



Understanding International Education in British Columbia

A Report from the FPSE Education Policy Committee

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Executive Summary

To address growing concerns about the impact of international education on post-secondary institutions where FPSE members are located, this report draws on data collected from the Ministry of Advanced Education and FPSE locals. Contextualizing international education in British Columbia, this document explores the intersection between federal and provincial immigration policies and growing post-secondary institutional rhetoric around international education. This report touches on a range of complex issues, including recruitment of international students, pathway agreements, and the BC government tuition policy. Mapping these elements to recommendations, this report offers FPSE a thoughtful way forward in addressing the impact of international education on its members and post-secondary education more broadly.

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Purpose of this Report

The 2018 AGM of the Federation of Post-Secondary Educators highlighted the organization's growing concern on the impact of internationalization on higher education in British Columbia. Multiple subcommittees of the Federation have identified concerns on the instructional and administrative impact of non-domestic students in the system.¹ A major difficulty in untangling the relationship between internationalization and its impact on students and workers is the lack of publicly available information. Discussion among members of the Education Policy Committee (EPC) reveals a lack of understanding about our own institutional practices. It is generally understood that FPSE members are experiencing a range of problems associated with changing student populations and internal policies but there is little, readily available, data. The committee has endeavored to address this gap by collecting information relating to internationalization within its membership.

Scope of this Report

The Education Policy Committee is particularly interested in the ways institutional and governmental policy have influenced the evolution of internationalization in British Columbia. Although the experiences of students and faculty is critical in examining internationalization's impact, this report is focused on institutional practices and policy. This project specifically synthesizes findings from a questionnaire completed by EPC representatives and offers a broader, contextual discussion of the issues relating to internationalization in an effort to support the work of other FPSE committees. The report also offers a series of recommendations that may assist FPSE in ongoing efforts to expose the underlying systems that influence post-secondary education in British Columbia and address their impact on labour.

Immigration Gateway: Education & International Students²

The significance of international education is not, necessarily, a "hot topic" for British Columbians but, as Richard Yelland, head of the Education Management and Infrastructure Division in the OECD Directorate for Education, points out, "if higher education were an industry, it would be one of the world's biggest and most dynamic."³ Yelland describes how students attending schools outside of their home country between 1985 and 2008 tripled while largely benefiting English speaking providers. In 2017, there were 494,525 International Students (IS) in Canada at all levels of study. The bulk of these students come from China (28%), followed by India (25%) and 150,000 students study in British Columbia.⁴ Although international education is broadly believed to meet the demands of the globalization of business and trade, bolstering demands for skilled labour,⁵ recent practices have also

¹ FPSE. (2018). *Mobilizing Our Power: Together for an Equitable Future*. <https://fpse.ca/sites/default/files/imce-uploads/FPSE%20AGM%20Handbook%20Web%20Version.pdf>

² For an interesting summary of Internationalization in Canada, listen to CBC Ira Basen's documentary: Foreign Exchange Sunday Edition (Oct 11, 2017) <https://www.cbc.ca/player/play/2697845102>

³ Yelland, R. (2011). The globalization of higher education. *OECD Observer*. http://oecdobserver.org/news/fullstory.php/aid/3731/The_globalisation_of_higher_education.html, para 1.

⁴ Canada. (2017). Immigration, Refugees and Citizenship Canada. <https://www.canada.ca/en/immigration-refugees-citizenship.html>

⁵ Scott, C., Safdar, S., Trilokekar, R. D., & El Masri, A. (2015). International students as 'ideal immigrants' in Canada: A disconnect between policy makers' assumptions and the voices of international students. *Comparative and International Education*, 43(3), 1-16.

fueled critiques relating to academic capitalism⁶. In some cases, research suggests that international students subsidize higher education in provider countries,⁷ creating a complicated system of global interdependence. These practices warrant closer examination because they may actually *reinforce* rather than unseat racism and discrimination. Indeed, Sharon Stein and Vanessa Andreotti argue:

the desire and ability for Western countries and institutions of higher education to recruit international students is framed within the same dominant global imaginary as the racism those students often experience once they arrive: both are rooted in Western supremacy.⁸

This highlights growing *ethical* concerns for educators. Not only do FPSE members face material challenges working with students who have a range of (dis)abilities, backgrounds, and interests, they bear some responsibility in acknowledging their role in reinforcing/resisting the hegemony of the West. We must remind ourselves that the educational systems that we work within reflect a particular worldview that diminishes/ignores other knowledge systems, including those that are embodied in international students. This not only contributes to a range of practical and pedagogical concerns, it leads to problematic assumptions about international student capabilities. Further work by FPSE to address concerns around international education will help to ensure that BC post-secondary institutions resist practices that essentialize international students, use them for their money, perpetuate racism and miss opportunities for authentic intercultural sharing.

Immigration Policy & Work Permits

The Canadian government is consciously expanding its recruitment of international students through a nationally focused immigration strategy.⁹ As part of this strategy, the *Express Entry* program was established in 2015 that is described as, “a new application management system for certain economic immigration programs including the Federal Skilled Worker Program, Federal Skilled Trades Program, Canadian Experience Class and a portion of the Provincial Nominee program.”¹⁰ Essentially, this “express” entry system enables some prospective immigrants to fast-track their applications for immigration status and work permits.

This is of particular significance because it impacts provincial policies including the *Provincial Nominee Program* which enables applicants to leverage specific Canadian educational credentials to improve their chances of living and working in Canada. This operates in concert with the Post-Graduation Work Permit (PGWP), introduced in 2003, which currently offers graduates an opportunity to stay and work in Canada for up to three years. PGWP is valid for the same length of time as 18-24 month programs or 3 years for programs that are 24 or more months in duration. As an open work permit, applicants are not

⁶ Eg. Cantwell, B., & Kauppinen, I. (Eds.) (2014). *Academic Capitalism in the Age of Globalization*. New York: John Hopkins University Press.

⁷ Machin, S., & Murphy, R. (2017). Paying out and crowding out? The globalization of higher education. *Journal of Economic Geography*, 17, 1075-1110. doi: 10.1093/jeg/lbx006

⁸ Stein, S., & Andreotti, V. O. (2015). Cash, competition, or charity: international students and the global imaginary. *Higher Education*, 72, p. 226, 225-239. doi: 10.1007/s10734-015-9949-8

⁹ Government of Canada. (2018). Immigration, Refugees and Citizenship Canada Departmental Plan 2018–2019. <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/departmental-plan-2018-2019/departmental-plan.html#sec02>

¹⁰ Government of Canada. (2018). Express Entry Reports. <https://open.canada.ca/data/en/dataset/5d2253ed-26ef-4e84-9675-3d4f794bee1a>

required to be tied to one employer and they do not need a job to apply. A recent and important development has been the loosening of requirements in what constitutes a “graduate,” to ensure eligibility of international students attending Canadian post-secondary institutions in undergraduate certificate and diploma programs. Governed by the *Provincial Immigration Programs Act*, the Provincial Nominee Program enables nominees to apply for permanent residence to Immigration, Refugees and Citizenship Canada (IRCC) using the Provincial Nominee Class for residency in a specific province. Each province sets its own criteria in this process, giving them the flexibility of endorsing applicants who meet specific provincial interests.

Working together, these federal and provincial policies have a huge impact on the decisions made by many international students attending BC post-secondary schools. Using education as a vehicle for attracting new immigrants, these policies enable underfunded post-secondary institutions to market their programs to prospective immigrants. While Canada’s earlier approaches to global education in the post-war era may be critiqued for perpetuating Western hegemonic ideologies, its focus was primarily on “humane internationalism” and, in later stages, global citizenship.¹¹ Today’s national and provincial policies fundamentally shift the focus of internationalization, specifically international student recruitment, to transforming post-secondary institutions (and their programs) into marketable products to international “customers”.

Education as Product

While notions of financial constraint and accountability are generally understood to be necessary conditions for governments to practice responsible governance, these seemingly “rational” assumptions encourage privatization, decentralization and a shift in the role of the state. There is an ongoing movement in post-secondary education to adopt commercial goals, blurring the divide between the academy and industry.¹² This has informed the ways in which provincial governments, like British Columbia, respond to changes in national policies and funding through federal transfers.

A by-product of the marketization of higher education is a shift in institutional resource allocation. Not only do post-secondary organizations have to ensure that they have the resources to manage the particular needs of international students but, as part of an increasingly competitive marketplace, they must protect their revenue streams through advertising, relationship development, and recruitment.

Sources of Revenue

The allure of international student income is powerful. Global Affairs Canada reported that in 2016 British Columbia had 145,691 international students (second only to Ontario), spending \$3.7 billion dollars while they studied in Canada.¹³ The Liberals continue to support an internationalization strategy built on the Conservatives platform that proclaimed, “Attracting more international students and

¹¹ Mundy, K., Manion, C., Masemann, V., & Haggerty, M. (2007). “History of Global Education in Canada.” In *Charting Global Education in Canada’s Elementary Schools* (pp. 17-30). Toronto: OISEUT.
https://www.oise.utoronto.ca/cidec/UserFiles/File/Research/UNICEF_Study/UNICEF_chap3.pdf

¹² Fisher, D., Rubenson, K., Jones, G., & Shanahan, T. (2009). The political economy of post-secondary education: a comparison of British Columbia, Ontario and Québec. *Higher Education*, 57(5), 549-566.
 doi:10.1007/s10734-008-9160-2

¹³ Global Affairs Canada. (2017). *Economic impact of international education in Canada – 2017 update*.
<https://www.international.gc.ca/education/report-rapport/impact-2017/index.aspx?lang=eng>

researchers to Canada and supporting Canadian students abroad will foster innovation and create jobs and opportunities in every region of the country”.¹⁴ Carefully aligning with federal objectives, the 2014/15-2015/16 British Columbia Ministry of Advanced Education *Service Plan* articulated its commitment to “develop a highly internationalized education system”.¹⁵ Since then, the provincial government has committed to simply, “Work closely with post-secondary institutions to develop a balanced approach to international education.”¹⁶

Perhaps a “balanced approach” alludes to the rapid growth in international student enrolments. Regardless, more than a decade and a half of reductions in provincial operating grants has pushed post-secondary institutions into being “creative” when making up for the gap between expenses and sources of income. Although British Columbia post-secondary students increasingly shoulder the cost of their education through their tuition fees,¹⁷ the *BC Tuition Limit Policy* constrains domestic tuition increases. However, international student tuition and fees are not protected in any way.

The difficulty, when attempting to understand the dynamics of international education, is the lack of detailed system-wide data, including the specific revenue generated from international student tuition/fees. This information is not required when reporting to the Ministry of Advanced Education.¹⁸ Obscuring this particular revenue stream enables government to “turn a blind eye” on institutional practices that may otherwise highlight issues that may not sit well with the public.¹⁹ Working from IS headcounts and IS tuition/fees, it may be possible to deduce revenues from BC institutions to provide a general idea of IS revenues.

Spending

What BC post-secondary institutions spend on international education is perhaps even more unclear. Most institutions do not provide detailed breakdowns of spending specific to international education. If made explicit in budget plans, it is often not contextualized, making a cross-sector analysis challenging. For example, Langara College’s 2018 budget plan discloses expenses for new positions in international education, “increased \$763,000 for international agent fees,” and “Increased \$72,000 for International Education recruitment travel.”²⁰ It is very difficult to understand what the overall picture for these areas

¹⁴ Foreign Affairs, Trade and Development Canada. (June, 2014). Harper Government Launches Comprehensive International Education Strategy. Retrieved from: <http://www.international.gc.ca/media/comm/news-communicates/2014/01/15a.aspx?lang=eng>

¹⁵ Ministry of Advanced Education. (2014). *2014/15 – 2016/17 Service Plan*. <http://bcbudget.gov.bc.ca/2014/sp/pdf/ministry/aved.pdf>. p. 15.

¹⁶ Ministry of Advanced Education. (2018). *2018/19 - 2020/21 Service Plan*. <https://www.bcbudget.gov.bc.ca/2018/sp/pdf/ministry/aest.pdf>. p. 12.

¹⁷ Ivanova, I. (2012). Paid in full update: Who pays for university education in BC? *Canadian Centre for Policy Alternatives*. https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2012/01/CCPA_Paid_in_Full_2012_web.pdf

¹⁸ Private Communication. Nov. 7, 2018.

¹⁹ The BC Federation of Students Provides an excellent report *International Students in British Columbia* (August 2018). http://www.wearebcstudents.ca/wp-content/uploads/2018/04/bcfs_booklet-FINAL.pdf

²⁰ Langara College. (2018). *Proposed 2019 Budget*. <https://langara.ca/departments/financial-services/pdfs/2019-operating-and-capital-budget.pdf>

of spending looks like. Financial statements do not include breakdowns of international education so, relying on this documentation is unhelpful.

Educational Agents (Recruiters)

Often referred to as “recruiters,” educational agents help prospective students learn about and enrol in education programs in other countries. As the role of internationalization has shifted, student recruitment shifted from a cooperative partnership model to a competitive one. Largely unregulated, recruiters can work for receiving institutions as contractors or employees but they can also work as “free agents.” Unless paid as institutional employees, third-party agents are generally paid by commission and, sometimes, they may even be paid by the students themselves.²¹ However, there is little published research that investigates the relationships between students and recruitment agents.²²

A lack of agent regulatory oversight creates space for misrepresentation to students and their families. Director of the Center for International Higher Education at Boston College, Peter Altech describes student motivations:

Many of today’s potential students have little knowledge about higher education prospects and may want to study abroad because they cannot find access at home. Moreover, they feel that somehow an overseas qualification will boost their job prospects or serve as a prelude to migration abroad.²³

Lack of recruitment oversight, combined with a growing competitiveness for students who are motivated to acquire a Western education in the hopes of a better life, become vulnerable to misinformation. Altech argues, “agents are salespeople ... and they can use any required methods. They do not present alternatives or provide objective guidance to the potential applicants.”²⁴ Misinformation and a misalignment of student interests with their international post-secondary educational experience can generate significant effects for both students and their receiving institutions. This includes an impact on employee workloads and classroom experiences for all students – domestic and international.

²¹ Altbech, P. (2011). Agents and third-party recruiters in international higher education. *International Higher Education*, 62, p. 11-14.

²² Robinson-Pant, A., & Magyar, A. (2018). The Recruitment Agent in Internationalized Higher Education Commercial Broker and Cultural Mediator. *Journal of Studies in International Education*, 22(3), p. 225.

²³ Altbech. (2011). p. 12.

²⁴ Altbech. (2011). p. 13.

Analysis

Data

Information was collected using two sources:

1. An internal FPSE questionnaire.
Members of the Education Policy Committee were tasked with finding answers to questions developed by the committee the previous year. Finalized in May of 2018, respondents have been working in various capacities to complete the questionnaire.
2. Datasheets provided by the Ministry of Advanced Education. Although the Ministry does not collect detailed data about international students, particularly data relating to their educational outcomes, experience, and revenues, the Ministry does track numbers of students, their origins, program clusters, and other, basic, information. The statistics provided from the Ministry are specific to publicly funded post-secondary institutions and does not capture private institutions, including private pathway (i.e. English as an additional language) institutions. The dates covered are from 2012/13 to 2016/17. Reports for 2017/18 have not been calculated at the time of this report.

Limitations

This report does not address employee or student experiences at a micro-level. The EPC recognizes that in the absence of basic information, it is premature to investigate the experiences of individuals without first having some basic idea of what policies and processes are in play at our respective institutions. Aligning with EPC's purpose, this approach will assist in identifying structural problems constructed through the absence or implementation of formal (and informal) institutional policies.

Data provided by the Ministry of Advanced Education does not reflect 2017 and 2018/19, a time which has shown continued and unprecedented growth in international student numbers at many FPSE locals. It can be assumed, then, that the situation for most locals has become even more complicated. Furthermore, most respondents to our survey had a tremendously difficult time answering many of the questions in this survey. This, too, tells an important story about the ways in which our institutions share information. In some cases, members have had to initiate time-consuming FOI requests.

Findings

International Student Enrolments

In 2012/13 the total number of international students enrolled in BC public post-secondary institutions was **36,835**. This grew by over 40% by 2016/17 to **61,895**. Although there was a dramatic increase in the number of international student enrolments between 2012/13 and 2016/17, there was also a shift in *where* these growing numbers of students were attending school. In 2012/13, 55% of international students were attending research intensive universities (UNBC, SFU, UVIC, UBC Vancouver and UBC Okanagan) but by 2016/17 this number had dropped to 47%. Not only have non-research-intensive institutions absorbed this shift in enrolments, they have also contributed to overall growth.

In 2016/17, FPSE institutions enrolled 49% of all international students. Figure 1 below shows the total proportion of international students to domestic students for each BC public post-secondary institution in 2016/17.

Institution	
	2016/17
Langara College	26%
Douglas College	13%
Camosun College	10%
Okanagan College	7%
Selkirk College	9%
College Of New Caledonia	11%
Vancouver Community College	6%
Northern Lights College	16%
College Of The Rockies	4%
North Island College	5%
Coast Mountain College	1%
Community Colleges Total	11%
British Columbia Institute Of Technology	9%
Justice Institute Of British Columbia	3%
Nicola Valley Institute Of Technology	*
Institutes Total	7%
University Of British Columbia Vancouver	24%
Simon Fraser University	22%
University Of Victoria	17%
University Of British Columbia Okanagan	14%
University Of Northern British Columbia	10%
Research Intensive Totals	21%
Thompson Rivers University	14%
Kwantlen Polytechnic University	16%
Vancouver Island University	14%
University Of The Fraser Valley	10%
Capilano University	14%
Royal Roads University	14%
Emily Carr University Of Art And Design	14%
Teaching Intensive Universities Total	14%

Figure 1: Proportion of total IS enrolments in BC post-secondary institutions.

All institutions have experienced growth. For Langara College, changes in enrolment have been dramatic, moving from 9% to 26% international student enrolments within five years. Although no others are as dramatic as Langara College, schools like Northern Lights College, College of New Caledonia, and Kwantlen Polytechnic University, show substantial increases (14%, 7% and 7% respectively).

Student Citizenship

According to the Ministry of Advanced Education, students from China continue to dominate international student populations in British Columbia, with a continued growth of **32%** between 2012/13

to 2016/17. Interestingly, growth from India was **79%** for the same period. Although absolute numbers for students from Brazil and Vietnam are much smaller, they both highlight substantial growth at **69%**.

Colleges, institutes and teaching-intensive universities calculations include students who have paid an international **fee for at least one course** in the period measured, whereas research-intensive universities define international students as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). This points to the varied and somewhat ambiguous way international student statistics are collected.

Citizenship	2012/13	2013/14	2014/15	2015/16	2016/17
China	13,995	15,805	18,285	19,660	20,665
India	2,540	3,110	4,775	7,500	12,590
United States	2,325	2,330	2,430	2,485	2,650
Japan	1,635	1,815	2,045	2,180	2,375
South Korea	2,035	1,945	2,045	2,150	2,225
Brazil	495	750	955	1,195	1,630
Viet Nam	360	420	515	650	1,160
Saudi Arabia	1,500	1,645	1,745	1,310	1,015

Figure 2: International Students by Citizenship. See Appendix B Table 5 for an expanded list

Programs of Study

There is no provincial obligation to report completion rates for international students. Only general information relating to program study is collected by the province. Students are organized according to “Program Cluster” based on Statistics Canada’s *Classification of Instructional Programs (CIP)*. Of these clusters, the majority of international student enrolments are concentrated in Arts and Sciences (27%), Business and Management (14%), Engineering and Applied Sciences (11%), Human and Social Services (10%), and Trades (10%). Interestingly, there has been a significant shift within these clusters since 2012/13 with a greater diversification in several areas (refer to Table 4 in Appendix B). For example, Arts and Science and Business and Management enrolments have decreased (37% to 27% and 27% to 14%, respectively), while there has been a growth in Human and Social Services and Trades (2% to 10% and 2% to 10%). While growth can be attributed to expanding efforts to recruit international students across the sector, the reasons for student choices remains unclear.

Informally, some PSI international education departments have disclosed that many students have been selecting programs based on expediency and fit with express entry immigration requirements. This may, in part, explain changes in the types of credentials international students are seeking. Since 2012/13 there has been a 26% increase in the overall number of enrolments to bachelor degrees but there has been an overall decline in proportion to other credential types, shifting from 40% to 35%. Graduate programs have had proportional decrease as well, decreasing from 15% to 11%. Credentials, requiring a shorter enrollment, like certificates, associate degrees, and diplomas have increased significantly, accounting for 29% of total enrolments (excluding developmental programs) in 2016/17 from 19% five years earlier. Without data from the students themselves, these figures strongly suggest that post-secondary education is used as an immigration pathway. This presents a pedagogical issue for those supporting and teaching these students and may assist in explaining their readiness, engagement and success.

Tuition

International tuition can vary widely within some institutions. For example, some smaller BC Colleges charge different fees according to courses and/or programs. To gain a sense of fee distribution, the Ministry of Advanced Education provides a table for annual fees for Arts Programs (see Appendix B Table 6). Northern Lights College reports the lowest tuition fees at 8,852 per year (based on 5 courses per semester) and Capilano University the highest (among FPSE institutions) at 17,490 per year.

Results From FPSE Questionnaire

Structure of Questionnaire

The Education Policy Committee dedicated much of 2017/18 crafting this questionnaire. The committee concentrated on developing questions that would assist in understanding the governance and decision-making contexts around International Education. Discussions were often prompted by sharing stories that highlighted concerns around employee workloads, IS (un)success, and a pervasive sense of a lack of consultation in matters relating to IS. Because policy has a large hand in shaping practice, this committee focused on collecting basic information for understanding the institutional policies that drive observed conditions.

All members of the EPC (19) were issued a copy of the questionnaire in May 2018. Two locals had to make Freedom of Information requests to their employers for information relating to the questionnaire. No information has been forthcoming from these requests at the time of this report. Nine other locals were able to respond, in varying capacities to the questionnaire. Eight other locals did not submit completed questionnaires. Many committee members described their frustrations in trying to locate information. Response success was largely dependent on the (un)cooperative nature of institutional staff, availability of reports and plans, and time needed to conduct deeper investigations to locate answers. These experiences suggest that the post-secondary institutions' information sharing capacities on international education is limited.

Governance: Policies and Decision-Making Relating to International Students

International education is driven by federal and provincial policies but it is not explicitly mentioned within the BC University or College and Institutes Acts, leaving it up to post-secondary institutions to respond to such policies in ways that suit their specific interests. However, these acts do allow space for the minister to request reports that are considered “necessary to carry out the minister's responsibilities²⁵”. An analyst from the Ministry of Advanced Education indicated, in a personal communication, that they do not require detailed reporting on international students, including revenues and student outcomes. The EPC survey reveals that post-secondary institutions make the majority of their decisions about international education outside of consultative governance structures. This is evident in faculty's general lack of understanding in how international students find their way into their classrooms.

Survey results indicate that international education departments and programs are administered by some kind of international department (often named “International Education”) which is most often led by an excluded director who reports to an Associate Vice President or a Vice President. With the exception of Langara, these departments are staffed almost entirely by non-faculty. None of the EPC

²⁵ University Act. [RSBC 1996] CHAPTER 468.

http://www.bclaws.ca/civix/document/id/consol25/consol25/00_96468_01#section49

member institutions formally incorporate international education planning in senate or education councils. Local 11, Coast Mountain College, did indicate that there was greater faculty participation in that the “VP report[s] at every EdCo meeting on International (recruitment, new agreements, agreements in progress), encouraging discussion at Cluster level on agreements, and advisory committee to Education Council on International Education.” This approach suggests some form of collegial decision-making but the dynamics of the “advising” capacity are unknown. Local 14, Langara College, indicates that despite consultations with faculty, “too often our recommendations are ignored.” Respondents from two of the new universities indicate that decisions fall outside of senate.

There are no examples of institutions that have developed official strategic enrolment strategies for international education. Some institutions are discussing such strategies but it does not appear that any of the surveyed institutions have constructed transparent and planned practices for managing enrolments in international education.

Student Supports

EPC members were asked to investigate the level of support that is made available to International Students and it appears that most institutions offer international students general introductory orientations that range from one day to multi-day activities. In fact, there is a wide range in how institutions support students. Local 2, Thompson Rivers University, offers an expansive orientation that is described as “very” expensive for students. Others like Local 7, UFV, do not charge an additional fee for their orientation. In terms of ongoing supports, some institutions like Local 2, Local 7, and Local 14, offer international students assistance in enrolling for courses through their international education departments or, even, through academic advisors. There is a profound variety in how post-secondary institutions support IS in areas like mentorship, academic success, and/or safety programs. Local 6, the College of the Rockies, offers a full suite of supports while others, like Local 16, Camosun College, administer more isolated programs through their international education department.

Housing is a serious issue in many regions of the province and the added demand for housing for international students could potentially displace domestic student need. Many institutions do not offer campus housing. Some institutions refer students to homestay programs or point them to craigslist, local motels, or Facebook community groups. Local 12, Camosun, describes housing for international students as a “big issue”. This is a serious policy issue that has widespread implications, including impacting housing markets. In a 2018 Vancouver Sun article, Urban Studies professor, Qiyan Wu, suggests that “housing prices go up and other residents are pushed out due to differences in ‘lifestyle expectations and available services’”²⁶

Completion Rates

The EPC was interested in understanding how successful international students are, once they enter programs in BC post-secondary programs. Respondents were asked:

13(b) “Completion rate” is the total number of students graduating from a specific program (this could be a diploma, certificate, bachelor’s degree, etc.). What are the completion rates for international students? Provide figures for the last 5 years, if possible.

²⁶ Todd, D. (February 15, 2018). In rental crisis, B.C. Liberals have no plan for housing foreign students. *Vancouver Sun*. <https://vancouversun.com/news/local-news/in-rental-crisis-b-c-has-no-plan-for-housing-foreign-students-critics>

Local 14 (Langara College) was the only local that was able to provide any information regarding completion rates. In 2016/17 Langara had an international student headcount of 5,985 and awarded credentials to 547 IS students, a 60% increase from the previous year. The bulk of this growth was in diplomas, post-degree certificates, and post-degree diplomas. Other respondents found there was no information available around completion rates.

The data suggests that decisions and activities around recruiting, enrolling and supporting international students takes place outside of faculty decision-making spaces. Further, international activities vary significantly between institutions, highlighting the challenge in understanding the impact of international education on institutions, students, and employees.

Language Assessment

Assessing language competencies varies significantly from institution to institution and program to program. Local 2, TRU, indicated that there is significant concern around where students are performing their language tests, particularly the Language Proficiency Index (LPI) and IELTS (International English Language Testing System) tests. At Local 7, UFV, the director of the international education department admitted that these tests are not supervised by Canadian invigilators (or UFV) and there is room for abuse (e.g. “buying” test scores). Of course, a reliance on testing does not ensure that students are also emotionally and academically prepared for post-secondary studies.

Pathway Agreements

Pathway agreements are individual arrangements negotiated between public post-secondary institutions and private language schools that enable international students to enter public PSIs without having to engage in language competency testing. Although direct questions around pathway agreements were not included *in* the survey, members were asked to investigate their institution’s pathway agreement activities. The failure to procure any data, at the time of this report, suggests that not only are these kinds of agreements largely unknown to faculty, no efforts are made to make them available and visible. This raises concerns about oversight and student success.

Conclusion

The growing reliance on tuition to support budgets, combined with particular exemptions in the BC *Tuition Limit Policy* that favour the exploitation of income generated from international students, puts the “public” nature of public post-secondary education at great risk. *Who* is able to access higher education is predicated on who can pay. The combined lack of international enrolment plans/strategies and reporting is particularly concerning. A lack of transparency, illustrated in the difficulties that some FPSE EPC members had in trying to locate information about international education for their institutions, limits the way international education can be evaluated, financially and pedagogically. This report reveals, in part, how international education among FPSE locals is not folded into governance structures in ways that protects *all* student interests. Despite rhetoric that international education is “preparing globally aware and connected citizens,”²⁷ this study suggests that the primary motivation of internationalization is revenue generation. Further, an appraisal of current immigration policies

²⁷ Universities Canada. (December 14, 2014). When universities go global, everyone benefits. <https://www.univcan.ca/media-room/media-releases/when-universities-go-global-everyone-benefits/>

indicates that international students coming to smaller, lesser known colleges, institutes and universities is motivated by hospitable immigration policies. The implications for those working in post-secondary institutions are significant and can lead to a heightening tension between financial need and exploitation. Looking to Australia, a nation which relies heavily upon international education, we see that the pressures to commercialize education as a “commodity” and an “experience” to world markets can lead to profound ethical issues. An investigation of Australian universities by the New South Wales Independent Commission Against Corruption reported that, “universities and academics were open to corruption, as profits from international students had become central to university funding... [and] noted that ‘academics may be encouraged to admit students they would otherwise reject, to ignore cheating, and to mark the work of poor-performing students favourably to allow them to pass’”.²⁸ This report underscores the critical absence of data on BC international education and its impact on British Columbians.

This report highlights the complexities of international education and the following recommendations offer a way forward in positioning FPSE to lead its members in a globalized world. These recommendations underscore a need to approach international education with mindfulness, resisting practices that are exploitative while also fostering authentic intercultural awareness. This report advocates for quality research and information as a starting point in confronting issues relating to international education, for they are completely intertwined in the daily working experiences of our members.

²⁸ Song, X., & McCarthy, G. (2018). (2018) Governing Asian international students: The policy and practice of essentializing ‘critical thinking’”. *Globalisation, Societies and Education*, 16(3), 356. doi: 10.1080/14767724.2017.1413978

Recommendations

1. **Work with the Ministry of Advanced Education to improve Post-Secondary Institution (PSI) reporting on International Education.**

The Ministry of Advanced Education is clear that it does not have detailed reporting requirements on matters of International Education from post-secondary institutions. There is extremely limited data available on tuition fees charged to international students and revenue information from IE is not collected. Relying on Statistics Canada's *Classification of Instructional Programs* for data on IS study areas offers little insight into program-level numbers of students, as well. There is no information on institutional use of recruiting agencies/firms or individuals and there is no information on student demographics beyond country of origin or gender. This is a concern for institutions interested in addressing issues relating to equity, diversity, and inclusiveness.

If internationalization is also about opportunities for Canadians to benefit from working with diverse populations from around the world (e.g. to develop cultural awareness), it is problematic that so little is known about the students that arrive in British Columbia to study. For example, it is not clear what kinds of qualifications and language backgrounds international students *already have* when they arrive in British Columbia. It is unclear what kinds of supports these students need or how institutions support their needs. A lack of public information limits the kinds of cross-sector research needed to better support both international and domestic student experiences, particularly because they usually share the same classrooms.

Specific gaps include:

1. International student revenues by institution
2. International student demographics
3. Program-specific enrolments
4. International student experiences
5. International student program outcomes
6. International student work
7. Nature and scope of language requirements and assessments across the sector

2. **A policy audit to examine how international education is folded into institutional policies for all FPSE member locals.**

A deeper analysis into the way institutions position international education within its formal policies will reveal how international education is (in)visible. This will offer a greater understanding of how policies shape the ongoing development of international education and how it can operate parallel to, yet isolated from, domestic systems. Because international students are integrated into domestic populations (in classrooms, support services, student unions, and residences), this is critical to understanding the ways in which international education affects *all* student and faculty experiences.

This requires:

1. Identification of institutional policies within each local that relate to student recruitment, retention, academic performance, program development, classroom management, registration, etc.
2. Examination of how these policies identify different student populations, including international students.
3. Synthesis of policies and their relationship to international education initiatives and student populations.
4. Cross-sector comparison, including distinctions among institutions, having regard to the particular statutes that govern them.

3. FPSE President's Council to find ways to improve research support for committee work.

The challenges experienced by the EPC in completing the questionnaire used in this study reveal the struggle that committee members have in securing data from their institutions on their own. Members may not be in the ideal position to gather information and they may not have adequate access to a network of knowledgeable colleagues to assist in locating information. Committees require support to help members identify areas where data may be available, develop techniques for asking questions, understand what data should be publicly available, advise on how to complete FOI requests, etc. Having a way of “training up” members to locate information will not only assist with research projects like this but it will also equip FPSE members with the skills needed to gather information on behalf of their locals.

This can include:

1. Orientations to committee work through workshops, meet-and-greets at FPSE AGM, and/or specific committee orientation documents that outline supports for committee members, recent projects/goals, etc.
2. Better communication among committees to facilitate the sharing of information-gathering strategies and techniques.
3. Financial resources to support leadership on special projects, enabling committee members to be released to perform committee work beyond their regular duties.
4. Dedicated resources for research support and expertise through the FPSE office.

4. Reach out to external organizations to conduct a deeper sector analysis of the impact of international education on Canadian post-secondary institutions, students, and workers.

The federal government highlights the importance and economic value of international education in Canada, measuring its “worth” in terms of revenues and spending. However, there is little published information on the qualitative impact of international education, including its effect on the operations of post-secondary institutions and domestic and international student outcomes. Further, the massive growth in international student numbers, relative to domestic numbers, suggests that growth is driven by economic necessity rather than cultural interest.

The lack of additional government funding to support IE growth means that increased numbers must be folded into existing infrastructure. Not only does this potentially displace domestic student populations (as seen in some institutions where international students register *before* domestic students), it also creates a dependency on revenue from volatile and unstable international markets.

5. Conduct a qualitative study focusing on classroom composition.

There is little research in higher education that is focused on the nature of classroom composition and its effects on both faculty and students, particularly within a Canadian context. Expanding requirements/efforts to accommodate students with physical, emotional, and intellectual differences, as well as cultural and language differences, not only affects student learning, but is also likely to have profound implications for faculty. As these matters are poorly understood, research in this area will support bargaining efforts that attempt to tackle issues of faculty workload. Such research would shed light on the effects of incorporating students from other regions of the world into Canadian classrooms; it would also raise questions about the validity of assumptions about language and culture on which current internationalization policies are based. Such work may also support efforts to make international education a pedagogical issue for bargaining and governance.

6. Fully investigate language assessments programs across member institutions and learn more about affiliate agencies like the Council of International Schools, the British Columbia Council for International Education, and British Columbia Association of Institutes and Universities.

It is important for members of FPSE to understand how language assessment is conducted because there is some evidence that the varied approaches of institutions create disparities among international students that manifests in classroom experiences. Further, it is very unclear how alignment with various education associations “fits” into student recruitment strategies.

7. Investigate the role of third-party educational agents (recruiters) in British Columbia post-secondary institutions to map their influence on international student recruitment and institutional spending.

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Appendix A: Survey Instrument

Understanding International Education: A Questionnaire

The Education Policy Committee (EPC) of the Federation of Post-Secondary Educators seeks information regarding the administration and practice of supporting international education among its member institutions. The Education Policy Committee observes that there has been a substantial increase in the enrolment of international students in BC's public colleges and universities in recent years. The committee identifies that there are significant concerns around the impact of this growth on students and faculty.

This questionnaire is intended to assist the EPC in determining whether there is a need to develop educational policy initiatives or strategies that may assist member institutions in the development and deployment of international education. Questions specific to faculty experiences will be addressed in a separate questionnaire.

Instructions: Please answer the following questions to the best of your ability. Although it is assumed that members of EPC will lead in answering the following questions, it is likely that you will have to seek out information from different sources. Some questions may not be relevant to your institutional context; simply indicate this in your response.

Timeline: The committee seeks input from our members in preparation for our **October, 2018** EPC meeting.

Please enter your answers below each question in this document. You may provide tables in your responses and any attachments you may deem necessary.

General composition of international departments

1. Do you have a specific area of the institution that manages international education? If so, what is it called?
2. What positions exist within this department? If possible, indicate whether they are faculty, staff, excluded, or contracted positions.
3. Who leads the department and to whom does this individual report?
4. What is the annual budget for the International Department?
5. What proportion of this international department budget account for in the overall institutional budget?

Governance

6. What consultation occurs at institutional governance levels about internationalization? For example:
 - a) Do faculty and/or staff across the institution have the opportunity to formally participate in international strategic planning? What does this look like?

- b) How do international departments inform your institution?
- 7. What is the level of faculty consultation/involvement in the establishment of international partnership agreements? For example, are faculty involved in determining what countries/regions such agreements are made?

Administration

- 8. If your institution has an enrolment management policy that includes a statement about growth of international student numbers, what does it say?
- 9. What is the nature of your institutional administration in managing international students? For example:
 - a) What priority are international students given in registering for courses? Examples:
 - i. Do courses have reserved seating for international students?
 - ii. Do students register before domestic students or after?
 - b) Do add/drop dates differ for international students from domestic students? If yes, what purpose does this support?
-earlier dates (purpose: if students do not arrive on campus, seats can be made available to other students)
 - c) How are students enrolled into courses? (i.e. do they receive assistance?)
 - d) Do admission requirements differ from domestic students? If so, how?
 - e) What triggers an assessment of language abilities?
 - f) How does your institution handle situations where student VISAs are delayed?

Student Experience

- 10. How are international students socialized to the institution's culture and expectation?
For example:
 - a) What kind of campus / academic orientation (if any) do they receive?
 - b) Are there programs / initiatives that specifically support international student success throughout their studies? For example,
 - i. Mentorship programs?
 - ii. Student safety programs?
 - iii. Academic success programs?
- 11. Are there academic programs that are designed specifically for international programs?
If so, what are they?

Data

- 12.** What countries do international students come from?
- 13.** What does the data about international students look like in your institution?
- a) What is the most recent number of international students? For example,
 - i. Can you provide numbers from the past 5 years? (Provide a chart that compares domestic and international student FTEs)
 - b) *“Completion rate” is the total number of students graduating from a specific program (this could be a diploma, certificate, bachelor’s degree, etc.).* What are the completion rates for international students? Provide figures for the last 5 years, if possible.
 - c) Are there specific program areas that international students predominantly occupy? What are they?
 - d) What are your current faculty FTEs? Provide numbers up to last 5 years, if possible.
- 14.** Does your institution provide specific accommodation (i.e. residence housing) for international students?
- 15.** If you have any additional comments/information about international education that you wish to share (that is not specific to faculty workload), please do so here.

Appendix B: Ministry Reports

(Source: Ministry of Advanced Education, International Education)

International and Domestic Student Headcount^{1,2} by Sector and Institution

B.C. Public Post-Secondary Institutions Academic
Year 1 2012/13 to 2016/17

Sector	Institution	International Student Headcount					Domestic Student Headcount					International Student Headcount %				
		2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Colleges	Langara College	1,760	2,065	2,945	4,065	5,985	18,735	18,325	17,450	18,055	16,865	9%	10%	14%	18%	26%
	Douglas College	1,690	1,950	2,175	2,515	3,070	21,895	22,060	21,645	21,270	21,135	7%	8%	9%	11%	13%
	Camosun College	775	1,135	1,495	1,615	1,935	17,600	17,260	17,055	17,735	17,490	4%	6%	8%	8%	10%
	Okanagan College	715	855	985	1,130	1,535	18,695	18,355	18,225	18,525	19,060	4%	4%	5%	6%	7%
	Selkirk College	255	360	575	825	975	9,885	11,185	11,500	11,785	10,370	3%	3%	5%	7%	9%
	College Of New Caledonia	385	390	460	520	925	8,555	9,125	8,105	7,965	7,215	4%	4%	5%	6%	11%
	Vancouver Community College	535	535	595	750	900	21,500	19,405	16,120	14,850	13,765	2%	3%	4%	5%	6%
	Northern Lights College	180	240	445	505	665	8,195	7,500	7,110	5,585	3,380	2%	3%	6%	8%	16%
	College Of The Rockies	215	385	390	395	425	10,580	10,325	9,805	9,485	9,475	2%	4%	4%	4%	4%
	North Island College	155	230	295	355	370	8,925	8,605	8,190	8,020	7,680	2%	3%	3%	4%	5%
	Coast Mountain College	10	*	*	15	25	5,340	5,290	5,150	4,715	4,110	0%	*	*	0%	1%
Community Colleges Total		6,670	8,145	10,350	12,685	16,815	149,910	147,440	140,360	137,985	130,540	4%	5%	7%	8%	11%
Institutes	British Columbia Institute Of Technology	2,060	2,255	2,590	3,425	4,265	41,065	41,125	41,670	41,935	41,360	5%	5%	6%	8%	9%
	Justice Institute Of British Columbia	175	130	440	725	635	27,740	28,070	30,595	25,365	24,755	1%	0%	1%	3%	3%
	Nicola Valley Institute Of Technology		20	95	*	*	1,415	1,505	1,355	1,285	1,205	0%	1%	7%	*	*
Institutes Total		2,235	2,405	3,120	4,155	4,900	70,215	70,700	73,620	68,585	67,320	3%	3%	4%	6%	7%
Research-Intensive Universities	University Of British Columbia Vancouver	8,850	10,005	11,265	12,405	13,620	43,730	43,400	43,240	43,700	44,040	17%	19%	21%	22%	24%
	Simon Fraser University	6,380	6,395	6,600	6,800	7,400	27,350	27,545	26,945	26,605	26,680	19%	19%	20%	20%	22%
	University Of Victoria	2,665	3,150	3,765	4,000	4,080	20,180	20,350	20,065	20,100	20,065	12%	13%	16%	17%	17%
	University Of British Columbia Okanagan	770	910	985	1,105	1,280	7,835	7,810	7,505	7,565	7,720	9%	10%	12%	13%	14%
	University Of Northern British Columbia	465	465	425	350	385	3,685	3,555	3,365	3,240	3,415	11%	12%	11%	10%	10%
Research-Intensive Universities Total		19,135	20,925	23,040	24,665	26,770	102,780	102,665	101,125	101,210	101,920	16%	17%	19%	20%	21%
Teaching-Intensive Universities	Thompson Rivers University	2,710	2,930	2,960	3,315	4,090	24,625	25,225	25,135	25,215	25,650	10%	10%	11%	12%	14%
	Kwantlen Polytechnic University	1,715	1,965	2,245	2,290	3,180	17,525	17,440	17,210	17,125	16,480	9%	10%	12%	12%	16%
	Vancouver Island University	1,840	1,885	2,130	2,070	2,070	15,730	14,955	13,940	12,755	12,695	10%	11%	13%	14%	14%
	University Of The Fraser Valley	1,060	905	1,055	1,115	1,500	14,645	13,715	13,295	13,185	13,145	7%	6%	7%	8%	10%
	Capilano University	805	850	995	1,140	1,410	13,665	12,780	11,200	10,050	8,430	6%	6%	8%	10%	14%
	Royal Roads University	295	385	495	580	605	3,430	3,295	3,380	3,440	3,585	8%	10%	13%	14%	14%
	Emily Carr University Of Art And Design	375	405	470	480	545	3,770	3,520	3,355	3,535	3,350	9%	10%	12%	12%	14%
Teaching-Intensive Universities Total		8,800	9,320	10,350	10,990	13,405	93,380	90,935	87,515	85,305	83,335	9%	9%	11%	11%	14%
Total		36,835	40,795	46,865	52,490	61,895	416,285	411,740	402,620	393,085	383,120	8%	9%	10%	12%	14%
Unique Total⁴		35,860	39,785	45,690	51,100	59,985	395,615	391,735	380,040	375,580	366,955	8%	9%	11%	12%	14%

Source: Student Transitions Project, Fall 2017 submission.

1. Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

2. Each number has been rounded to the nearest five. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match. Data is restated annually to maintain accuracy and reflect institutional updates. Numbers of less than 5 have been masked with an *

3. Academic Year is from September 1 to August 31.

4. In any given year, some students attend more than one institution. Since these students are included in the headcount of each institution they attend, the sum of all institutions' headcounts will include some students more than once, producing an overstated institution headcount total. In the unique headcount, students who are identified as attending more than one institution are only counted once. This number represents the number of students served by the participating institutions as a whole.

Table 1

International and Domestic Student Headcount^{1,2} by Economic Development Region³ and Institution

B.C. Public Post-Secondary Institutions

Academic Year ⁴ 2012/13 to 2016/17

Economic Region	Institution	International Students					Domestic Students				
		2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Mainland/ Southwest	University Of British Columbia Vancouver	8,850	10,005	11,265	12,405	13,620	43,730	43,400	43,240	43,700	44,040
	Simon Fraser University	6,380	6,395	6,600	6,800	7,400	27,350	27,545	26,945	26,605	26,680
	Langara College	1,760	2,065	2,945	4,065	5,985	18,735	18,325	17,450	18,055	16,865
	British Columbia Institute Of Technology	2,060	2,255	2,590	3,425	4,265	41,065	41,125	41,670	41,935	41,360
	Kwantlen Polytechnic University	1,715	1,965	2,245	2,290	3,180	17,525	17,440	17,210	17,125	16,480
	Douglas College	1,690	1,950	2,175	2,515	3,070	21,895	22,060	21,645	21,270	21,135
	University Of The Fraser Valley	1,060	905	1,055	1,115	1,500	14,645	13,715	13,295	13,185	13,145
	Capilano University	805	850	995	1,140	1,410	13,665	12,780	11,200	10,050	8,430
	Vancouver Community College	535	535	595	750	900	21,500	19,405	16,120	14,850	13,765
	Justice Institute Of British Columbia	175	130	440	725	635	27,740	28,070	30,595	25,365	24,755
	Emily Carr University Of Art And Design	375	405	470	480	545	3,770	3,520	3,355	3,535	3,350
Mainland/Southwest Total		25,400	27,460	31,370	35,710	42,515	251,615	247,395	242,730	235,670	230,010
Vancouver Island/ Coast	University Of Victoria	2,665	3,150	3,765	4,000	4,080	20,180	20,350	20,065	20,100	20,065
	Vancouver Island University	1,840	1,885	2,130	2,070	2,070	15,730	14,955	13,940	12,755	12,695
	Camosun College	775	1,135	1,495	1,615	1,935	17,600	17,260	17,055	17,735	17,490
	Royal Roads University	295	385	495	580	605	3,430	3,295	3,380	3,440	3,585
	North Island College	155	230	295	355	370	8,925	8,605	8,190	8,020	7,680
Vancouver Island/Coast Total		5,725	6,785	8,180	8,620	9,065	65,860	64,465	62,630	62,050	61,510
Thompson Okanagan	Thompson Rivers University	2,710	2,930	2,960	3,315	4,090	24,625	25,225	25,135	25,215	25,650
	Okanagan College	715	855	985	1,130	1,535	18,695	18,355	18,225	18,525	19,060
	University Of British Columbia Okanagan	770	910	985	1,105	1,280	7,835	7,810	7,505	7,565	7,720
	Nicola Valley Institute Of Technology		20	95	*	*	1,415	1,505	1,355	1,285	1,205
Thompson Okanagan Total		4,195	4,710	5,020	5,555	6,915	52,570	52,895	52,220	52,590	53,635
Cariboo	College Of New Caledonia	385	390	460	520	925	8,555	9,125	8,105	7,965	7,215

Table 2

International and Domestic Student Headcount^{1,2} by Economic Development Region³ and Institution*B.C. Public Post-Secondary Institutions**Academic Year⁴ 2012/13 to 2016/17*

Economic Region	Institution	International Students					Domestic Students				
		2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Mainland/ Southwest	University Of British Columbia Vancouver	8,850	10,005	11,265	12,405	13,620	43,730	43,400	43,240	43,700	44,040
	Simon Fraser University	6,380	6,395	6,600	6,800	7,400	27,350	27,545	26,945	26,605	26,680
	Langara College	1,760	2,065	2,945	4,065	5,985	18,735	18,325	17,450	18,055	16,865
	British Columbia Institute Of Technology	2,060	2,255	2,590	3,425	4,265	41,065	41,125	41,670	41,935	41,360
	Kwantlen Polytechnic University	1,715	1,965	2,245	2,290	3,180	17,525	17,440	17,210	17,125	16,480
	Douglas College	1,690	1,950	2,175	2,515	3,070	21,895	22,060	21,645	21,270	21,135
	University Of The Fraser Valley	1,060	905	1,055	1,115	1,500	14,645	13,715	13,295	13,185	13,145
	Capilano University	805	850	995	1,140	1,410	13,665	12,780	11,200	10,050	8,430
	Vancouver Community College	535	535	595	750	900	21,500	19,405	16,120	14,850	13,765
	Justice Institute Of British Columbia	175	130	440	725	635	27,740	28,070	30,595	25,365	24,755
	Emily Carr University Of Art And Design	375	405	470	480	545	3,770	3,520	3,355	3,535	3,350
Mainland/Southwest Total		25,400	27,460	31,370	35,710	42,515	251,615	247,395	242,730	235,670	230,010
Vancouver Island/ Coast	University Of Victoria	2,665	3,150	3,765	4,000	4,080	20,180	20,350	20,065	20,100	20,065
	Vancouver Island University	1,840	1,885	2,130	2,070	2,070	15,730	14,955	13,940	12,755	12,695
	Camosun College	775	1,135	1,495	1,615	1,935	17,600	17,260	17,055	17,735	17,490
	Royal Roads University	295	385	495	580	605	3,430	3,295	3,380	3,440	3,585
	North Island College	155	230	295	355	370	8,925	8,605	8,190	8,020	7,680
Vancouver Island/Coast Total		5,725	6,785	8,180	8,620	9,065	65,860	64,465	62,630	62,050	61,510
Thompson Okanagan	Thompson Rivers University	2,710	2,930	2,960	3,315	4,090	24,625	25,225	25,135	25,215	25,650
	Okanagan College	715	855	985	1,130	1,535	18,695	18,355	18,225	18,525	19,060
	University Of British Columbia Okanagan	770	910	985	1,105	1,280	7,835	7,810	7,505	7,565	7,720
	Nicola Valley Institute Of Technology		20	95	*	*	1,415	1,505	1,355	1,285	1,205
Thompson Okanagan Total		4,195	4,710	5,020	5,555	6,915	52,570	52,895	52,220	52,590	53,635
Cariboo	College Of New Caledonia	385	390	460	520	925	8,555	9,125	8,105	7,965	7,215

Table 3

International and Domestic Student Headcount^{1,2} by Program Cluster³

B.C. Public Post-Secondary Institutions

Academic Year⁴ 2012/13 to 2016/17

Program Cluster	International Students					Domestic Students				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Arts and Sciences	13,175	14,365	16,085	18,065	21,625	120,300	116,435	112,880	111,190	110,720
Business and Management	10,510	11,765	13,505	15,395	18,910	58,910	57,160	54,495	55,150	54,915
Engineering and Applied Sciences	5,420	6,005	7,320	8,890	10,500	42,810	42,640	42,810	42,100	42,885
Developmental ⁵	5,005	5,520	6,065	5,965	5,795	39,465	37,890	32,270	29,240	25,285
Human and Social Services	700	905	1,130	1,605	1,840	44,170	45,370	46,070	42,220	41,735
Health	720	770	930	1,305	1,670	38,790	40,490	40,810	39,150	38,025
Other	1,220	1,485	1,585	1,485	1,520	3,025	2,800	2,635	2,570	2,475
Visual and Performing Arts	975	1,030	1,185	1,315	1,485	13,605	13,045	12,575	12,825	11,840
Trades	635	710	980	1,090	1,150	40,710	41,165	42,335	42,045	39,600
Education	665	720	835	935	1,005	15,560	15,075	14,175	13,310	13,730
Personal Improvement and Leisure	120	130	165	190	215	26,755	27,050	25,585	25,905	22,860
Program Cluster Total	39,150	43,410	49,790	56,235	65,715	444,110	439,120	426,630	415,705	404,075
Unique Total⁶	35,860	39,785	45,690	51,100	59,985	395,615	391,735	380,040	375,580	366,955
Program Cluster	International Students					Domestic Students				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Arts and Sciences	37%	33%	32%	32%	33%	27%	27%	26%	27%	27%
Business and Management	27%	27%	27%	27%	29%	13%	13%	13%	13%	14%
Engineering and Applied Sciences	14%	14%	15%	16%	16%	10%	10%	10%	10%	11%
Developmental ⁵	13%	13%	12%	11%	9%	9%	9%	8%	7%	6%
Human and Social Services	2%	2%	2%	3%	3%	10%	10%	11%	10%	10%
Health	2%	2%	2%	2%	3%	9%	9%	10%	9%	9%
Other	3%	3%	3%	3%	2%	1%	1%	1%	1%	1%
Visual and Performing Arts	2%	2%	2%	2%	2%	3%	3%	3%	3%	3%
Trades	2%	2%	2%	2%	2%	9%	9%	10%	10%	10%
Education	2%	2%	2%	2%	2%	4%	3%	3%	3%	3%
Personal Improvement and Leisure	0%	0%	0%	0%	0%	6%	6%	6%	6%	6%
Program Cluster Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Student Transitions Project, Fall 2017 submission

Table 4

International Student Headcount^{1,2} by Citizenship

B.C. Public Post-Secondary Institutions

Academic Year³ 2012/13 to 2016/17

Citizenship	2012/13	2013/14	2014/15	2015/16	2016/17
China	13,995	15,805	18,285	19,660	20,665
India	2,540	3,110	4,775	7,500	12,590
United States	2,325	2,330	2,430	2,485	2,650
Japan	1,635	1,815	2,045	2,180	2,375
South Korea	2,035	1,945	2,045	2,150	2,225
Brazil	495	750	955	1,195	1,630
Viet Nam	360	420	515	650	1,160
Saudi Arabia	1,500	1,645	1,745	1,310	1,015
Nigeria	400	550	715	795	815
Germany	535	605	625	715	805
Mexico	550	525	560	625	800
Taiwan	700	670	665	690	750
Iran	855	795	720	685	735
United Kingdom	470	525	595	630	625
Pakistan	285	345	400	455	505
Indonesia	355	365	420	455	495
Russian Federation	380	500	505	490	490
France	320	395	400	420	425
Bangladesh	225	235	280	305	400
Philippines	140	190	190	255	375
Malaysia	295	320	320	310	335
Ukraine	130	180	230	300	330
Thailand	225	260	290	300	305
Turkey	160	175	190	230	305
Australia	235	235	285	255	290
Singapore	250	245	260	285	280
Kenya	110	135	180	210	240
Italy	135	135	180	190	230
Zimbabwe	65	75	105	145	220
Colombia	110	130	145	175	215
Kazakhstan	145	165	175	210	210
Jamaica	80	85	120	160	185
Egypt	65	95	115	130	175
Venezuela	110	120	135	150	165
Netherlands	105	130	145	165	165
Denmark	75	80	85	125	160
Spain	70	100	120	150	155
Ecuador	50	65	85	105	140
Norway	115	130	120	130	135
Switzerland	110	105	115	115	130
Ghana	60	95	110	130	125
Sweden	110	100	120	130	125
Peru	70	75	95	105	115
New Zealand	70	75	100	105	100
Chile	90	105	110	100	100

Table 5.

Annual International Tuition Fees for Arts Program - Full-Time International Students by Economic Development Region									
BC Public Post-Secondary Institutions, Academic Year (AY) 2011/12 to 2018/19									
Published Date - January 2019									
Economic Development Region	Institution	AY 2011/12	AY 2012/13	AY 2013/14	AY 2014/15	AY 2015/16	AY 2016/17	AY 2017/18	AY 2018/19
Mainland/Southwest									
	British Columbia Institute of Technology	\$16,352	\$17,611	\$17,963	\$18,323	\$18,688	\$19,060	\$19,441	\$19,828
	Capilano University	\$14,250	\$15,000	\$15,750	\$16,170	\$16,500	\$16,830	\$17,160	\$17,490
	Douglas College	\$13,500	\$14,400	\$15,000	\$15,300	\$15,600	\$15,900	\$17,400	\$17,400
	Emily Carr University of Art and Design	\$14,400	\$15,000	\$15,600	\$16,224	\$16,873	\$17,885	\$18,600	\$19,158
	Justice Institute of British Columbia	N/A	\$13,127	\$13,390	\$13,658	\$13,931	\$14,210	\$14,493	\$14,783
	Kwantlen Polytechnic University	\$13,800	\$15,000	\$15,750	\$15,750	\$16,500	\$16,830	\$17,166	\$19,741
	Langara College	\$15,750	\$16,500	\$16,950	\$16,950	\$16,950	\$17,700	\$17,700	\$17,700
	Simon Fraser University	\$15,915	\$16,236	\$17,862	\$19,648	\$21,613	\$22,046	\$22,928	\$23,845
	University of British Columbia	\$21,963	\$22,622	\$23,300	\$23,999	\$26,399	\$30,359	\$34,847	\$36,588
	University of the Fraser Valley	\$11,790	\$12,720	\$13,350	\$14,700	\$15,600	\$16,100	\$16,620	\$17,160
	Vancouver Community College	\$12,334	\$13,568	\$14,517	\$14,808	\$14,808	\$15,104	\$15,406	\$15,714
Vancouver Island/Coast									
	Camosun College	\$12,000	\$13,000	\$13,000	\$13,000	\$13,000	\$14,000	\$14,000	\$14,000
	North Island College	\$10,710	\$10,710	\$11,770	\$11,770	\$11,770	\$12,480	\$12,730	\$12,984
	Royal Roads University	\$12,565	\$16,000	\$16,320	\$16,640	\$17,880	\$19,200	\$19,995	\$20,390
	University of Victoria	\$15,730	\$16,045	\$16,366	\$16,693	\$17,027	\$17,368	\$18,062	\$21,675
	Vancouver Island University	\$12,500	\$12,500	\$13,200	\$13,200	\$13,920	\$13,920	\$15,240	\$15,240
Kootenay									
	College of the Rockies	\$8,194	\$8,194	\$8,483	\$8,869	\$8,869	\$9,351	\$9,640	\$10,311
	Selkirk College	\$8,500	\$8,500	\$8,840	\$8,840	\$9,200	\$9,200	\$9,800	\$9,800
Cariboo									
	College of New Caledonia	\$11,490	\$11,490	\$11,490	\$11,490	\$11,490	\$11,950	\$11,950	\$11,950
	University of Northern British Columbia	\$16,203	\$16,527	\$16,857	\$17,194	\$17,538	\$17,889	\$18,247	\$18,612
North									
	Coast Mountain College	\$7,444	\$7,444	\$7,592	\$7,744	\$7,899	\$8,057	\$11,642	\$11,875
	Northern Lights College	\$8,075	\$8,250	\$8,250	\$8,850	\$8,852	\$8,852	\$8,852	\$8,852
Thompson Okanagan									
	Nicola Valley Institute of Technology	\$9,869	\$9,869	\$9,869	\$9,869	\$10,067	\$10,268	\$10,474	\$10,683
	Okanagan College	\$11,000	\$11,000	\$11,000	\$11,880	\$12,120	\$12,360	\$12,980	\$13,750
	Thompson Rivers University	\$13,800	\$13,800	\$15,800	\$15,800	\$15,800	\$16,800	\$16,800	\$16,800
Source: Data submissions from the BC public PSIs to the Ministry of Advanced Education, Skills and Training, 2018									

Table 6