their program or at such time as they are unable to fulfill Immigration requirements which allow them to remain.

Canadian citizens and Permanent Residents ("Landed Immigrants") are not included in the definition of "international student".

"Student Authorization" ("Student Visa"), "Minister's Permit" and "Diplomatic" refer to types of Immigration documents which allow an individual to remain in Canada for the purpose of study.

## PART I

### WHY INTERNATIONAL STUDENTS?

The Task Force believes that the presence of international students on a university campus provides benefits to the institution and its community. Of these benefits, enriched teaching, research programs and cultural interaction are the most significant. For these reasons and others, and in full awareness of the low participation rate of British Columbians in higher edu-

cation and the need to rectify this situation, we are persuaded that encouragement of international students at UBC should have a high priority.

### THE UNIVERSITIES AS CHANNELS TO THE WORLD

Great universities have academic and scholarly reputations which transcend regional and national boundaries. Scholarship in general knows no such boundaries; nor do the reputations of strong institutions.

Although a university cannot simply decide to have an international reputation, it does have some discretion in determining how widespread the reputation accorded it will be. It can either encourage or discourage the communication of the international reputation which it acquires or has the potential of acquiring. Where a university welcomes and provides a supportive environment for well-qualified, interested international students, that university's academic and scholarly reputation becomes increasingly known abroad. A university that provides academic support for international students to realize their scholarly objectives becomes recognized and supported in the international circles within which those graduates later move.

President Petch of the University of Victoria has argued that the universities have a "critical multi-faceted role to play" in a strategy for economic development in the province, particularly through their external linkages. He refers to connections through graduates and research that can open up new markets; to the education of foreign business and government trainees as an extremely effective form of advertising; to training in cross cultural communications and languages in support of commercial endeavors; to the evaluation and adaptation of ideas, techniques and approaches from around the world for local application. International students figure prominently in President Petch's view of the role of the universities in this regard, and he suggests to Minister Hagen that international student fee differentials be eliminated.<sup>1</sup>

### RECENT DEVELOPMENTS IN THE THINKING OF OTHERS

The search for the most academically capable students is critical to the aspirations of a university seeking constantly to upgrade its endeavors, and to establish and maintain a reputation as a centre of excellence. The presence on campus of meritorious international students can play an integral part in this process.

President Connell of the University of Toronto in his discussion paper last year on the nature and role of the university addressed precisely this question. He argued that "an overriding goal" in admission policies "should be to seek the best possible match of prospective students to programs. We should try to enrol students who are likely to succeed and are likely to derive the most benefit from their academic experience." He then went on to talk about the need for diversity and balance in the student body asserting that a better educational experience will be available if the student body is not homogeneous. President Connell suggested target ranges of 12-18% of the full time undergraduate student body from provinces other than Ontario and 3-7% of the student body from abroad.<sup>2</sup> In 1985 the Bovey Commission in Ontario recommended that international student enrolment not fall below 5% of total enrolment.<sup>3</sup>

In 1986 the University of Alberta adopted an international student policy, the full text of which is attached (Appendix C). Among the declared objectives is to strive for student representation from as many countries and cultures and in as many fields of study as possible, and to have sufficient numbers of international students to make a significant impact on undergraduate and graduate programs.

In October 1987, President Starr of Oberlin College wrote to Oberlin alumni reporting that at the moment only two percent of Oberlin students were foreign na-

tionals. "Such provincialism is unworthy of so great an institution. We hope you will help us correct this."

A recent study of international students commissioned by the Council of Ministers of Education states:

"the presence of foreign students in educational institutions in Canada is viewed by ministers responsible for education as an asset, not as a liability. Indeed, ministers are of the view that the participation of foreign students in the institutions under their jurisdiction is a very important element in the vitality of these institutions, is beneficial to Canada's foreign policy and international trade interests and to the international cultural and trade interests of each province."<sup>4</sup>

The University of Toronto report on international students recommends a number of "principles". Three of these are that "the university welcomes foreign students in all its programs", that "academic merit be maintained as the primary criterion for admission of foreign students to the University of Toronto" and that "the university, as a policy, support active recruitment of highly qualified foreign students for admission to the University of Toronto."<sup>5</sup>

### EDUCATIONAL BENEFIT TO BE DRAWN FROM THE PRESENCE OF INTERNATIONAL STUDENTS

International students can enrich programs of teaching and research by providing new and different perspectives. It can be demonstrated, for example, that the presence of international students on Canadian campuses has had a direct impact on those disciplines with an obvious international emphasis. In fact, this also applies to the broader intellectual endeavors of a university. At UBC, there are numerous examples of the contributions to both teaching and research made by international graduate students. The fact that UBC has had at least since 1970, comparatively few international undergraduate students makes their contribution either as undergraduates, or latterly as alumni, difficult to document.

It is perhaps worth noting here that while Canadian society has strong multicultural qualities, international students bring a quite different cultural and academic perspective to the campus. In the present UBC context, cultural diversity is found largely in the presence of Canadian students from various ethnic and geographic backgrounds. This apparent cultural and ethnic diversity is frequently characterized by identification with Canadian multiculturalism, rather than continuing attachment to the cultural values of their original homeland.

A second, more general benefit derives simply from the presence of international students on campus. They are often the first non-Canadians that local students meet. Through personal contact, Canadian students can learn much about other countries and other cultures as well as other ways of doing and seeing things. Processes such as this also contribute to the internationalization of the community as a whole, an important element in making the community more economically competitive on the one hand and more conscious of the need for a peaceful and stable world on the other. Moreover, through interaction with international students, local students learn more about themselves and their own cultures. Professor Marvin Westwood's Peer Program, which is a cooperative venture of the Department of Counselling Psychology and International House, provides concrete evidence of the benefit derived by Canadian student participants. In their words, the experience provides an opportunity:

"to think about Canadian culture in having to explain it to an international student."

"to ground a lot of intellectual knowledge that I might have in an interpersonal relationship."

"to develop an interest in working with international people, to find out their perspective and to learn how it affects their outlook."

A third benefit from the presence of international students is the experience and contacts they make while in Canada which may lead to future co-operation of direct benefit to the host-institution. Personal and professional links normally endure long after the students return home and can play a significant role in the establishment and development of important substantive relationships between Canadian and foreign scholarly and professional communities. For a general discussion of these and other benefits to the host institution and community, see Symons and Page.<sup>6</sup>

#### CREATING A CLIMATE FOR STUDY OPPORTUNITIES ABROAD

The policy focus in discussions about international education in Canada has been on Canada as a host country. Little attention has been paid to the promotion of study abroad for Canadians. And yet, historically, Canada has been among those countries that have relied on access to universities in other countries. A 1973 survey found that 53% of the doctorates held in Canada had been awarded by foreign universities (Statistics Canada, "Foreign Students in Canada and Canadian Students Abroad," 1978). It is apparent that a university's willingness to receive out-of-jurisdiction students has a significant bearing on the willingness of other institutions, particularly those abroad, to open their doors to students of the receiving university. Reciprocity has become an important element in co-operation agreements between universities, such as the 1987 agreement between UBC and the University of California system. Even in the absence of such agreements, an admissions policy which is seen to admit international students primarily on the basis of merit is likely to facilitate the reception of UBC students and graduates seeking higher levels of education at non-Canadian centres of academic excellence.

#### THE UNIVERSITY IN THE COMMUNITY

The presence of international students can have a positive impact on the community as a whole. International students are an important resource as speakers for local groups. This type of activity ranges from the casual luncheon speech to more detailed briefing in preparation, for example, for visits of business delegations to the student's country of origin, or preparing the way for field work by a member of the university community.

There are in British Columbia and in the Lower Mainland an increasing number of international students. Most community colleges and some public schools receive international students in accordance with the policy of the British Columbia Ministry of Education. It is important that UBC in its own admissions policy recognize this changing environment for international students in the province in such areas as the university transfer programs of the colleges.

#### SOME CAUTIONS

In order to make the most of their presence, international students must find a supportive environment within the mainstream of the university. In some cases, this happens naturally; in others, the university has to reach out to these students through particular programs and facilities such as International House and special counselling arrangements. The University of Toronto report notes as one of its "principles" that the University "recognize that as a result of cultural differences, financial burdens and legal constraints, many foreign students have special needs and that these needs should be taken into account in all university academic divisions."<sup>5</sup>

On occasion, situations arise in which it could be perceived that international students and indeed all students from outside the province are, in effect, depriving local students of places at a university. While the net effect of the active recruitment of excellent international students is improvement of the overall intellectual calibre of the university, it will result in displacement of some academically marginal Canadian students in certain faculties. It should be noted that some strategic faculties and programs at UBC are frequently under-subscribed and in this situation, the enrolment of international students could make a significant contribution to keeping the programs viable. More generally, however, it is obvious that academic merit in its own right plays a vital role in the University's continuing quest for excellence.

There is also the matter of language skills. International students at both graduate and undergraduate level sometimes lack sufficient English language skills to benefit significantly from and to contribute to the university experience. Such a deficiency also imposes a serious burden on teaching staff and in the case of teaching assistants, upon their students. In the unanimous opinion of the Task Force, this problem needs to be addressed urgently in the interests of both the university and the international student community.

#### THE ECONOMIC DIMENSION

It is generally agreed that while the presence of international students imposes an initial burden on the educational budgets of host countries, the students' related financial contributions to the economies of the communities concerned outweigh this subsidization. In short, the presence of international students has demonstrable economic advantages. International students are considered to spend approximately \$14,000 per student per year in Canada, exclusive of transportation costs to Canada. For international undergraduate students it can be assumed that the total amount spent originates from sources outside Canada. To illustrate the contribution to the economy, in 1984-85 there were 1258 international students in British Columbia universities (Statistics Canada Report 81-204). The direct contribution to the economy from these students is then about \$15 million. If government funding for the universities is offset, the net economic benefit is \$7.5 million. It should be noted that this is a conservative estimate that does not quantify the multiplier effect of a direct contribution of this magnitude.

In a submission to the Senate Committee on National Finance dated March 1986, the Canadian Bureau of International Education estimated that international students spend \$345 million annually in Canada while the cost to Canada is \$62 million. In a submission to the Right Honourable Joe Clark of June 1986 the Vancouver Board of Trade applied an input-output model to international student expenditure in Canada. For 1985-86 it assesses the total impact on the economy to have been roughly \$1.3 billion with employment of 17,000 persons and government revenue of some \$190 million. According to the Report, this translates to 1/5th of the value of Canadian coal exports, and into probably more jobs than result from the export of coal.<sup>7</sup>

Nevertheless, it should be noted that within the individual university it is clear that international students are a real cost, although one that is smaller than for Canadian students. It is estimated that a 5% international undergraduate student population, paying differential fees, would raise the student fee contribution to the university revenue to 16.5% of actual cost, as compared to a 15% fee contribution, which local students now pay. These costs should be seen as marginal costs since the basic operating costs of the university would exist in any case.

#### UNIVERSITY FUND RAISING

There are increasing indications that some prospective donors in British Columbia, as well as in Asia, are uncomfortable with current practices concerning the admission of international students at the undergraduate level. This is likely to become more apparent as the University seeks to develop the Asia-Pacific dimension of its activities.

#### DIFFERENTIAL FEES

After considerable debate over some years, and Senate recording its opposition in 1977, in 1985 the University's Board of Governors decided to impose differential fees. Graduate students and some categories of undergraduates were exempted. Given the very small number of international undergraduate students at UBC, as well as the various exceptions, very few students actually pay such fees. For 1986/87, of some 192 international undergraduates, 132 were required to pay differential fees, generating a net additional income to the University of some \$260,300. Arguably, the revenue generated does not offset the marginal cost of implementing the differential fee scheme. In any event, it is certainly clear that the economic benefit to the University is at most insignificant. It is also clear that the imposition of differential fees serves no academic purpose; its effect is clearly to discriminate against needy students, most typically from the poorer countries. There are more equitable ways to control numbers, chiefly higher entrance standards and quotas. Moreover, some prospective offshore donors have suggested that the abolition of the differential fee system would encourage more offshore donations. Overall, there is no identifiable advantage to the University in maintaining differential fees. Further, current federal and provincial government positions suggest that the climate is ripe for a greater commitment on the part of Canadian universities to internationalization. Thus, the preferred course of action would be to abolish differential fees at UBC.

However, should it be necessary to maintain differential fees, a number of changes should be instituted to make the system simpler and fairer. It should be noted that if the international undergraduate population were to be allowed to increase to, say, five per cent, and the existing differential fee ratio of 2.5:1 was maintained, the additional net revenue from differential fees would become significant. It should be allocated for the benefit of international undergraduate students.

#### THE MORAL DIMENSION

Public interest in the subject of receiving students from the developing world has been growing sharply.

Judging by the evidence presented to Parliamentary Committees, there seems a widely held sense that Canada should be doing more to assist in the training of such students by facilitating their attendance at Canadian tertiary level institutions.

A May 1987 report by the House Standing Committee on External Affairs and International Trade on Canada's Official Development Assistance Policies and Programs entitled, "For Whose Benefit?" states:

"Here we would like to highlight the need and opportunity for expanded programs for Third World students in Canada. Early in our study we were dismayed to discover that Canada, until recently, lagged behind all OECD countries except Austria in the proportion of ODA devoted to scholarships for Third World students. There has been a significant improvement in the past several years, particularly with the decision to raise the number of Commonwealth Scholarships for study in Canada from 200 to 500 and the commitment to a similar program within the Francophonie. But far more needs to be done. In few areas of development co-operation is there as close a mutual interest between Canada and developing countries. University students tend later in life to fill important decision-making positions in their countries. By encouraging them to study in Canada, we earn their friendship and understanding."<sup>8</sup>

In September, the federal government responded to the Committee Report undertaking to contribute \$1.3 million to a scholarship program for students from the developing world to be co-funded by CIDA and the universities. The government also undertook to approach provincial governments with the objective of increasing the numbers of international students and trainees in Canada, such discussions to include the matter of differential fees. The government's response included the following statement, "The two levels of government recognize that the presence of foreign students in Canada contributes to Canadian society and to the viability of Canadian institutions of learning. They are therefore in favour of increasing the number of foreign students in Canada."<sup>9</sup>

#### CONCLUSION

Attitudes toward the admission of international students to Canadian campuses have changed over time. In the post-war era such students were received freely and often distinguished themselves in curricular as well as extra-curricular activities. At UBC an international student was on at least one occasion elected president of the AMS. However in the 1970s admission to many universities became more restrictive, particularly at the undergraduate level. UBC currently has one of the lowest proportions of international undergraduate students among Canadian universities.

In the late 1980s there are signs that attitudes are changing again and that a more liberal approach is being adopted. The relevant factors have been discussed above; in the opinion of the Task Force the arguments for change in policy by UBC are compelling. Specific recommendations are set out below, in Part 3.

#### PART 2

#### POLICIES AND PRACTICES

It is generally assumed that the Calendar statements with respect to the admissibility of international undergraduate students are statements of academic policy. Such statements are generally assumed to have been approved by Senate and are assumed to require Senate approval if they are to be changed. However, a closer examination of Senate records, reveals that many of these policy statements do not reflect specific Senate decisions.

#### UBC ADMISSIONS POLICY

The Calendar contains the following information for international students (p.17, 1987-88):

*The University of British Columbia is interested in considering applications for admission from outstanding students from countries outside Canada. Students are NOT encouraged to travel to Canada in anticipation of admittance to this University, either directly or following studies in a Canadian secondary or other post-secondary institution. International students admitted on a Student Authorization to other universities, community colleges, or secondary schools in Canada or in the United States must normally obtain the baccalaureate degree before obtaining permission to transfer to this University.*

*NOTE 1: Because of the differences in world educational systems, satisfactory completion of secondary school is not necessarily an acceptable basis for admission to first year. The University of British Columbia reserves the right to determine whether or not a student is eligible for admission and to determine what advanced credit, if any, may be granted.*

*NOTE 2: [Not relevant]*

*NOTE 3: English Proficiency: A student whose native language is not English must demonstrate proficiency in English language by obtaining a score of at least 550 on the Test of English as a Foreign Language.*

*NOTE 4: Applicants should realize that almost NO financial assistance is available at the undergraduate level, and that Immigration regulations prohibit international students from being gainfully employed while in Canada.*

*Additional information for students from other countries*

*(i) Applicants may be required to take a test in their own country to demonstrate adequate facility with the English Language. On arrival at UBC those who are found to be inadequately prepared will be required to take remedial studies. Preparatory English courses are five or ten hours of instruction per week for twelve weeks. Fees are \$370 for FELT 020 or FELT 030 (five hours a week) and \$740 for FELT 010 (ten hours a week). Textbooks and other learning material would be an additional cost.*

*(ii) A student must enrol for the course to which admitted. Transfer to another program will not be considered until the student has completed at least one session in the course for which initially admitted to this University.*

There are certain exceptions to the general rule that international students who are attending secondary schools, colleges and universities in Canada and the U.S. on student authorizations are not eligible to apply. These exceptions may be summarized as follows:

(a) those whose parents/guardians hold diplomatic consular visas (members of a country's diplomatic corps, including trade commissioners and consular support staff). Proof of status in Canada is required.

(b) those whose parents/guardians are long-term visa holders (LTV); those who are employees of foreign companies and their families, domestic workers, visiting workers, World Bank Employees in the U.S.

(c) those who hold Minister's Permit; e.g. refugees in Canada

(d) "sponsored" students; e.g. those under the auspices of the Canadian Bureau for International Education (CBIE), Canadian International Development Agency (CIDA), International Development Research Centre (IDRC), and World University Service of Canada (WUSC).

The Task Force is given to understand that the following are administrative policies:

(a) International students are not admitted as unclassified students. International students may not be admitted to the Spring/Summer and January Sessions.

(b) The Faculties and Programs not available to international undergraduate applicants include Dentistry, Nursing, Medicine, Pharmacy, Rehabilitation Medicine, Education and most Diploma Programs.

#### IMMIGRATION REGULATIONS

Persons wishing to study in Canada who are not citizens or permanent residents of Canada must first obtain student authorizations from a Canadian Immigration official. Such a student authorization is often erroneously called a "student visa."

Student authorizations permit attendance at a particular institution. If conditions change, a new authorization is required. International students are instructed to contact the nearest Canada Immigration Centre without delay if:

- the specified course of instruction continues for longer than the specified time
- the student wishes to change to another educational institution
- the student wishes to accept employment of any kind
- the student plans to end his or her studies early, and the proposed departure date from Canada does not follow immediately afterward.

#### ANALYSIS AND COMMENTARY

In searching Senate records, it became apparent that the portion of the Calendar statement which precludes admission of international undergraduate students who apply from within British Columbia, other provinces in Canada, or the USA, was not approved by Senate. Rather, it was introduced into the Calendar as a matter of procedure, partially to alert students to Immigration Canada policy to grant institution-specific student authorizations.

The problem is that Immigration Canada policy does  
**UBC SPECIAL REPORT—April 7, 1988**

not prohibit transfer of international students from one Canadian academic institution to another. UBC, on the other hand, has in its Calendar statements which suggest this to be so (see UBC Admissions Policy, p.13 of this report).

In addition, these statements of procedure-cum-policy have acquired a measure of support within the academic community as a major component of the argument against the admission of students applying to transfer to UBC from "visa schools", i.e., those private secondary or post-secondary schools which are perceived to have questionable academic standards and which are assumed to exist primarily to provide credentials for international students seeking entry to British Columbia universities.

The Task Force considered four areas of concern:

1. Statements which now prevent students from applying from within Canada or the USA could be removed from the Calendar immediately, thus strengthening the statement that "The University of British Columbia is interested in considering applications for admission from outstanding students."
2. All Calendar statements concerning international students need to be carefully reviewed to determine their status vis a vis University of British Columbia Policies and Procedures.
3. What constitutes an 'outstanding' international undergraduate student needs to be determined.
4. The concerns of the community regarding transfers from "visa schools" need to be addressed.

#### PROCEDURE-CUM-POLICY: AN ANALYSIS

The current Calendar statements delineate two major groups of international undergraduate applicants:

1. Those applying from within their country of citizenship.
2. Those applying from within Canada or the USA who are not citizens or landed immigrants of either country.

These two groups are treated differently. Those in the first group are evaluated on the basis of academic preparation (GPA or equivalent) at the time of application. Those in the second group are automatically denied entry to UBC on the basis of the lack of correspondence between the student's country of citizenship and country of residence. Academic credentials are not evaluated and are, in fact, irrelevant to the decision to deny entry.

Notwithstanding the fact that UBC procedures are evaluated negatively by many outside the university, there are many within the university community who consider the procedures essential to the maintenance of academic standards. The argument to support this point of view has been that, in the absence of the procedural statements in the Calendar, UBC has no means whereby it can deny admission to those international students who apply from "visa schools."

Some who subscribe to this argument may also argue that the procedural statements could be retained and that individual cases could be adjudicated through established appeal procedures. Certainly, this has been an avenue pursued by some individual students and by some departments and/or faculties on behalf of a student for whom it seemed reasonable to bring a case to appeal. However, it would appear that such cases are few, and that some of these cases were adjudicated, not on the basis of unique circumstances, but rather on the basis of the framework as defined by the Calendar statements.

If it is perceived even by a small proportion of those in the academic community that an appeal, based on unique circumstances, may result in adjudication based on the Calendar statements then the viability of appeal as an option is questionable. Further, if as Part I of this Report suggests, there is reason to increase the number of international undergraduate students admitted to the University, then to rely on established appeal procedures to adjudicate an increasing number of individual cases is impractical.

In the past UBC has addressed analogous issues in relation to applications by Canadian students from public and private secondary and postsecondary institutions. University policy with respect to transfers from the college sector is stated in the Calendar and detailed in the College-University Transfer Guide. Having once specified the level of academic achievement as well as the level of English language competence that would define an "outstanding" international student, it would seem possible to allow transfers of international students within the framework of existing transfer policy and procedure. A similar argument can be made in relation to those international students currently enrolled in secondary schools. In such a way, academic standards can be maintained, international undergraduates can be evaluated consistently on the basis of academic credentials and UBC is not in the position in which it must deny admission to outstanding international undergraduate applicants.

### PART 3

#### RECOMMENDATIONS ON POLICIES AND PROCEDURES CONCERNING INTERNATIONAL UNDERGRADUATE STUDENTS

The University of British Columbia is a major international university. Its reputation for excellence must be nurtured, in part, by welcoming international students and supporting them in the pursuit of their scholarly and professional objectives. At the same time, the University recognizes the need to ensure an appropriate balance between its different constituencies.

In pursuing its commitment to be a university of international stature the following recommendations are made:

1. That The University of British Columbia remove barriers that inhibit the participation of outstanding students, including those from other countries, in the University community.
2. That The University of British Columbia take active steps to increase international participation in the University community.
3. That The University of British Columbia, as one such appropriate step, increase the number of outstanding international undergraduate students. To this end, the University adopt a proactive stance.
4. That The University of British Columbia recruit outstanding international students as part of its overall recruitment effort.

The following are considered appropriate guidelines for determining who are outstanding international applicants.

"The University of British Columbia welcomes applications for admission from outstanding students. Because of the limited number of places available for international students in undergraduate programs, the competition for admission is keen. The following criteria suggest minimum performance levels necessary to be considered for admission:

Academic standing: equivalent to 3.5 or above (calculated on a 4-point scale: A=4, B=3, C=2, D=1, F=0)

English Proficiency: a student whose native language is not English should demonstrate proficiency in English language by obtaining a score of 570 on the Test of English as a Foreign Language (TOEFL)."

Admissibility to a specific program or Faculty is dependent on the number of places available and on minimum academic achievement and English language proficiency as determined by the Faculty or School.

5. That The University of British Columbia plan for an increase in international undergraduate students from 0.9% in 1986/87, to an overall range of 4 to 6% of new admissions each year. Individual Faculties should be allowed reasonable divergence from overall University norms.

The adoption of this target should be accompanied by careful planning, including details of a phase-in period.

6. That The University of British Columbia develop programs for the active recruitment of outstanding international undergraduate students.

7. That The University of British Columbia, in recruiting outstanding international undergraduate students, seek representation from a diversity of cultural or economic regions.

At Canadian Universities, access to study by international undergraduates is largely limited to students of means.<sup>6</sup> The de facto imposition of financial barriers ensures an international student constituency which not only meets the criteria for academic excellence, but also has the ability to pay.

Attraction is one thing; attendance is another. Broad-based attraction rooted in the ability to pay as well as academic credentials results in the presence of an international student body which is not representative of the global pool of talented students and does not necessarily serve to meet the interests of the institution as a whole.

Focused activity based on active recruitment and the provision of appropriate financial and other support services removes barriers and improves representativeness of the undergraduate international student population.

8. That The University of British Columbia abolish differential fees.

Earlier in the report, it was noted that differential fees provide no identifiable advantage to the University as an

educational institution. In fact, they are suggested to be an impediment to attracting financial donations.

9. If it proves necessary to retain differential fees that The University of British Columbia allocate the additional net revenue so generated to be used for international undergraduate students.

10. That The University of British Columbia actively solicit abroad financial resources in the form of grants, bequests, etc., to be used to offset the additional costs of increasing the number of international students.

11. That The University of British Columbia establish full cost scholarships (including tuition fees, differential fee, room, board, etc.) for academically deserving students from countries defined by the United Nations as "least developed" and/or from those developing areas/countries which UBC has identified as potential major partners in its international initiatives.<sup>10</sup>

12. That The University of British Columbia establish tuition fee waivers for academically deserving students from countries defined by the United Nations as "underdeveloped" and/or "least developed". Or, alternatively that the University establish scholarships to cover the tuition fees.<sup>10</sup>

13. That The University of British Columbia establish "room and board" scholarships for academically deserving students.

14. That The University of British Columbia make every effort to ensure that funding to international undergraduate students will be continued to the end of a student's program.

It is expected that the cultural and academic adjustments required of a few international undergraduates may adversely affect their academic performance. The withdrawal of financial support, however, will have severe repercussions on the student's immigration status and can create insurmountable cultural conflict caused by perceived failure.

The intent of Recommendation 14 is: (1) to state explicitly the commitment of the University to those academically deserving students for whom initial funding was provided; and (2) to enable the University flexibility to allocate financial resources, on a short term basis, when academic performance temporarily could preclude the continuation of scholarship funding.

15. That The University of British Columbia eliminate those administrative and academic restrictions which apply exclusively to international undergraduate students.<sup>11</sup>

University policy with respect to transfers from colleges and universities is contained in the Calendar and further detailed in publications such as the College-University Transfer Guide. Having once specified the level of academic achievement and English language competence that define an "outstanding" international undergraduate student, existing policy and procedure can be applied.

16. That The University of British Columbia, having defined what constitutes an "outstanding" international undergraduate student, permit these students to enter from secondary schools or to transfer from colleges and universities in accordance with existing policy and procedures.

17. That those University of British Columbia faculties which currently do not consider for admission international undergraduate students be encouraged to review their policies, and where possible, be encouraged to eliminate unnecessary restrictions.

18. That The University of British Columbia re-examine the resource requirements of all student service units and provide additional resources for those units which will be affected by the increased number of international undergraduate students.

A major international university necessarily should welcome international students. However, a simple welcome is not sufficient. Services to support international students in their pursuit of scholarly and professional objectives, such as Awards and Financial Aid, Student Housing, and Student Counselling should be provided. Recommendations 19 and 20 provide an indication of the types of additional resources which will be required by the Registrar's Office and International House if the number of international undergraduate students increases.

The Registrar's Office currently does not have sufficient admission officers to evaluate an increased number of international undergraduate applications, nor is there the necessary reference library of material to assist personnel to evaluate academic credentials of international applicants.

19. That The University of British Columbia allocate additional resources to the Registrar's Office specifically for:

· Personnel, for example, a position for an additional admissions officer and a position for an international admissions advisor.

· Personnel training in evaluation of international credentials.

· Publications and communication in order, for example, to cover mailing costs to send Calendars abroad to enable international students to use the TEL-EREG System.

· Reference library of material on international educational systems, institutions, standards and credentials.

International House currently provides a number of programs and services for all international students an outline of which is provided in Appendix F. These services are provided by a staff of three, 400 volunteers and a yearly budget of \$12,500 exclusive of salaries.

20. That The University of British Columbia allocate additional resources to International House specifically for:

· Personnel, for example, a position for an international student advisor in addition to the Director, and a position for a program coordinator.

· Personnel training related to Immigration Canada policies and procedures as well as cross-cultural advising.

· Publications and communications to provide, for example, a monthly newsletter to international undergraduate students.

· Emergency short-term funding for students who are subject to temporary currency restrictions, delay in the transfer of personal funds, etc.

An additional category of service that must be specifically identified and is critically important to the achievement of the academic and professional goals of international undergraduate students is the provision of programs in English as a Second Language (ESL). Notwithstanding the recommended increase in the minimum TOEFL requirement for admission, international students should have access to ESL programs specifically designed to increase general facility in English language usage, as well as competency in English for specific purposes.

21. That The University of British Columbia review the English as a Second Language services currently being provided.

1. President Petch's letter of May 15, 1987 to the Hon. Stanley B. Hagen. Similar views are expressed in "The Role of the Universities in the Economic Development of British Columbia", a report by the three universities published in June 1987.

2. "Renewal 1987: A discussion paper on the nature and role of the University of Toronto", George E. Connell, President, p.40. Note: The paper states that in 1985/86 2.3 percent of undergraduate students gave home addresses in provinces other than Ontario; while 4 percent gave non-Canadian addresses.

3. "Ontario Universities: Options and Futures", Toronto, Government of Ontario 1985.

4. "Foreign Students in Canada", Volume A - A Statement of Issues for Policy Consideration, November 1986, Council of Ministers of Education, Canada.

5. Report of the Presidential Task Force on Foreign Students, University of Toronto, June 1986. Summary recommendations attached (Appendix D).

6. "Some questions of Balance". Symons, T.H.B. and Page, J.E., AUCC, 1984, pp. 215-252, particularly, pp. 216-224.

5. loc.cit.

7. "The Education in Canada of Students from Other Countries", Vancouver Board of Trade, June 1986.

8. "For Whose Benefit?", Report of the Standing Committee on External Affairs and International Trade on Canada's Official Development Assistance Policies and Programs, May 1987.

9. "To Benefit a Better World." Response of the Government of Canada to the Report on the Standing Committee of External Affairs and International Trade, September 1987, p. 46-8.

6. loc. cit.

10 See Appendix E: Countries defined by the United Nations as "least developed".

11 Calendar statements to which this recommendation relates are included in Part II of this Report, page 14, items (ii) and (a).

## APPENDIX A

### MEMBERSHIP: SUBCOMMITTEE ON INTERNATIONAL STUDENTS

President's Task Force on Liaison, Recruiting and Admissions

Dr. J. Vanderstoep (Chairman) - Associate Professor, Department of Food Science

Ms. J. Albright - Assistant Registrar, Admissions  
Mr. M.D. Copithorne - Professor, Faculty of Law  
Dr. M. Elliott - Associate Dean (Teacher Education), Faculty of Education

Ms. C. Gibson - Senior Analyst, Budget, Planning and Systems Management

Dr. D. Jardine, President, Capilano College  
Mr. R. McBlane - Executive Director, International House

Dr. O. Slaymaker, Professor and Head, Department of Geography

Mr. L. Sproul, Director, International Liaison Office

## APPENDIX B

### INDIVIDUALS PROVIDING INFORMATION TO THE SUBCOMMITTEE

Mr. B. Hender, Director, Awards and Financial Aid - Financial Assistance

Ms. J. Albright, Assistant Registrar, Admissions - Admissions Policy and Practice

Mr. B. Frampton, Residence Administrator, Student Housing - International Student Housing

Mr. R. McBlane, Executive Director, International House - Services Provided by International House

Ms. C. Zaraspe, Registrar's Office, - Differential Fees

Ms. J. Robinson-Bond, Faculty of Graduate Studies - Qualifying, Provisional and Unclassified Students

Ms. A. Marantz, Assistant Registrar - Records and Registration

Ms. G. Good, Senior Admissions Officer - Registration Procedures

## APPENDIX C

### International Student Policy University of Alberta

The University of Alberta has long had a tradition of welcoming students from other countries. They make a substantial contribution to the entire University community. The value of a university education is enriched and broadened by an international perspective.

With a number of competing elements the University is attempting to focus its priorities and to clarify its objective. To aid in this process the following policy for international students is proposed.

#### Goals

1. To provide Canadian students with the opportunity to interact with students from other countries to become more aware of other cultures and of international issues.

2. To meet the moral responsibility of the University to assist in the process of international development.

3. To promote international understanding and goodwill by being a generous host to international students and making them full participants in the university community and in Alberta society.

#### Objectives

1. To strive for student representation from as many countries and cultures and in as many fields of study as possible.

2. To have sufficient international students to make a significant impact on undergraduate and graduate programs including quota faculties and to monitor enrolment in this regard.

3. To actively encourage the selection of students from less developed countries through scholarships and other financial support.

4. To provide the following services to international students:

- basic information prior to departure for Canada to assist in preparation for arrival
- arrangements for airport reception
- orientation programs
- assistance with immigration procedures
- emergency financial assistance
- assistance with preparation for returning to their home countries
- student advising and counselling

5. To encourage the presence of spouses and children of married international students and work towards their integration into university and community life.

6. To promote activities that encourage friendship and interaction among international and Canadian students, particularly through direct support of the International Student Centre and other international programs.

7. To provide assistance for graduate students from developing countries to do thesis research in their home countries wherever practical.

8. To develop and actively support exchanges and other programs that encourage Canadian students to study, travel and work in other countries.

9. To work towards the abolition of differential fees for international students and the removal of barriers to students and their spouses seeking temporary employment while in Canada.

10. To encourage international graduates to be active alumni who will continue to maintain their relationship with the University.

(Passed by General Faculties Council - 27 January 1986; Board of Governors - 9 May 1986)

## APPENDIX D

### UNIVERSITY OF TORONTO PRESIDENTIAL TASK FORCE ON FOREIGN STUDENTS SUMMARY OF RECOMMENDATIONS

Recommendation 1: The Task Force recommends that the University of Toronto adopt the following Statement of Principles as the basis for its foreign student policy:

#### Statement of Principles

(1) That the University of Toronto welcomes foreign students into all of its programs.

(2) That academic merit be maintained as the primary criterion for admission of foreign students to the University of Toronto.

(3) That the Faculties, Schools, Colleges, Departments, Centres and Institutes of the University of Toronto should enrol foreign students from as many different countries as possible.

(4) That the University of Toronto recognize that as a result of cultural differences, financial burdens and legal constraints, many foreign students have special needs and that these needs should be taken into account in all University academic divisions.

(5) That the University of Toronto mitigate, wherever possible, the financial constraints which inhibit attraction and enrolment of outstanding foreign student applicants.

(6) That a foreign student once admitted to a University of Toronto degree program will have access to courses required to complete that program on the same basis as all other students.

Recommendation 2: The Task Force recommends that the University, as a policy, support active recruitment of highly qualified foreign students for admission to the University of Toronto.

Recommendation 3: The Task Force recommends that as a general principle all foreign applicants for admission to University of Toronto undergraduate programs should be considered for admission on the same basis, regardless of whether they complete secondary school in Ontario or in their home countries.

Recommendation 4: Every division of the University should attract and enrol foreign students without restriction except when one or more of the following conditions prevail:

- When national or provincial manpower

needs require that preference be given to students who will reside and work here.

When governmental legislation or regulation requires that limitations be placed on the enrolment of foreign students.

Recommendation 5: The University should offset to the extent financially possible the effects of differential tuition fees on the enrolment of outstanding foreign students.

Recommendation 6: The University should seek full cost recovery when education is purchased from the University as a commodity by foreign governments or agencies.

Recommendation 7: The University, if given the opportunity by the Minister of Colleges and Universities, should reorganize its tuition fee schedule to apply differential fees equitably across all programs, and to set tuition fees generally at levels which emphasize accessibility at the point of transition from secondary school to university.

Recommendation 8: The Task Force recommends the introduction of a program of admissions scholarships for outstanding foreign undergraduate students, the awards to be of sufficient annual value to cover all their tuition fees and to continue so long as the student continues to maintain first-class standing. Awards should be made on the basis of academic merit and allocated proportionately by major geographic region.

Recommendation 9: That the Government of Ontario add to the Ontario Graduate Scholarships program a number of awards which will double the number available to foreign graduate students.

Recommendation 10: That the International Student Centre inform all colleges and faculties of the services it provides, and that all colleges and faculties seek to ensure that foreign students are aware of all the services available to them within the University community.

Recommendation 11: That the Department of Athletics and Recreation and other recreational facilities in the University community take into account the increased interest of foreign students and Canadians in such sports as soccer and cricket in the assignment of playing fields and playing times.

Recommendation 12: That the matter of the quality and availability of residential accommodation for foreign students (including accommodation for married foreign students) be reviewed as bearing closely upon any considerations of quality of life for foreign graduate students, and that planning for campus residences include consideration of an "international house" or designated international area in a residence.

Recommendation 13: That the University of Toronto make the case with the Government of Canada that employment authorizations be made available to spouses who accompany foreign students.

Recommendation 14: That the University seek information from its academic divisions regarding the nature of academic and administrative services provided to "casual" foreign students and discuss the institution of "special" or "casual" program fees for foreign students who enrol at the University but are not proceeding toward a degree or diploma.

Recommendation 15: That the University should develop guidelines regarding opportunities for foreign program linkages and maintain an inventory of the opportunities for foreign study which are open to both domestic and foreign students.

Recommendation 16: That the University should encourage the development of exchange programs and urge the Ministry of Colleges and Universities to introduce flexible funding arrangements which would regard exchange programs in institutional terms as well as programmatic terms.

## APPENDIX E

### UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT: THE LEAST DEVELOPED COUNTRIES (UNITED NATIONS, NEW YORK, 1985)

According to the recommendations of the United Nations Committee for Development Planning, the term "least developed countries" applies to a category of countries meeting certain economic and social criteria:

(1) Low income - per capita gross domestic product of \$100 or less;

(2) Low literacy rate - 20 per cent or less of the population old enough to read;

(3) Low proportion of manufacturing in total output - share of manufacturing in total gross domestic production of 10 per cent or less.

The United Nations identifies the following 36 Least Developed Countries in accordance with these criteria:

Afghanistan, Haiti, Bangladesh, Lao People's Democratic Republic, Benin, Lesotho, Bhutan, Malawi, Botswana, Maldives, Burkina Faso, Mali, Burundi, Nepal, Cape Verde, Niger, Central African Republic, Rwanda, Chad, Samoa, Comoros, Sao Tome and Principe, Democratic Yemen, Sierra Leone, Djibouti, Somalia, Equatorial Guinea, Sudan, Ethiopia, Togo, Gambia, Uganda, Guinea, United Republic of Tanzania, Guinea-Bissau, Yemen.

1 The committee for Development Planning was referring to the 1968 value of the dollar. One hundred 1968 dollars are equivalent to more than 350 dollars in 1984.

## APPENDIX F

### ADVISORY AND SUPPORT SERVICES PROVIDED BY INTERNATIONAL HOUSE

A number of agencies, in the course of providing services to students, provide these same services to international undergraduate students. In an effort to prevent problems from arising and to make the international student's stay at UBC productive, International House has developed a comprehensive range of services to supplement the student services available to all UBC students. Utilizing strong community links, over 400 volunteers, a regular staff of 3 and a budget allocation of \$12,500 per year, the House responds to the needs of graduate and undergraduate international students, Canadian students, the wider campus community and the community at large.

In addition to crisis management as required, International House provides the following services specifically for international students.

(1) Pre-departure information. All international students accepted to UBC receive a packet of information on such topics as Immigration requirements, transfers of money, and related. They are also advised of Reach-Out, Reception, Orientation and Peer Programs.

(2) Reach-Out. Community and campus volunteers, both individual and association, initiate a written correspondence with newly-accepted student prior to the student's departure from home.

(3) Reception. Utilizing up to 80 community and student volunteers filling approximately 150 positions, International House makes every effort to meet students at the airport, provide transportation and arrange temporary accommodation. A reception booth operates in the International Arrivals Level at Vancouver Airport from approximately mid-August to the September Labour Day weekend.

(4) Orientation. An intensive two-week initial orientation program is presented in late August. In addition to dealing with cross-cultural communication and adaptation techniques, information on such topics as banking, medical insurance, landlord-tenant law and related topics are discussed. A comprehensive information booklet is available.

(5) Peer Program. With the assistance of the UBC Department of Counselling Psychology, a program which links new international students with Canadians on a one-to-one basis is initiated in early September. Students remains in the Program for a minimum of eight months.

(6) Continuing Support. Throughout a student's stay, advice and assistance are provided on a wide range of topics. These include Immigration concerns, financial matters (including access to emergency funding from the Canadian Bureau of International Education (CBIE)), legal matters and personal/emotional problems. Expert counselling is available through the Department of Counselling Psychology. Where appropriate, referrals are made to competent campus resources.

(7) Re-Entry. Programs are offered to assist students completing their studies to re-adapt to their home culture/society. This area is becoming more important as new research begins to show that re-integration into the original environment is not merely as simple as "going home".

In addition, International House in concert with other UBC sectors undertakes research relevant to international student concerns, programs, services and experiences, and has, in association with the Department of Counselling Psychology, assisted in the production and publishing of visual and printed training materials relevant to the Peer and Re-entry Programs.

The House also provides facilities and space for social, recreational and cultural programming, plus informal language training for international students and their spouses.

# High-tech pacemaker helps heart patients lead an active life

by Debora Sweeney

A UBC cardiologist recently has implanted several computerized pacemakers, so sophisticated they can store 80-million pieces of data.

For some people, the nuts-and-bolts pacemaker that keeps the heart pumping steadily just doesn't do the job, said Dr. Charles Kerr.

"My pacemaker tells everything, including dirty stories," said Kerr's patient, Ann Patrick.

Patrick suffers from tachycardia, which means her heart beats too fast.

"All of a sudden, my heart would just start pounding like mad and I thought I was going to faint," she said. "A hundred-and-eighty beats per minute. It felt like running the four-minute mile in less than a minute."

Three years ago, Patrick was referred to Dr. Kerr, the first doctor in Canada to implant high tech pacemakers that automatically sense the tachycardia and restore the heart to its normal rate — 70 to 80 beats a minute.

The pacemaker, the size of a matchbox, is implanted under the skin just below the collarbone. By resting a small, hand-held probe on the skin, doctors can transmit and receive messages from the pacemaker, and display the messages on a computer screen.

With the high tech pacemaker, Dr. Kerr can:

- Regulate Ann Patrick's heart beat by programming an electrical impulse into her pacemaker.
- Monitor how many times she has suffered

from tachycardia since the pacemaker was implanted.

● Induce an attack to make sure the pacemaker goes to work right away to stop it.

Attacks which once lasted four hours, now last four seconds, said Patrick. "My heart goes whumpy, bumpy, bump, and then it (the tachycardia) stops."

"I'm going to live forever. The old legs might not work for very long, but my heart will," said Patrick, who is 57.

Allan Good, a ministry of health investigator, suffers from the opposite problem. He has bradycardia — his heart beats too slowly because his body's natural pacemaker doesn't send proper electrical signals between the upper and lower chambers of his heart.

About a year ago, Good, who enjoys swimming and cross-country skiing, started experiencing sudden bouts of dizziness.

"I would become exhausted very quickly," said the 43-year-old. "When I started getting dizzy while I was driving, I thought I'd better get it checked out."

Good went to see Dr. Kerr, who told him he needed a pacemaker to restore his active lifestyle.

Dr. Kerr programmed the pacemaker to send an extra electrical beat into the lower chamber of Good's heart, to replace a beat that's missing.

"I feel better than normal because I have a lot more endurance," said Good.

What doctors are learning from these sophisti-

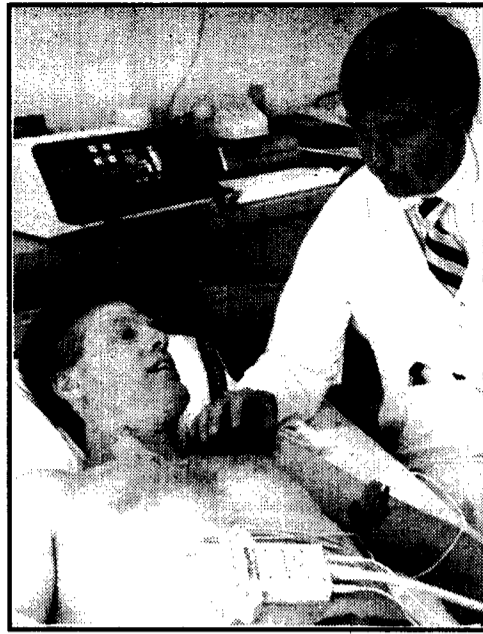


Photo by Warren Schmidt

Dr. Charles Kerr programs Allan Good's pacemaker to replace a heartbeat that's missing.

cated pacemakers is propelling the technology into new areas, said Dr. Kerr.

"The extension of our work will be more sophisticated devices that will immediately treat people in life-threatening situations," he said. "These are the people who suddenly go into ventricular fibrillation. Instead of sending a few low energy electrical signals, the pacemaker will deliver a high energy shock onto the heart muscle. It could save a person's life."

Kerr says those life-saving pacemakers, currently being implanted in clinical trials in London, Ont., should be available to doctors within a year.

# Chronically ill ethnic women subject of research

by Jo Moss

Day-to-day living present special problems for chronically ill people, but for women in some ethnic groups it may be even more of a burden, says Nursing professor Joan Anderson.

She is investigating the situation of diabetic Chinese women to find out how they manage their illness and if B.C.'s health care system is meeting their needs.

"Understanding cultural perceptions of what illness is and how it should be treated is part of providing better and more cost-effective health care," Anderson said.

She recently received a National Health Research Scholar Award, a salary support grant from Health and Welfare Canada that allows her to devote 75 per cent of her time to research. It's the first time a faculty member of the School of Nursing has won the prestigious award.

Anderson has been developing a program of research in the area of chronic illness management and cross-cultural health care for the past four years.

In her current study, she is interviewing a group of 40 Chinese and Caucasian women with diabetes in the preliminary round of the four-year study. Working with a Chinese-speaking research assistant, she asks the women how they discovered their illness and what effect it has on their lives, especially on their work and family responsibilities.

"We also want to find out who they turn to for support and what things they find supportive," she said.

The results will help health professionals understand patients from other cultures.

Differing beliefs and values may sometimes be a source of misunderstanding.

"If a Chinese patient tells the nurse that he can't eat a meal because it's cold food, he may not be talking about the food temperature," Anderson explained.

In Chinese medicine, illnesses are often classified as hot or cold and a person who is sick may want to avoid certain foods.

Anderson plans to develop a teaching program to assist families in managing the care of chronically and terminally ill patients in the home.



ANDERSON

## High blood pressure threat

# Tension in pregnant women studied

by Lorle Chortyk

Non-drug treatments for high blood pressure, one of the most serious health threats for pregnant women, is the focus of a new UBC study.

High blood pressure, or hypertension, affects 6 to 8 per cent of pregnant women, and can result in toxemia, kidney failure and in severe cases, death of a fetus.

UBC psychologist Dr. Wolfgang Linden said the two most common treatments for hypertensive pregnant women — drugs and complete bedrest — often create as many problems as they solve.

"With drugs, there's always concern about possible side effects on the baby, and complete bedrest can be extremely frustrating and disruptive for a family," said Dr. Linden. "With some women these are the only options available because of the severity of their condition, but it may be possible to treat less serious cases with alternative methods."

He and Dr. Wittman of UBC's Obstetrics and Gynaecology Department are studying the effectiveness of two relaxation techniques — muscle relaxation and autogenics, a technique which uses mental imagery — in the treatment of hypertensive pregnant women. It is the first time a comparative study of the two techniques has been done anywhere in the world.

Linden said both methods, which have been used successfully to lower blood pressure in the



Dr. Wolfgang Linden demonstrates equipment used to monitor blood pressure in pregnant women.

general population, are safe and easy to learn.

"In the muscle relaxation group, we train women to tense and relax their 16 muscle groups.

It's very concrete and practical," said Linden. "The autogenic technique, developed in Germany, trains the person to imagine the sensations associated with relaxation."

"For example, if a woman closes her eyes and imagines that her arms are warm and heavy, her muscles will automatically relax."

A third group of women will continue standard treatment with their physicians.

A unique feature of the study is the equipment being used to take blood pressure readings.

"When a person's blood pressure is measured in a clinical setting, they're usually a bit uncomfortable, and it results in a higher blood pressure reading," said Linden. "Also we know that a single reading isn't always accurate."

"We're using a portable battery-operated device that takes continuous readings of both blood pressure and heart rate. The device is lightweight and fits into a leather carrying case with a belt, so the women can wear it at home for a full day to take measurements."

Linden is looking for 120 volunteers, less than 24 weeks pregnant, to take part in the study. Participation involves a 50-minute relaxation training session once a week for 10 weeks at Grace Hospital in Vancouver. For more information, contact Dr. Linden at 228-4156 or 228-3800.

## People

# Reed named to Royal Swedish Academy

Forestry professor Les Reed has been named a foreign member of the Royal Swedish Academy of Agriculture and Forestry (KLSA).

Inaugurated in 1811, the society's mandate is to develop and improve Swedish agriculture and forestry and related activities with the support of science and practical experience.

One of only 75 foreign members attached to the prestigious 300-member organization, Reed was inducted in a ceremony at the academy headquarters in Stockholm last month, where he gave a lecture to members on the regulation of forestry in Canada.

KLSA foreign members are elected as a mark of honor in recognition of internationally important scientific or other achievements in agriculture or forestry.

Only three Canadians and five Americans are foreign members.

Reed has had close ties with Sweden throughout his career in the Canadian forest industry. Formerly an international forestry consultant, he now fills an NSERC/Industrial Research Chair in Forest Policy Research at the university.

UBC's best-selling author Dr. Ian Slater has a new adventure-thriller novel coming out in June.

Entitled Storm, his first novel since 1981's Air Glow Red is something of a departure from his previous works. In it, he abandons ecological themes for a more conventional Cold War cliff-hanger that pitches Soviets against Americans on the high seas.

"There's no environmental theme in this one. I don't want to get stuck with a label," explained Slater, who teaches political science and edits the journal Pacific Affairs.

He will release few details about the plot, saying only that it is about "a Soviet threat so far not dealt with in fiction."

\* \* \*

Two top UBC athletes have been named female Athlete of the Year for 1987/88 by the Athletic Department Women's Big Block Club.

High jumper Jeannie Cockcroft and field hockey player Melanie Slade have had outstanding competitive seasons at UBC and risen to international competition through their university athletic achievement.

They were honored at an awards ceremony March 22.

Cockcroft, 22, is a science student and member of the UBC Track and Field Team. Now in her fifth year of university athletics, she was named top female performer at the Achilles Indoor Meet earlier this year where she jumped 1.92 metres, winning the event and exceeding the Olympic qualifying standard.

A member of the Canadian national team since 1985, Cockcroft was B.C.'s university athlete of the year in 1985 and has twice participated in the World Student Games.

She was CIAU and CWUAA champion in 1988 for the third time.

Slade, 21, is captain of UBC's Women's Field Hockey Team and a physical education student. An outstanding team player, she was named to the Canadian and 1988 Seoul, Korea, Olympic squad. She's currently training in Australia and Korea for two months on a pre-Olympic tour.

A member of Canada's junior team for three years, Slade has been a member of B.C.'s provincial team since 1983. She was named to the CWUAA All-Star team for the third time in 1988, and was on the CIAU first team of All-Canadians in 1986 and 1987.

CBC Radio is devoting an entire show to the works of UBC music instructor Michael Conway Baker at the Orpheum April 26.



An award-winning composer of film scores as well as classical works, Baker wrote the soundtracks for The Grey Fox, John and The Missus and many CBC television shows.

Performing at the concert will be acclaimed soloists such as pianist Robert Silverman, also a UBC professor, and soprano Ann Morfitee.

The CBC Vancouver Orchestra will be conducted by Kazuyoshi Akiyama

"I'm very happy this project has become a reality," Baker said. "To have a concert dedicated to one's own work is the kind of opportunity composers dream of."

The concert will be recorded for later broadcast and for release as an album, compact disc and cassette.

Admission to the 12:30 p.m. concert is \$5.

