

CONTACT



Bulletin de l'Association des Registraires des Universités et des Collèges du Canada
The Association of Registrars of the Universities and Colleges of Canada Newsletter

Vol. 7 No. 2
Mars 1989
March 1989

Mot du président

President's Message

**Le bulletin fait
peau neuve**

**Rebirth of a
Newsletter**

Ygal Leib

Université du Québec à Montréal

Cette fois-ci mon message sera bref, pour deux raisons. D'une part j'ai soumis récemment un rapport d'activités de votre Comité exécutif, pour la période de six mois de juin 1988 à décembre 1988. Le Comité exécutif ne désire pas travailler dans une tour d'ivoire. Nous avons besoin de vos idées et de vos suggestions sur les orientations que l'ARUCC devrait emprunter, ainsi que sur les projets nouveaux qu'elle devrait entreprendre, afin de faire avancer le développement professionnel de ses membres.

Les derniers mois ont été consacrés à la réalisation du nouveau bulletin de l'ARUCC, que vous avez entre les mains. Cela a exigé beaucoup d'effort et de travail, mais nous avons la satisfaction d'avoir relevé ce défi. Ce sera à vous de décider si cela valait la peine. Le rédacteur, Jim Boniface, et le Comité exécutif espèrent que le nouveau format du bulletin incitera les membres à y contribuer et à en faire leur outil préféré de communications professionnelles. Bonne lecture et...n'oubliez pas d'envoyer au rédacteur votre propre contribution au numéro de juin de *Contact*. □

This time my message will be brief, for two reasons. In the first place, not long ago I sent you a report on the activities of your Executive Committee, for the period June 1988 to December 1988. I am hoping to get the members' reactions and opinions on this new form of communication, which is ment to be bidirectional, between your Executive Committee and the membership. The Executive Committee seeks to learn what are your expectations, what are the issues and the tasks ARUCC should tackle in order to improve services to the membership and to further the members' professional development. Please let us know what you think.

The second reason is, literally, in your hands. It required a lot of thinking, a lot of willpower, the work of a lot of people, but we did it: *Contact* is reborn. In the age of desktop publishing, there is no reason why people who are supposed to be at the forefront of technological developments, should not be able to produce a professional looking newsletter. The Editor of *Contact*, Jim Boniface, and your Executive Committee hope very much that the new *Contact* will be your bulletin, and that its improved appear-

ence and layout will motivate you to contribute regularly articles of substance, news about your office or your institution, to share with the readers your professional problems, your projects and your successes. In short, we expect you to make *Contact* the vehicle of choice for communications within the profession, and by so doing to contribute to the professional development of the ARUCC members. Enjoy reading and...don't forget to send to the Editor your piece for the June issue of *Contact*. □

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UNIVERSITY REGISTRAR'S AND ADMISSION OFFICES IN THEIR ENVIRONMENT: A VIEW FROM QUEBEC

*Jean-Paul Schuller
McGill University*

ing is a summary of Jean-Paul Schuller's remarks.

Editor's Note: *University Registrars in Québec held their third day-long workshop last November. These workshops began in the Fall of 1987 on a once per term basis. They are the result of personal initiative by Ygal Leib, Registrar at l'Université du Québec à Montréal and Chair of the Registrars Subcommittee of the Conference of Rectors and Principals of the Universities of Québec. During the first two workshops there had been lively discussion of the mandate of the Registrar. This latest session focused on the organizational structure of the office in relation to that mandate. Pierre Allard, Registrar at l'Université Laval, moderated the discussion while Henri-Paul McGee, Registrar at l'Université du Québec à Trois-Rivières and Jean-Paul Schuller, Registrar at McGill University made presentations.*

Henri-Paul McGee presented the organization of his office as a possible model. He provided background on the evolution of his campus, which is young by most standards, as well as its educational philosophy and structure. This allowed him to provide insights as to why his office is structured so as to integrate information services (including recruitment), admissions, registration and records along with a responsibility to monitor course and program offerings.

Jean-Paul Schuller chose to present factors both within and without the institution which he felt can affect the type of organizational structure which evolves or is chosen. He then focused on some of the major choices which have been debated in the professional literature over the last several years. The follow-

There is no ideal structure for all Registrar's Offices, although there is probably an optimal alternative for each individual office if we are aware of our environment and the constraints and alternatives which are present. Why is structure an important point to consider: because as organizational theory indicates, it flows from and translates the mandate both of the institution as well as individual departments. An inventory of Registrars' tasks distributed for this workshop reveals more than fifty areas of responsibility commonly assumed in North American liaison, admissions and records offices. Whichever subset or combination of tasks are part of your office, your primary mission is to provide service to clients including students, academic staff, and fellow administrators in a fair and equitable manner.

We must translate this mission to serve into a structure for service taking into account a wide range of elements. A useful concept in assessing the importance of these elements is found in the theory of boundary functions.

One of the characteristics of formal organizations is that some things are part of the organization and others are not. That demarcation is sometimes difficult to pinpoint in real life, but for analytical purposes the difference between inside and outside is clear enough. Boundary functions are those roles in formal organizations that operate on the frontier between the inside and the outside. They facilitate the interaction of the organization with its environment acting as two way filters and catalysts for change. Boundary functions help bring raw materials and resources into the organization and export ideas, products and

services. Registrar's Offices, and in particular admissions and liaison services, are prime examples of boundary functions.

What then are the external and internal forces and elements which Registrars must reconcile in their daily operation and what influence can these have on a choice of structure for the office? It should be clear that the challenge for a Registrar is to reconcile opposing and legitimate objectives from inside the organization and from the external context and to decide when outside expectations are to be responded to over the internal policies or organization culture. If the Registrar is called upon to balance these different perceptions then the role is more than being the point of first contact where potential students get their first impressions. It involves a more dynamic reconciliation of the clients needs to institutional resources. It means finding a workable common ground that will permit the clients to achieve their educational objectives.

What are the main influences or factors that make up the external landscape? While some of them can be very general they nonetheless have an influence which we must not neglect. The first is probably the societal expectations of the role and function of the universities.

Looking elsewhere in the world we find examples of very different expectations. In Canada and in North America universities are expected to contribute to the economic well-being, to sustaining democratic objectives and permitting individual emancipation through education.

Secondly, the community context in which a university exists has a fairly strong influence. Local expectations, both cultural and economic, must be

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taken into account.

Thirdly, government and para-government influences help define our context. Policies on accessibility and educational persistence and financial support are probably the most compelling influences. However, other advisory councils, licensing agencies and research agencies also have an important influence on our objectives and structures. These organizations are so familiar that

prising principles that are determined internally.

Next, other levels of education also are important as they dictate who our clients are, what they know, what they want from and understand about our programs and courses. Finally, I consider demographics to be an important external factor. Our clientele is changing rapidly. It is becoming older, more evenly balanced between the sexes, with more

decision making body of your university, whether it is a Board or a Council or something else.

Who sits on it, how they are chosen, and what links this body has to other decision making levels within the university is of extreme importance. It is really here that the environment penetrates the institution through the effort and objectives of members of that body who come from beyond our own doors.



McGill University Campus

we tend to forget their influence on our day to day operational choices.

The external environment is also made up of alumni and benefactors who have a legitimate interest in the university which may not always coincide with the internal view of objectives and priorities. Our structures need to be such as to encourage a healthy interest and contribution from these constituencies without unduly altering the priorities or com-

work experience and possibly less time for full-time studies. The effect of such a shift is far reaching on our choice of structure to deliver service.

Before touching on the internal forces Registrars need to accommodate through their office structure, there is another which emanates neither from inside nor outside but from the transition zone between the two. I refer to the makeup and structure of the supreme

Amongst the internal factors which I've considered important in influencing our choices of organizations are, first of all, the presence of unions on campus and the limiting or beneficial influences that they may have in organizing and assigning tasks.

Secondly, the size of the institution has a determining influence since pro-

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professional surveys indicate that the larger an institution becomes the more restricted is the range of tasks and mandates assumed by the Registrar.

The next factor is the source of the Registrar's authority. It is not a question of what the mandate is but who assigns it. I think that this has important repercussions on the type of structure which is appropriate for a given institution.

Then there is the organizational superstructure of the university. What are its main decision making bodies and what is the Registrar's relationship to these? Does the Registrar sit on Senate, with or without vote? Is the Registrar a member of the planning committee or other senior advisory bodies? Along with the committee structure one must look at the impact of the division of labour amongst senior administrators. How is policy implemented through the portfolios of vice-presidents (or their equivalents), particularly when an issue touches on several jurisdictions?

It is also important to be aware of the organizational philosophy of each institution particularly as concerns issues of centralization and decentralization. Does the institutional culture favour planning and decision-making by a more restricted group or by a broader based cross section of institutional members? Finally, I would list student organizations as an important internal factor. Their organizational structure, priorities and perceptions are extremely important in determining how service ought to be delivered.

With these different and potentially contradictory realities in mind, what are the main organizational choices that Registrars need to make? The first of course involves the reporting line of the Registrar. An American survey indicated that fifty percent of Registrars reported to an academic vice-president and the other half to an officer with a responsi-

bility for student affairs. In their handbook on Registrar's policies and procedures, C. James Quann and Associates recommend that admissions offices report to the academic side given the critical importance of the selection of new students. Given that I feel that both admissions and registrar functions must report to the same officer, I would suggest that this always be the case. That is, reporting to the academic vice-president or similar position.

The second important choice is indicated by the longstanding debate about the integration or separation of admissions with records and registration functions. After extensive review of the literature and weighing the pros and cons, I favour integration of these two services because I think it maximizes the chances for consistent and high quality service to clients, and it allows a unified approach to the reconciliation of the internal and external forces by two areas that operate on the boundary between the institution and its environment.

Thirdly, I favour the integration of admissions and liaison functions for reasons of efficiency, accuracy of information and adherence to professional ethics.

Fourthly, I have looked at the question of integration of systems development within the office and while recognizing that there are many examples of fine work produced by Registrar's Office based analysts, I feel that, theoretically, they are best not to be part of the office since institutional priorities might not best be served if each office had its own systems resources.

Finally, I draw the attention of workshop participants to some examples of different structures. The first involves the organization of service units which provide the full range of services from liaison to admissions to registration and transcripts to a given part of the student population. This has the advantage of simplifying things for the client but may

have the drawback that staff are hard pressed to keep up with policies and procedures in all of these various areas.

A second structural alternative involves the creation of satellite Registrar's Offices in the faculties. Again, this can have advantages in terms of service to clients and puts information and decision making closer to the academic units. A structural disadvantage can be the problem of authority and allegiance of the staff in the satellite offices between the faculty and the central Registrar's Office. Finally, several American institutions have now regrouped a large number of student affairs and student services functions under a new senior officer responsible for enrollment management. These range from recruitment to financial aid, from residence administration to registration procedures.

These new "macro-Registrars" illustrate the need for integrated services as a critical factor in the recruitment and retention of high quality students in an ever more competitive environment. □



LES REGISTRARIATS ET LES SERVICES D'ADMISSION DES UNIVERSITES DANS LEUR ENVIRONNEMENT: UN POINT DE VUE DU QUEBEC

Jean-Paul Schuller
McGill University

structures qui furent débattues dans les écrits professionnels au cours des dernières années. Voici un sommaire de la présentation de M. Schuller:

Note de la rédaction: *En novembre dernier, les registraires des universités du Québec tenaient leur troisième atelier. Ceux-ci ont lieu depuis l'automne 87 au rythme de un par semestre à l'initiative de Ygal Leib, Président du Sous-Comité des Registraires de la Conférence des Recteurs et Principaux des Universités du Québec.*

Les deux premiers ateliers ont donné lieu à des échanges animés sur le mandat du registraire. A la dernière occasion, l'attention s'est tournée vers la structure organisationnelle en regard du mandat du registraire. Pierre Allard Registraire de l'Université Laval animait l'atelier. Henry-Paul McGee, Registraire à l'Université du Québec à Trois-Rivières et Jean-Paul Schuller Registraire à l'Université McGill ont adressé la parole au groupe. Henry-Paul McGee a présenté l'organisation de son service à titre de modèle possible. Il a d'abord rappelé l'évolution de son institution, jeune comparativement à d'autres, ainsi que de sa philosophie pédagogique et de sa structure. C'est à partir de ces propos qu'il a expliqué pourquoi son service est structuré afin d'intégrer les secteurs de l'information et du recrutement des admissions, de l'inscription et de la tenue des dossiers ainsi que la gestion des programmes et des cours.

Pour sa part Jean-Paul Schuller a choisi de présenter des facteurs, tant à l'intérieur qu'à l'extérieur de l'établissement, qui peuvent influencer le genre de structure organisationnelle qui se développe ou qui est choisi. Il s'est ensuite penché sur les choix de

Il n'existe pas de structure idéale pour tous les services de registraire quoiqu'il y a probablement une alternative optimale pour chaque bureau, à condition que son responsable soit conscient de son environnement et des contraintes et alternatives auxquelles il aura à faire face. Pourquoi la structure est-elle si importante? Les théories des organisations formelles s'entendent pour dire que la structure découle du mandat et doit donc traduire la mission tant de l'établissement que de ses composantes.

En préparation pour cet atelier, j'avais distribué un inventaire des tâches des registraires en Amérique du Nord, qui comptait plus de 50 activités, tant dans le domaine de la liaison que de l'admission que des dossiers. Quelles que soit vos responsabilités précises, votre mission première est d'assurer un service juste et équitable à vos clients, tant étudiants que professeurs que collègues administrateurs. Il incombe au registraire de traduire cette mission de service dans une structure pour le service, tout en tenant compte d'une gamme d'éléments. Afin de comprendre l'importance de ces éléments j'ai eu recours à une théorie dite des fonctions frontalières. Une des caractéristiques des organisations formelles c'est que certaines choses en font partie et que d'autres en font pas partie. Dans le quotidien cette ligne de démarcation est quelquefois difficile à définir, mais pour les fins d'une analyse théorique, la différence entre ce qui est interne et ce qui est externe est relativement claire.

Les fonctions frontalières sont les

rôles ou postes dans les organisations formelles qui oeuvrent près de la ligne de démarcation, entre l'organisme et son contexte externe. Ces postes facilitent le contact et les échanges entre l'organisme et son environnement, tant à titre d'agent de changement que comme filtre dans les deux directions. Les fonctions frontalières règlementent l'entrée du matériel brut et des ressources financières et l'exportation des idées des produits et des services. Les bureaux de registraires et en particulier le secteur de l'admission et du recrutement, sont des exemples révélateurs de telles fonctions. Quels sont donc ces éléments et ces enjeux tant externe qu'interne que les registraires doivent concilier dans leurs opérations quotidiennes. Quelle influence ces éléments peuvent-ils avoir sur le choix d'une structure pour le service. Le défi pour le registraire peut être d'arrimer les objectifs légitimes mais opposés, émanant de l'intérieur de l'organisation et de son contexte externe. Le registraire aura à décider s'il doit répondre aux attentes externes ou s'il doit se plier aux politiques internes et à la culture de l'organisation. Si le registraire est appelé à équilibrer ces différentes perceptions, l'on doit conclure que sa responsabilité dépasse largement celle du premier point de contact où les étudiants se forment une première impression de l'établissement. Le rôle du registraire serait donc une réconciliation beaucoup plus dynamique des besoins des clients et des ressources institutionnelles. Il s'agit de créer un contexte commun et pragmatique qui permettrait aux clients de compléter leurs objectifs intellectuels.

Quels sont les facteurs ou les influ-

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ences majeures qui forment le paysage externe? Certains de ces facteurs sont de nature très générale mais leur influence n'est pas négligeable. La première est sans doute les attentes de la société quant aux rôles et fonctions des universités. Un tour d'horizon indique que le monde est plein d'exemples d'attentes très différentes de celles qui priment au Canada et en Amérique du Nord. Chez nous, les grands termes sont sans doute le développement économique, le maintien des valeurs démocratiques et l'émancipation de l'individu grâce à l'éducation. Deuxièmement, il faut tenir compte de l'intégration de l'université dans sa communauté et le type d'échange qu'elle entretient avec celle-ci. Les souhaits exprimés par la communauté plus immédiate, tant du côté culturel qu'économique sont d'une grande importance. Troisièmement, les politiques gouvernementales et paragouvernementales sont sans doute les éléments les plus déterminants de notre environnement. Les politiques de financement, d'accessibilité et d'incitation à la persistance influencent directement les objectifs que nous nous fixons et les modalités et structures qui en découlent. D'autres organismes tels des conseils consultatifs ou commissions ou agences de recherche ont également leur influence. Tous ces organismes sont tellement familiers que nous avons tendance à oublier l'apport qu'ils jouent dans nos choix quotidiens.

Nous retrouvons également dans l'environnement externe les anciens et les bienfaiteurs dont le légitime intérêt pour l'avenir de l'université ne coïncide pas toujours avec les priorités internes. Nous devons nous doter de structures qui puissent encourager une saine contribution et implication de la part de ces interlocuteurs privilégiés, sans pour autant compromettre nos principes et les grandes orientations qui sont déterminées

par les instances internes. Nous retrouvons également à l'horizon externe, les autres niveaux d'enseignement qui sont d'une importance capitale puisqu'ils déterminent qui seront nos clients, quelle formation ils auront, ce qu'ils viendront chercher chez nous et ce qu'ils comprendront de nos programmes et de nos cours.

Enfin j'attire votre attention sur le facteur démographique auquel nous devons nous adapter. Notre clientèle est en évolution rapide, elle est plus équilibrée entre les sexes, plus âgée, avec plus d'expérience du marché du travail et probablement moins de temps pour se consacrer aux études à plein temps. Une telle métamorphose de notre clientèle peut exiger les modifications fondamentales de nos structures afin d'offrir les services requis.

Avant de me pencher sur les facteurs internes dont les registraires doivent tenir compte dans leur structure, je voudrais aborder brièvement sur un élément qui n'est ni de l'extérieur ni de l'intérieur de l'établissement, mais qui émane de la zone de transition entre les deux. Il s'agit de la composition et structure de l'instance décisionnelle suprême de votre université, que celle-ci s'appelle conseil ou autre, qui en fait partie, comment les membres en sont choisis et quels liens existent entre cette instance et d'autres niveaux décisionnels au sein de l'université, sont des questions d'une importance capitale.

C'est vraiment à ce point que l'environnement externe pénètre l'établissement, pour y jouer son rôle grâce aux efforts et aux objectifs de ces membres externes du conseil ou autre. Parmi les facteurs internes que je considère importants dans le choix de structure, nous retrouvons d'abord la syndicalisation des employés et l'influence contraignante ou bénéfique que celle-ci peut avoir sur l'organisation et la répartition des tâches.

Deuxièmement, la taille de

l'établissement a une influence importante puisque des enquêtes indiquent que plus une université prend de l'ampleur plus elle restreint la gamme de tâches et le mandat assumé par le registraire.

Vient ensuite la question de la source de l'autorité du poste de registraire. Il n'est pas question du contenu du mandat mais plutôt de savoir d'où il émane et qui est responsable de le définir. Cette question a d'importantes retombées sur le choix d'une structure appropriée à son établissement.

Il y a aussi la question de la structure organisationnelle de l'université même. Quelles sont ces instances décisionnelles et quel genre de relations le registraire entretient-il avec celle-ci; le registraire est-il membre du Sénat ou de la Commission des Études, avec ou sans droit de vote; le registraire est-il membre de la Commission de Planification ou d'autres instances supérieures. Tout aussi importante que la structure des comités, il faut se pencher sur l'impact de la division des tâches parmi les administrateurs supérieurs. Comment les mandats des vice-recteurs affectent-ils l'application des politiques surtout quand une question recoupe plusieurs mandats. Il faut également que nous soyons conscients de la philosophie organisationnelle de nos établissements, particulièrement en ce qui concerne les questions de centralisation et de décentralisation. Est-ce que la culture institutionnelle favorise la planification et la prise de décision, ou grâce à la participation d'un éventail plus large de membres de la communauté universitaire.

Enfin je considère les associations étudiantes comme un facteur interne important. Leur structure organisationnelle, leur priorité et leur perception ne peuvent être mises de côté quand nous décidons comment rendre nos services. Conscient de ces différentes et parfois contradictoires réalités, quels sont les grands choix organisationnels que doivent faire les registraires?.

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Le premier touche son appartenance dans la hiérarchie. Une enquête américaine indique que 50% des registraires qui dépendent d'un Vice-Recteur aux affaires académiques et l'autre moitié d'un cadre supérieur avec la responsabilité dans le domaine des affaires étudiantes. Dans leur livre sur les politiques et procédures des registraires, C. James Quann et associés, préconisent l'appartenance des services des admissions au Vice-Recteur aux affaires académiques, vue l'importance primordiale du choix des étudiants. Puisque je crois fermement que le service des admissions et les fonctions de registraire doivent relever de lui-même, Vice-Recteur, j'opterais donc pour l'appartenance du registraire au secteur académique.

Le deuxième choix touche la question de l'intégration ou la séparation des services d'admission et d'inscription et de dossiers qui fût longuement débattue dans notre profession. Ayant fouillé les écrits sur cette question et pesé le pour et le contre, je préconise l'intégration des deux services, puisque je crois qu'elle offre les meilleures chances pour un service uniforme et de haute qualité. Deuxièmement, cette structure permet la même vue d'ensemble des facteurs internes et externes, qui peuvent influencer deux services dont l'efficacité est mesurée par leur habilité de réconcilier les attentes institutionnelles et de la communauté externe.

Troisièmement, je préconise une intégration des services d'admission et de recrutement pour des raisons d'efficacité, d'exactitude dans les renseignements transmis aux candidats et de soutien de l'éthique professionnelle. Je me suis penché sur la question de l'intégration, la fonction, le développement de systèmes au bureau du registraire, et tout en reconnaissant les nombreux exemples de bonnes besognes abattues par des analystes relevant du registraire, je crois que du point de vue

théorique du moins, il est préférable qu'ils ne fassent pas partie du registrariat, puisqu'une politique voulant que chaque service soit doté de ses propres ressources informatiques, risque de ne pas tenir compte des priorités institutionnelles.

J'ai également attiré l'attention de mes collègues sur quelques exemples de structures différentes. Dans la première, il s'agit de la création d'un module de service qui s'occupe de la gamme complète des fonctions, que ce soit la liaison, l'admission, l'inscription ou l'émission d'un relevé de note, pour une partie bien définie de la population étudiante. Cette structure simplifie certainement les choses pour le client, mais peut avoir cet inconvénient: qu'il est très difficile pour les employés de se tenir à la fine pointe des politiques et des procédures dans tous ces domaines. Une deuxième alternative structurale, verrait la création de registrariats satellites dans chacune des facultés. Encore une fois, ceci permet d'améliorer la qualité du service à la clientèle et place l'information là où les décisions doivent se prendre dans les mains des unités académiques de base. Cette structure peut placer le personnel de ces bureaux satellites dans une position difficile. Quant à la légitimité de leur autorité, il aura allégeance entre la direction de la faculté et celle du registrariat central.

Enfin, plusieurs établissements américains ont récemment regroupé plusieurs services à la clientèle sous un même cadre supérieur, responsable de la planification et de la gestion de la clientèle étudiante. Les services qu'ils assurent peuvent inclure le recrutement et l'aide financière, la gestion des résidences ou les procédures d'inscription. L'apparition de ces "super-registraires" souligne bien l'importance critique d'offrir des services intégrés et bien orchestrés si nous voulons recruter et retenir les meilleurs candidats dans un environnement qui devient sans cesse plus compétitif. □

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THE ARUCC QUARTERLY
NEWSLETTER
BULLETIN TRIMESTRIEL DE
L'ARUCC
Vol.7, no.2, March / Mars 1989

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Membership News

Nouvelles des membres

Note de la rédaction: *Les informations que contient cette section ont été rassemblées et rédigées grâce à l'aide des représentants régionaux de l'ARUCC: Alex Reed, Athabaska University, Jacques Loiselle, Université Laval, Greg Marcotte, University of Ottawa.*

Editor's Note: *The following information was collected and edited with the help of ARUCC regional representatives: Alex Reed, Athabaska University, Jacques Loiselle, Université Laval, Greg Marcotte, University of Ottawa.*

University of Saskatchewan

Russ Bartko left the Registrar's office in November. Bob Ruf has joined the staff as Systems Officer replacing David Korduk who returned to teaching. Bob Cram previously the high school liaison officer has transferred to the Extension Division as Director of Part-time Studies.

Athabasca University

Chris Kennedy joined the staff and will have responsibility for the areas of Admissions and Evaluations Service, and Registrations and Examinations Service. Chris formerly held the position of Registrar and Secretary of Senate at Brandon University.

University of Lethbridge

The University of Lethbridge has undergone a reorganization of its stu-

dent-related Administrative units. New appointments include the Dean of Student Affairs, Dr. David Atkinson; Registrar, Mr. Larry Morkley; Director of Admissions and Recruitment, Ms. Marilyn Withage.

Brock University

Lou Ariano will be leaving the Saskatchewan Indian Federated College to take over a new Associate Registrar position at Brock University. Lou is also Secretary/Treasurer of ARUCC.

Centre Universitaire de Moncton

Après avoir oeuvré dix ans comme responsable du Bureau de liaison du Centre universitaire de Moncton, Roland LeBlanc a décidé de poursuivre sa carrière comme conseiller en orientation au Centre universitaire de Moncton.

Andrée Lévesque, qui travaillait pour l'APECA et auparavant pour le Conseil des premiers ministres des Maritimes a été nommée au mois d'août responsable du Bureau de liaison du Centre universitaire de Moncton.

Depuis octobre, Yoland Bordeleau a été nommé agent de liaison et travaillera de pair avec Andrée. Yoland était auparavant aux Loisirs et services communautaires de la ville de Dieppe au Nouveau-Brunswick.

University of Calgary

Sheila Devine has joined the Registrar's Office as the new Associate Registrar and Director of Admissions.

She started August 15. Ms. Devine was formerly the Associate Registrar and assistant legal counsel at Memorial University in Newfoundland where she also lectured in education and the law.

Simon Fraser University

Paul Thomson has been appointed Associate Director Liaison effective October 31, 1988. Reporting to Nick Heath, Director of Admissions and Liaison, Paul will be responsible for the supervision and coordination of secondary school and college liaison programs to facilitate the recruitment of outstanding academic students to the University. Paul has worked a number of years for McMaster University in their liaison and recruitment office.

Linda Lee has recently joined the office as a Liaison Officer replacing Penny Gallagher who accepted a new position with Douglas College. Linda was formerly in Continuing Studies at SFU.

David Johnston has been appointed Director, Registrar Services, SFU Harbour Centre.

University of British Columbia

Wendy Fan was made the Administrator of Graduate Student Admissions and Records in November.

Université de Montréal

A la suite d'une évaluation de son Service de l'Admission et de son Bureau du registraire, la direction de l'Université

Contact Contact Contact Contact Cont

de Montréal annonçait récemment une série de décisions concernant ces services: alors que jusqu'au départ à la retraite de l'ancien registraire, M. Claude St. Arnaud, ces deux services étaient dirigés par le registraire, ils seront désormais sous la responsabilité de cadres distincts. L'Université de Montréal a précisé les nouveaux mandats de ces services, a confirmé M. Fernand Boucher dans ses responsabilités de Directeur du Service de l'admission et a nommé M. Claude Larouche registraire. Nous y reviendrons dans un prochain numéro, à l'occasion d'une présentation des changements organisationnels intervenus récemment dans plusieurs universités québécoises.

Ecole des Hautes Etudes Commerciales

La nouvelle est vieille mais elle n'est peut-être pas encore très répandue. Ayant décidé de réorienter sa carrière, madame Louise Leblanc a quitté son poste de registraire de l'École des Hautes Etudes Commerciales de Montréal (HEC) en octobre dernier. C'est madame Nicole Rivet qui lui succède par intérim pour une période indéterminée.

Université du Québec à Montréal

"L'Université du Québec à Montréal (UQAM) vient de signer un protocole d'entente avec Digital Equipment du Canada Ltée, lui permettant d'obtenir à moindre coût un ordinateur de la famille VAX afin de développer un Service d'inscription par téléphone (SIT) pour ses quelque 35 000 étudiants". Telle était la nouvelle rapportée par le journal *Action Informatique* dans sa livraison du 12 décembre 1988.

Cette entente permettra à l'UQAM d'obtenir à mi-coût un ordinateur 6210 en retour de quoi celle-ci s'est engagée à faire la commercialisation du SIT dans

le milieu de l'éducation.

L'échéancier de développement du système prévoit qu'après une expérimentation en juin 1989, le SIT pourra être vraiment fonctionnel en novembre suivant. A suivre!

Programme d'aide financière du MESS aux étudiants des collèges et universités.

Le ministère de l'Enseignement supérieur et de la Science du Québec (MESS) vient de modifier une règle importante de son programme d'aide financière aux étudiants des collèges et universités.

A partir du trimestre d'hiver 1989, c'est désormais au terme de la période d'abandon de cours sans mention d'échec plutôt qu'après la fin de la période de modification du choix de cours que les établissements doivent signifier le régime d'études de l'étudiant (temps plein ou temps partiel).

Comme ce renseignement est d'une importance capitale dans la détermination de l'aide consentie, on peut penser que cette décision entraînera peut-être une baisse des abandons sans échec et une hausse des abandons avec échec. A suivre également!

Marianopolis College

James Cooke was made College Registrar in August, 1988. □

Take your next coffee break with Contact.



Un bon café et Contact: ils vont bien ensemble.

Departments

Vie professionnelle

Editor's Note:

This section is waiting for the ARUCC members' contribution to the Bulletin. No subjects of interest to the profession is off limits and Contact will publish articles on all the aspects of Admission and Registrar Offices duties and operations: Admissions, Student Records, Technologies and their impact on the workplace, Marketing, Liaison, Graduate Studies, Legal Issues, etc. We are looking forward to receive your articles. Whenever possible, please have them typed with a word processor and forward them either on a IBM compatible 5.25" or a Macintosh 3.5" floppy disks, in Plain Text format.

Note de la rédaction:

Cette rubrique est destinée à recevoir les contributions des membres de l'ARUCC. Tous les thèmes d'intérêt pour la profession peuvent faire l'objet d'articles: depuis les questions reliées au recrutement, à la sélection et à l'admission des candidats, en passant par celles relatives à la tenue des dossiers des étudiants, aux technologies de support des opérations des registrariats et des services d'admission, aux services aux clientèles universitaires (étudiants, professeurs, administrateurs), au marketing des services, aux aspects juridiques, etc. La rédaction attend vos articles. Dans la mesure du possible, les articles devraient être soumis sur disquettes de 5.25" pour IBM compatibles ou de 3.5" pour Macintosh, en format texte.

The Mail Bag

La boîte à lettres

ARUCC's last Conferences: Good or Bad ?

June 30, 1988

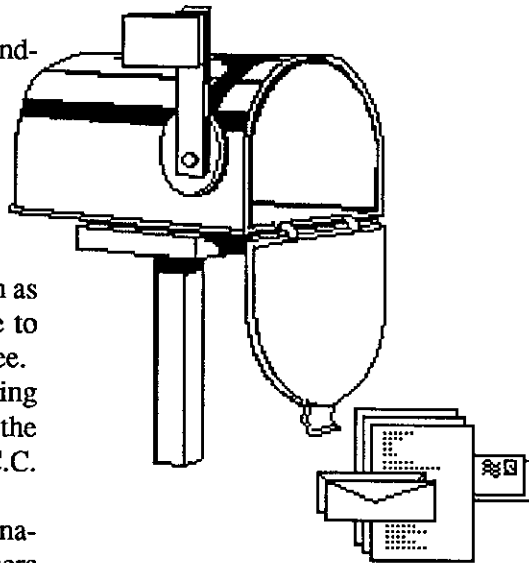
Mr. Glenn Collins, Registrar
Memorial University of Newfound-
land
St. John's, Newfoundland
A1C 5S7

Dear Glenn:

Congratulations on your election as the Atlantic region member-at-large to the A.R.U.C.C. Executive Committee.

It is in that capacity that I am writing to express my grave concern about the present state of affairs of A.R.U.C.C. and its future.

As a professional, I feel that Canadian registrars and admissions officers definitely need a professional organization which will provide both philosophical and practical topics at biennial conferences. I feel that currently much more could be done in this regard as I mentioned at the Atlantic Registrars meeting on the 28th. When one examines the A.R.U.C.C. conference programmes for 1986 and 1988, one is struck by the lack of vigour and variety on the one hand, and the very significant emphasis on "free" time and social events on the other. While the latter are clearly desirable and necessary attributes of any national organizations, I feel they should be kept in proper perspective. This is particularly true when one looks at the 1988 conference fee of \$260.00, which did not include the gala evening or any of the breakfasts. Compare this with our American counterpart's recent annual



conference fee of US\$90.00.

An additional concern is directly to the costs of recent A.R.U.C.C. conferences. It was abundantly evident to me that, as a result of the steep costs, many Atlantic Province institutions were either not present in Toronto or if they were represented, usually by one or two persons. In light of the fact that traditionally there is not an Atlantic regional meeting in those years in which A.R.U.C.C. holds its conference, many of our staff members are deprived of the opportunity of participating in a conference; exchanging ideas of a "how to" nature with their colleagues; and to be exposed to professional ideas and concepts. I feel that this is a very serious matter and that, as registrars, we have a responsibility to attempt to rectify this matter in short order.

Lest you think that I am a lone voice on this matter, let me assure you that I have discussed and received considerable support for the above-noted concerns with colleagues, both within the Atlantic region and in other geographical areas. In addition, I have expressed these concerns at length with Saint Mary's Vice-President (Academic and Research), Dr. J. Jabbar.

If you feel it would be helpful to discuss these at greater length, I would be grateful to hear from you. I would also ask that you carry these concerns to the A.R.U.C.C. Executive.

Thanks for your help in this matter.
Kind personal regards. Sincerely,

Elizabeth A. Chard
Registrar
Saint Mary's University

August 10, 1988

Ms. Elizabeth A. Chard,
Registrar,
Saint Mary's University,
Halifax, Nova Scotia.
B3H 3C3

Dear Elizabeth:

Thank you for your letter of June 30, 1988 which arrived here on the first day of my annual vacation - hence the reason for the delay in responding to you.

My first reaction to reading your letter was one of disagreement particularly with your argument that the 1988 ARUCC Conference programme lacked

vigour and variety.

In fact I came away from Toronto feeling very much the opposite. It was my belief and that of many colleagues to whom I spoke that the conference schedule contained a very good balance of work and social events and that the presentations were well blended with an excellent mix of philosophical and practical topics. I should emphasize here that such a perception is not self-serving since I was not a member of the Executive nor any of the organizing Committees for the conference. Nevertheless I did come away from the 1988 conference feeling renewed and well armed with new information. I regret that I did not attend the 1986 conference so I am unable to comment in respect of it.

With regard to your comments concerning the costs of attending the ARUCC Conference compared to the AACRAO Conference, let me say that I agree completely with your argument that we must strive to keep costs to an absolute minimum in order to make such conferences accessible to as many staff members as possible. In the same vein while I disagreed earlier with your specific analyses of the 1988 conference, I cannot but agree with your general argument that we have a serious responsibility to promote the professional development of registrars and admissions officers and to promulgate information concerning our many different functional responsibilities. These are obviously the purposes of our national organization and it is the responsibility of the ARUCC executive to see that these goals are fulfilled. In this regard I will be pleased to take your concerns to the executive. I am also heartened by the fact that our association can only benefit by receiving constructive criticism such as that which you have expressed.

Kind personal regards.

Yours truly,

Glenn W. Collins
Registrar
Memorial University of Newfoundland

January 18, 1989

Ms. Elizabeth A. Chard
Registrar
Saint Mary's University
Halifax
Nova Scotia
B3H 3C3

Dear Ms. Chard:

At its November 4th 1988 meeting, the Executive Committee has considered the concerns you have raised regarding the success or the lack thereof of the ARUCC 1986 and 1988 biennial Conferences, as well as the letter Glenn Collins wrote to you on this matter. While the Executive Committee entirely endorses Glenn Collins' considerations, it has asked me to follow up and draw your attention to the following:

- the comments we received from our colleagues about the 1986 and 1988 conferences were positive: members from the West, from Ontario, from Quebec as well from the Atlantic region have told us and wrote to us that they enjoyed these conferences and that they benefited from them professionally.

- ours is a small organization, with a small membership and a small budget.

The national conferences have to balance their books since ARUCC does not have the means to cover any deficits. This balancing act is not always possible, as we saw with the Toronto conference which ran a deficit notwithstanding the 260\$ conference fee. Nonetheless we feel that this kind of all including fee for the professional program was a rea-

sonable one given the cost of living in a city like Toronto. It still compares favorably with the conference fees charged by other associations. For instance, CAUBO charges its members 400\$ for its annual conference. As for the AACRAO fee, it is only the tip of the iceberg because you have to add to it all the extras you want to benefit from.

- ours is an organization which exists only through the dedication of individuals who volunteer their time, work and energy in order to give the membership opportunities for professional development. I personally feel that both the 1986 and 1988 conferences organizing and program committees did the best they could to make these conferences the success they were in my opinion.

- the 1990 Conference Program Committee is already hard at work and it will solicit the membership for papers and contributions. Hence you'll have very soon the opportunity to make good on your personal ideas for a more interesting program than were in your opinion those of 1986 or 1988.

- finally, the Atlantic region will host the 1992 conference. The Executive Committee is looking forward to an outstanding conference from the point of view of its professional content and interest, as well as from a financial, management and organization standpoint. We hope very much that the Atlantic organizing and program committees will benefit from your input and suggestions and that they will achieve the excellence which you found lacking in Minaki and Toronto.

Sincerely,

Ygal Leib
ARUCC President

□

Continues on page 12

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Continued from page 11

July 25, 1988

Ainsley Towe
Past-President, ARUCC
Associate Registrar
Brock University
St. Catharines, Ontario

Dear Ainsley:

I just wanted to pass on a couple of comments about the ARUCC Annual Conference which was held recently at the Royal York.

First of all I thought it was a good conference, even though I was only there for one day. I thought the program was an improvement over previous programs which ARUCC has sponsored.

The second thing is that in my session "Cross Canada Check-Up", I was impressed by the amount of change which has gone on in Canada, particularly in the secondary schools over the past couple of years. As you know, I am not directly involved with admissions at Waterloo, however I still need to be aware of some of the changes coming along.

It may be that admissions officers are more attuned to these changes than I am, but it struck me that it would be very useful for members of ARUCC to be kept up to date somehow on these changes. I realize that the dissemination of information in Canada is difficult, and it implies that people would be asked to volunteer to keep the membership informed of these changes. However, it seems a shame to only get this information every two years. The only suggestion I could make is that somehow the Regional Representatives (if there are any) who report items for the newsletter could keep people up to date on changes.

Give me a call if I can be of assis-

tance in any way. Congratulations on a good conference.

Bruce A. Lumsden
Associate Director
for Distance Education
University of Waterloo

January 18, 1989

Mr Bruce A. Lumsden
Associate Director for Distance
Education
University of Waterloo
Waterloo
Ont. N2L 3G1

Dear Mr. Lumsden:

At its November 4th 1988 meeting, the Executive Committee has considered your suggestions for the dissemination of information regarding changes in the education systems across Canada.

As you have noted, the ARUCC has some difficulty, given its small membership and budget, to insure an adequate flow of information to its members on matters of professional interest. Our only steady means of communication is *Contact*. This publication, as are all our endeavours, depends on the dedication of a very few individuals who are volunteering their time and work. The Executive is very much aware of the limitations of *Contact* and the burden it places on Jim Boniface. Hopefully we'll be able, with Jim's help, to renew and improve the bulletin during our mandate. Hopefully we'll also be able to enlist volunteers who'll contribute papers of interest to the membership. For now the Executive Committee has decided that, without being formally an editorial board, the regional representatives shall gather information of interest and forward it to Jim for publication in *Contact*. We shall try to obtain the papers which were presented in Toronto on the changes in the

education systems across Canada, in order to have them published in *Contact*, either as regular items or in a special issue.

We thank you for your support and for your suggestions. We appreciate them very much. Sincerely,

Ygal Leib
ARUCC President

□

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souhaite recevoir
votre courrier sur
tous les sujets
d'intérêt pour les
membres de
l'ARUCC



wants your mail. No
subject of interest to
the ARUCC members
is off limits.

Higher Education News

La scène de l'enseignement supérieur

Editor's Note: The information contained in this section was provided by the ARUCC Secretariat.

Note de la rédaction: L'information contenue dans cette rubrique a été recueillie avec l'aide du secrétariat de l'ARUCC

University Spending Doubles in Decade, says StatsCan



Universities more than doubled their total spending over the last decade, to \$7.2 billion in 1986-87 from 3.2 billion in 1977-78. That was a 9.4 percent average increase each year, the federal agency reported.

The largest single-year jump in spending, 15.1 percent, happened in 1982-83 and the lowest, 5.2 percent, in 1984-85. After that, spending stayed at just above seven percent.

Financial support from provincial governments for general operating income fell steadily to 78.9 percent in 1984-85 from 82.1 percent in 1977-78. It had rebounded slightly to 79.3 percent by 1986-87.

The level of funding collected by universities through student fees rose to about 16 percent in the last three years from 13.8 percent in 1977-78. General school operating expenses per student increased 4.5 percent, reaching \$8,744.

During the 10 years surveyed, universities accounted for a stable 18 percent of all education expenditures. Prince Edward Island and Alberta saw the largest increases in total university spending during the period, reaching \$64.4 million in 1986-87. Alberta has shown a steady rise in total university spending, 13 percent annually, reaching \$839 mil-

lion by the end of the period. This was primarily due to significant increases in capital expenditures, 22.6 percent annually, and money spent on research, 17.9 percent annually. □

Commonwealth University Link

A new agency to link universities and colleges throughout the Commonwealth was opened in Vancouver marking the first time the member countries have established a major new institution outside London. The agency's goal is to enable students anywhere in the Commonwealth to enroll in correspondence courses offered by any college or university in the Commonwealth.

Third World Commonwealth nations, who face heavy costs to send their students abroad for higher education, pushed for the new initiative. However the agency, called the Commonwealth of Learning, is not intended as aid from the rich to the poor nations.

Program material from Asia or Africa may prove to be as useful to students in Australasia, Canada or Britain as the expertise of the developed countries to the developing nations.

The agency has received commitments of \$32 million from 11 Commonwealth nations to finance its first five years. The B.C. Government has contributed \$5 million, a portion of which will pay for office space in a downtown Vancouver building. The federal Government has promised \$7 million.

The Commonwealth nations, meeting in Vancouver in 1987, decided to establish the institution which will use video and satellite technology to promote distance education programs, stimulate the exchange of teaching materials and support staff training.

Beyond the headquarters in Canada, the agency will work directly with the universities of the South Pacific and the West Indies and will support regional activities in other parts of the Commonwealth. Work on the transfer of credits will be based at Britain's Open University.

Premier William Vander Zalm said during the inauguration ceremony that Canada has much to give and much to gain from multilateral exchanges. He suggested the agency may offer the only opportunity or formal education to someone in a village, who turns out to be a genius. Education must be made available to everyone who can benefit, no matter where they live, he said.

Lord Asa Briggs, the newly appointed agency board chairman, said the Commonwealth has more than 500 educational institutions involved in correspondence courses. □

Ontario Residents say "yes" to Increased Funding for Education

A vast majority (90 percent) of Ontario residents agree that funding to universities should be increased or kept up to inflation, an Ontario Institute for Studies in Education survey reveals. However, "the Ontario public is now equally divided on whether or not to pay more taxes in support of education". The current survey is the seventh commissioned by OISE on public attitudes toward education.

It involved 1,011 Ontario residents, 18 years or age and over, who were polled by Gallup from September 12-24 1988.

"Support for increased educational funding has clearly grown throughout the 1980's with significant gain continuing over the past two years", the survey report states. Almost two-thirds of respondents rejected the notion of limiting the number of students admitted to university and community colleges programs according to the availability of jobs. Only 62 percent of respondents felt students from all social classes had equal access to higher education. This represents "a significant decline from past surveys" the report says. "Participation in adult and continuing education remains an important phenomenon in Ontario", according to the survey. About "one in four adults reported taking a course in the past year.

An edited version of the survey report will be published in the February issue of OISE's *Orbit* and will then be available for purchase at \$3.00 per copy (prepaid) from OISE Press, OISE Bookstore, 252 Bloor Street W., Toronto, Ontario, M5S 1V6.

Phone: (416) 926-4707. □

Officials not Worried by Student Loan Default Rate

Officials from the Ontario Ministry of Colleges and Universities are not worried by the findings of a Legislative committee that Ontario students are \$25 million in default on their loans. The province has had to write off only 1.5 percent of the total amount of student loans since 1978, a spokesperson from the ministry's student awards branch, Randall Besta noted. As well, sources from both inside and outside government point out that, while the rate of default appears high, it is in fact no higher than for other categories of con-

sumer loans carried by banks. The report, released by the Ontario Legislature Public Accounts Committee, expressed "satisfaction" with the government's efforts to control the loans.

However, a researcher with the Ontario Federation of Students, Duncan Ivison said the rate of default should lead the government to consider "why students are having difficulty paying back their loans, rather than focusing on how it can get its money back".

According to a ministry release, 108,500 students received a total of \$258.7 million in loans and \$132.8 million in grants under the Ontario Student Assistance Program in 1986-87. □

Les Ontariens disent "Oui" au financement accru des universités

La très grande majorité des Ontariens (90 p. 100) se dit en faveur d'augmenter les subventions aux universités ou d'assurer leur croissance au même rythme que l'inflation, révèle un sondage de l'Institut d'Etudes sur l'Education de l'Ontario (IEEO). Toutefois, "la population ontarienne est désormais divisée également sur la question de savoir s'il faut ou non plus d'impôts pour soutenir l'éducation"

Le sondage est le septième commandé par l'IEEO en vue d'étudier l'attitude de la population en regard de l'éducation. La firme Gallup a interviewé 1,011 personnes âgées de 18 ans et plus entre le 12 et le 24 septembre 1988. L'appui populaire pour un financement accru de l'éducation a continué à croître au cours de la présente décennie et plus particulièrement au cours des deux dernières années, précise le rapport du sondage.

Près des deux tiers des personnes

interrogées sont contre l'idée de restreindre le nombre d'étudiants dans les universités et collèges communautaires en fonction du nombre d'emplois disponibles. Un peu plus de 60 p. 100 des Ontariens estiment que les gens de toutes classes sociales ont une chance égale d'accéder à l'enseignement supérieur. Cela représente "une diminution importante par rapport aux sondages antérieurs", précise le rapport. La population continue également à montrer un intérêt certain pour l'éducation permanente, révèle le sondage. Un adulte sur quatre a dit avoir suivi un cours pendant l'année précédente.

Une version abrégée du sondage sera publiée dans la livraison de février de la revue *Orbit* de l'IEEO. On pourra se la procurer au coût de \$3 (payable à l'avance) auprès des Presses de l'IEEO, Librairie de l'IEEO, 252 Bloor Street W., Toronto, Ontario, M5S 1V6.

Tél. (416) 926-4707. □

Here and There

• The province of British Columbia is looking into the prospect of publishing its *Provincial Transfer Credit Guide* similar to those currently produced in Alberta and Saskatchewan. The provincial government is also investigating the possibility of a Provincial Application Center. The B.C. Educational Credit Bank has been established and will be run by the Open Learning Agency.

• The deputy premier and minister of Advanced Education for the province of Alberta, announced recently that operating grants to post-secondary education institutions for that province will be increased by 5 percent or \$38 million in 1989-90. This increase will provide for the enhancement of programs above the current 1.9 percent inflation rate in Alberta.

• Some 3,000 students in 50 rural Saskatchewan communities will be able to borrow one of the 1.5 million volumes of the University of Regina library simply by dialing a toll-free number. Any student taking University of Regina classes outside Regina may use the phone service. Books and other documents will be mailed to people requesting them.

• The first report of the Commons Standing Committee on the Status of Disabled Persons is called *No News is Bad News*. It examines the relationship between disabled persons and the media in Canada. It is available from the Canadian Government Publishing Centre, Supply and Services Canada, Ottawa, KIA OS9. Please quote catalogue number: XC58-332-1-16. The cost is \$17.00.

• There is a new U.S. distributor for the *Commonwealth Universities Yearbook*, which is published annually. The 1988 edition of the *Yearbook* is now available for \$198.00 from Gale Research Company, Book Orders, Book Tower, Detroit, MI 48226.

• High school students who apply for fall 1989 admission to Ryerson Polytechnic will find the process easier and less expensive. Beginning with the 1988-89 admission cycle, applications to Ryerson will be co-ordinated through the Ontario Universities' Application Centre (OUAC). Located in Guelph,

OUAC provides centralized processing of applications, offers of admission, and acceptances for the 17 institutions within the Council of Ontario Universities (COU). Ryerson has been a full member of the Council since 1980 but had, until now, chosen to continue administering its own applications. The change means that secondary school students will make application to Ryerson on the same form they use to apply to all other institutions with the COU.

• Using a special credit card, University of Ottawa alumni will soon be able to support their school by shopping. The alumni association has struck a deal with the Bank of Montreal to provide members with customized MasterCard credit cards. The bank is to share a percentage of each purchase with the

association. People using the card can make a contribution without it costing them a cent.

The University of Manitoba and Queen's University have also begun alumnus credit-card programs this year.

• McGill University's Centre for Continuing Education has produced the academic material for a 40-week English course to be broadcast in China by Radio Canada International - the shortwave radio service of the CBC. The series, *Everyday English*, will be produced at RCI's headquarters in Montreal. It will reach some 100 million Chinese people via radio stations in Beijing, Shanghai, Guangzhou and Xian. The course is the first of its kind to be designed for listeners in a specific country. □

Le Ministre d'Etat à la jeunesse annonce \$265,000 pour l'enseignement coopératif

M. Jean J. Charest, ministre d'Etat à la Jeunesse, à la Condition physique et au Sport amateur, a renouvelé l'octroi d'une subvention pouvant atteindre 265,000 \$ à l'Association canadienne de l'enseignement coopératif (CAFCE) pour stimuler la création d'un plus grand nombre de projets d'alternance travail-études à l'intention des étudiants des collèges communautaires ou CEGEP et des universités. "Les programmes

uniques d'enseignement coopératif expérimentés au Canada se sont révélés très utiles pour aider les jeunes à passer du monde des études au marché du travail", a déclaré M. Charest.

La CAFCE évalue à 38 577 le nombre d'étudiants qui auront participé au programme d'enseignement coopératif dans divers domaines en 1988-1989, notamment en informatique, en sciences, en génie et en technologie ainsi qu'en tourisme.

Youth Minister Allocates up to \$265,000 for Cooperative Education.

Jean J. Charest, Minister of State for Youth, Fitness and Amateur Sport, has renewed funding up to \$265,000 with the Canadian Association for Cooperative Education (CAFCE) to stimulate more work/study projects for community college and university students.

"Canada's unique experiment with cooperative education has proven to be

very effective in helping young people make the school-to-work transition", Mr. Charest said. CAFCE estimates that 38,577 students will have participated in the co-op program during the 1988/89 academic year in a wide range of fields such as computing science studies, sciences, engineering/technology, hospitality/tourism, and others. □

Task Force Calls for Post-Secondary Education Council in Saskatchewan

The University of Regina's academic review task force wants the creation of a joint provincial council on post-secondary education to stem the "growing gap" between university expectations and high school goals. "Many under-prepared students find themselves taking university classes in a 'sink or swim' situation, because of unnecessary and unfair incongruities" in the current system, says the task force report entitled *From Reflection to Renewal*. As part of its mandate, the proposed council would consider re-introducing Grade 12 examinations and draft a university preparation program offering remedial courses in English and mathematics to students who fail to meet university entrance standards.

The task force, headed by York University President emeritus Ian Macdonald, issued 167 recommendations for academic change at the University of Regina. It suggests abolishing the three-year bachelor of arts; creating new programs in nursing, gerontology, women's studies, bilingual studies and peace and world order studies; giving new faculty a lighter workload to help them develop their scholarly activities; rationalizing programs in law, engineering, fine arts and education in conjunction with the University of Saskatchewan.

The report is available from Ms. B.W. Hill, Faculty of Social Work, University of Regina, Regina, Saskatchewan, S4S OA2.

Phone: (306) 585-4520. □

Graines synthétiques: deux chercheurs déposent un brevet

Deux chercheurs de l'University of Guelph ont obtenu un brevet pour une méthode de production à grande échelle de graines synthétiques, qui pourrait aider à la reproduction d'hybrides stériles.

Le professeur Bryan McKersie et son adjointe, Mme Tissa Senaratna croient être en mesure de produire jusqu'à 6,000 graines à partir d'une seule plante en 60 jours, ce qui constitue une amélioration sensible par rapport aux méthodes actuelles qui ne permettent de prélever que de 20 à 30 boutures d'une plante-mère. Les chercheurs ont éprouvé leur procédé sur des pieds de luzerne mais ils estiment qu'il pourrait s'appliquer à d'autres espèces végétales. L'élément clé est en fait un herbicide: le 2,4-D.

Lorsqu'on y mélange une parcelle stérile de la plante, les cellules commencent à se comporter comme des ovules fertilisés et à se multiplier en embryons. En ajoutant des éléments nutritifs et des régulateurs de croissance, elles deviennent à la longue des graines. Selon M. McKersie, la nouvelle technologie pourrait être utile pour assurer notamment le clonage de plantes ou de fleurs primées, ou la reproduction d'espèces qui requièrent habituellement une pollinisation croisée.

Le ministère ontarien de l'Agriculture et le Conseil de recherches en Sciences naturelles et en génie ont appuyé financièrement ce projet de recherche. □



Guelph Researchers File Patent for Artificial Seed Production

Two researchers from the University of Guelph have filed a patent for a technology to mass produce artificial seeds, which could be used to reproduce sterile hybrids. Bryan McKersie and his assistant Tissa Senaratna have developed a process by which they can produce up to 6,000 seeds from a single plant in just 60 days - a major improvement on present technology which allows only 20 to 30 cuttings from one plant. The process has been tested on alfalfa plants but could be applied to other species, the researchers say. The key to the process is actually the herbicide 2,4-D. When a small, sterile piece

of plant tissue is mixed with the substance, normal plant cells start acting like fertilized eggs and grow like an embryo.

With the help of nutrients and growth regulators, they eventually develop into seeds. According to McKersie, the technology could have numerous applications, for example, to clone prize-winning shrubs or flowers, or to reproduce species which usually require cross-pollination. The research into artificial seed production was supported by the Ontario Ministry of Agriculture and the Natural Sciences and Engineering Research Council. □

Canada's Youth: Ready for Today

The majority of young Canadians between the ages of 15 and 24 say they are very optimistic about their future, says a survey of youth.

Five out of ten of these young people want jobs that pay well and 80 percent want to find interesting work that gives them a feeling of accomplishment. A majority believe that a friendly workplace and a chance for promotion are more important than job security.

These are some of the many varied findings of a recent cross-country survey of 2,100 young people, in a 55-page report entitled *Canada's Youth: Ready for Today*. In releasing the report the Honourable Jean J. Charest, Minister of State for Youth, said: "Youth between the ages of 15 and 24 represent 17 percent of the Canadian population, so their idealism and optimism seem to bode well for Canada's future. The work ethic is alive and well among young people."

However, there's a wide gap between youthful expectations and reality. According to the report, 50 percent of the respondents want a university education, but if current trends continue only a minority will realize this goal. "The contrast between these findings and the realities youth will face should motivate all labour market players to commit themselves to the needs of young people", Minister Charest added. A lingering source of concern is the fact that more than half of Canada's students don't believe the traditional school system prepares them properly for the world of work, according to the survey.

This report, funded by the Canadian Jobs Strategy Innovations program, is the work of the Canadian Youth Foundation. The views and opinions expressed in this report are those of the young people of Canada. The perspective on the observations and the implications

are the views of the Canadian Youth Foundation and the authors of the report.

For more information: Ronald Woltman, Public Affairs,
Employment Immigration Canada
Tel. (819) 953-1318

For copies of the Report: Tel. (819) 994-6313



La jeunesse du Canada: tout à fait contemporaine

Selon une enquête réalisée auprès des jeunes, la majorité des jeunes Canadiens âgés de 15 à 24 ans se disent très optimistes quant à leur avenir. Cinq jeunes sur dix veulent trouver un emploi bien rémunéré et 10 p. 100 d'entre eux veulent trouver un emploi intéressant qui leur donne le sentiment de se réaliser.

La majorité estime qu'un milieu de travail agréable et les possibilités de promotion sont plus importants que la sécurité d'emploi. Ce sont là quelques-unes des nombreuses conclusions d'une enquête récemment menée par la Fondation canadienne de la jeunesse auprès de 2 100 jeunes de toutes les régions du pays et publiée dans un rapport de 55 pages intitulé *La jeunesse du Canada: tout à fait contemporaine*.

M. Jean J. Charest, ministre d'Etat à la Jeunesse, a déclaré lors de la publication du rapport: "Les jeunes gens de 15 à 24 ans représentent 17 p. 100 de la population canadienne et leur idéalisme ainsi que leur optimisme semblent bien augurer de notre avenir. L'éthique de travail est vivante chez les jeunes."

Toutefois, il y a loin des attentes des jeunes à la réalité. Selon le rapport, 50 p.

100 des répondants veulent faire des études universitaires mais, si la tendance actuelle se poursuit, seulement une minorité atteindra cet objectif. "Le contraste entre ces conclusions et la réalité à laquelle les jeunes auront à faire face devrait motiver tous les intervenants du marché du travail et les inciter à répondre aux besoins des jeunes", a ajouté le ministre.

Une des constatations préoccupantes du rapport est le fait que plus de la moitié des étudiants canadiens ne pensent pas que le système scolaire traditionnel les prépare comme il convient au monde du travail.

Ce rapport, financé dans le cadre du Programme d'aide à l'innovation de la planification de l'emploi, a été préparé par la Fondation canadienne de la jeunesse. Les opinions et points de vue qui y sont exprimés sont ceux de jeunes Canadiens. Les conclusions du rapport constituent le point de vue de la Fondation canadienne de la jeunesse ainsi que des auteurs du rapport.

Renseignements: Ronald Woltman
Affaires publiques

Emploi et Immigration Canada Tél.
(819) 953-1318

Pour obtenir des copies du rapport:
Tél. (819) 994-6313.



Grant Increase Announcement “Irresponsibly Misleading” COU says

An announcement by Ontario Treasurer Robert Nixon that funding to universities would go up by 7.5 percent in 1989-90 has been termed “irresponsibly misleading” and “deceptive” by the Council of Ontario Universities. Nixon quoted the figure in a statement to the Legislature. The “moderate” increase, he said, “is in keeping with sustainable rates of growth we forecast for the economy”.

However, in a resolution adopted, the Executive Committee of COU disputes Nixon’s figure. “When the supplementary funding to cover the costs of increased enrollment is set aside, the increase to our base budgets is less than 4 percent”, COU president Harry Arthurs said. “Not only has the government promoted a deceptive figure...and seri-

ously hampered the university from doing their jobs, they have given us no guarantee that they will continue to fund those additional numbers of students that they urged us to admit in the last two years”, he said.

Ontario universities will receive \$116.2 million more next year, for a total of \$1.67 billion in government funding. Included in the grant increase are \$51.6 million to improve accessibility, \$3.8 million for French-language and bilingual programs and \$4.3 million for the faculty renewal program. Colleges and Universities Minister Lyn McLeod also announced a 7.5 percent hike of tuition fees for the next fiscal year. The increase means an undergraduate arts and science student, for example, will pay up to \$1,518 for a year’s tuition \$107 more than in 1988-89. □

Le CUO accuse le gouvernement de “tromperie” et d’“irresponsabilité”


En annonçant que le financement des universités “augmenterait de 7.5 p. 100 en 1989-1990, le ministre des finances de l’Ontario, M. Robert Nixon, a fait preuve de “tromperie” et d’“irresponsabilité”, selon le Conseil des universités de l’Ontario. M. Nixon a fait part de la décision du gouvernement dans une déclaration à l’Assemblée législative. Cette hausse “modérée”, a-t-il dit, “reflète les taux de croissance que nous croyons pouvoir soutenir en nous basant sur nos prévisions économiques”

Toutefois, le comité directeur du CUO a adopté une résolution contestant le chiffre cité par le ministre. “Si l’on fait abstraction du financement additionnel destiné à couvrir les coûts résultant de la hausse des inscriptions, l’augmentation des budgets de base est inférieure à 4 p. 100”, a dit le président du CUO, M. Harry Arthurs. “Le gouvernement a non seulement avancé un chiffre “trompeur et fait obstacle au travail des universités, il

n’a fourni non plus aucune garantie qu’il continuerait à financer les coûts attribuables au nombre accru d’étudiants qu’il nous a poussé à admettre au cours des deux dernières années”, a-t-il ajouté.

Les universités ontariennes recevront \$116.2 millions de plus l’an prochain, portant ainsi la contribution financière du gouvernement à \$1.67 milliard. La hausse comprend \$51.6 millions pour accroître l’accessibilité, \$3.8 millions pour les programmes bilingues et de langue française et \$4.3 millions pour le programme de renouvellement du corps professoral. La ministre des Collèges et Universités de l’Ontario, Mme Lyn McLeod, a également annoncé une hausse de 7.5 p. 100 des frais de scolarité pour la prochaine année fiscale. Conséquemment, un étudiant de premier cycle en sciences humaines ou sciences, par exemple, payera \$1,518 pour une année de scolarité, soit \$107 de plus qu’en 1988-89. □

COU says Ontario Universities “Significantly Underfunded” by U.S. Standards

By American standards, Ontario universities are “significantly underfunded”, says a report of the Council of Ontario Universities. 

The Council’s study compared total funding from government grants, tuition fees, private gifts and contracts, and endowments for 10 Ontario universities and 250 American institutions offering programs to the doctoral level.

Based on these five sources of revenue, the survey found that public institutions in the U.S. raised \$5,100 more per full-time student than Ontario universities in 1985-86. As well, public universities in the U.S. received \$2,450 more per student in state appropriations than provincially-funded Ontario institutions.

The Council also examined the level of research funding for the University of Toronto and eight U.S. institutions of comparable size. American universities got \$3,000 more per student for basic research.

The report, entitled *Financing Universities in North America: Can Ontario Compete?*, is available from the COU, 130 St. George St., Suite 8039, Toronto, Ontario, M5S 2T4, Tel. (416) 979-2165, FAX (416) 979-8635. □

Next issue: June 1989

Prochain numéro: Juin 1989

International Activities

Activités internationales

Report of the Vice-President (International Relations): June 1986-June 1988

Des C. Bevis
University of Manitoba

The duties of the Vice-President (International Relations) although not explicitly stated in the Constitution would appear to encompass all matters relating to international education which are relevant to the Association.

Professional development

P.I.E.R. Workshop on Central America

Following the successful conclusion of the first joint U.S./Canadian P.I.E.R. Workshop on South Asia, an invitation was extended by the P.I.E.R. Board for Canadians to participate in a Workshop on Central America. The Canadian team of six was co-ordinated by Greg Marcotte, Ottawa University. Despite extensive communications by letter, phone and in-person visitations by the Vice-President and the Co-ordinator, attempts at raising the necessary funds from government and private sources met with virtually no success. Canadian participation, however, was ensured through the generous support by institutions and the commitment of individual members. It was only after the conclusion of the Workshop that a grant to partially cover expenses was received from the Public Service Commission of Canada.

P.I.E.R. Workshop on U.K.

Applications were invited for Canadian participation in the P.I.E.R. Work-

shop on U.K.; David Green, Acadia University was appointed Canadian co-ordinator. Due to funding difficulties in the U.S., the Workshop was postponed until 1990 at the earliest. The call for applications for three participants is scheduled for March, 1989. Further difficulties in Canadian fund-raising is anticipated although at least one donation is promised from the British Council.

P.I.E.R. Workshop on Canada

September, 1987 saw the visit of members of the P.I.E.R. Workshop on Canada to all provinces. The only Canadian member at the Workshop was Peggy Sheppard (McGill University) who, in addition to being a member of the Ontario team, was the administrative co-ordinator for the Workshop. There have been many expressions of appreciation for the warm hospitality shown by our members, the free access to information granted by member institutions, and the various forms of assistance given to the Workshop teams as they crossed the country. The Workshop report is due to be published later this year.

P.I.E.R. Workshop on Eastern Europe.

A Workshop on Hungary and Yugoslavia is currently in the final planning stage. The VP has been invited to be assistant director of the Workshop and leader of the team to Yugoslavia. Subject to funding it is hoped that at least one other Canadian will join the Workshop,

and applications have been accepted for this position.

Future Workshops

Future Workshops include a second one on Eastern Europe, and a call has been made for a proposal to hold a Workshop on Francophone Africa. This latter Workshop is seen as having particular interest to Canada.

Summary

The participation of our members in P.I.E.R. workshops has proved to be a valuable and memorable experience for those who have had the opportunity to serve, and their contribution has been greatly appreciated by our U.S. colleagues. The reports of the workshops, including statements from the Canadian perspective are in line with the recommendation of the 1984 Task Force Report presented to the ARUCC Conference in Halifax; this advocated the direct involvement of our Association in the evaluation of foreign education systems.

Association Representation

T.R.A.C.E.

The most significant development during the past two years has been the international initiative to consider the formation of a databank on world-wide education systems right down to the institution level. ARUCC, together with AUCC, has been represented in these discussions from the beginning by the

Continued on page 20

Continued from page 19

Vice-President. The project has been given the title TRACE (Trans Regional Mobility and Academic Credential Evaluation).

Secretary of State

The Association has been represented at two meetings called by the Office of the Secretary of State to discuss matters related to international development and students. An item of particular concern and interest to our members is the delay by visa offices overseas in issuing student authorizations. Senior representatives of External Affairs have expressed a willingness to enter into dialogue with ARUCC to identify the problems and attempt to reach a satisfactory solution.

P.I.E.R.

Following the successful contacts established as a result of the P.I.E.R. Workshop on South Asia, ARUCC has been voted and Affiliated Member of P.I.E.R. with the V.P. (International Relations) an ex-officio member of the Board.

AACRAO

Several members of ARUCC are now serving on committees of AACRAO. It has been reiterated several times at various meetings that Canadian involvement on committees of AACRAO, particularly in the International Admissions Section, is considered a positive enhancement.

Networking

During the past two years contacts have been established with organizations working in the field of international education. Linkages have been formed with the following organizations:

AACRAO

AUCC (International Development

Office)

CBIE

CMEC

NAFSA

PIER (Board Member)

Conclusion

During the past two years ARUCC has become an active participant and has gained recognition in the area of International Education. The major concern, and one which is of continuing frustration, is the lack of identification of a stable source of funding support on an on-going basis. This concern necessitates more action; such action may have to be at the political level.

I wish to express my appreciation to Ainsley Towe and members of the Executive for their continuing support. The willingness of senior administrators to grant leave-of-financial support to participants on the P.I.E.R. Workshop on Central America is gratefully acknowledged. In particular I would like to recognize the excellent support received from Greg Marcotte and Peggy Sheppard in the operation of the Central America and Canadian Workshops respectively.

Recommendation

To assist in the development of the work of the Association in the field on International Education it is recommended that a small support group with regional representation be established. This group should give attention to the following:

the strengthening of already established ties

the identification and realization of funding for the implementation of projects and fulfillment of the duties of the Vice-President. □

PIER UK Workshop

December 19, 1988

Dear ARUCC Member:

As part of its mandate to develop the professional knowledge and expertise of its members, ARUCC has sought to participate with AACRAO and NAFSA (National Association of Foreign Student Advisors), in the United States, in Workshops on educational systems in other countries. These workshops bear the acronym PIER. In 1985 ARUCC members were part of a Workshop on countries in the India sub-continent, in 1987 on Central American countries, and in 1989 will go to Hungary and Yugoslavia. All workshops result in publications that are sent to all ARUCC member institutions.

ARUCC had also accepted an invitation to participate in a PIER Workshop on the United Kingdom in 1989. However, unlike the other Workshops which were broad in scope, this one is narrow and will focus upon four specific topics. These are:

1. The new Certificate of Secondary Education.
2. The Council of National Academic Awards.
3. Study Abroad for North American students in the United Kingdom.
4. Four professional areas: Accounting, Electrical Engineering, Management and Nursing.

Probably because of its narrow purposes, our American colleagues have encountered difficulties in raising sufficient financial support for the Workshop. Thus it has now been postponed until 1990, and the search for participants has only now begun. These participants must be selected by mid-February, since a year of preparatory work is expected of them. Dates for the on-site visit

are now scheduled for March 18th to April 4th, in 1990.

Efforts to obtain financial support for ARUCC members to participate in the UK workshop have, to be frank, met with no success, for the same reasons encountered in the United States. Nor have efforts by ARUCC members to broaden the scope of the Workshop met with any success. Thus a decision about ARUCC participation in this Workshop must be made, since participants will have to find their own financial support. A conservative estimate is that expenses will run about 35.00 Pounds Sterling per day, exclusive of accomodation cost, plus in-Canada preparation and airfare to London. Accommodation costs are uncertain since some accommodation for the group may be available at student residences in Nottingham and Lancaster. Accommodation elsewhere could average about 50.00 Pounds Sterling per night. Significant financial input by members who wish to participate is therefore necessary.

It is hoped that there will be Canadian representation, but it is clearly on the understanding that individuals will bear full financial responsibility for their participation. If you or any member or your staff wishes to be considered for the Workshop please complete and return the enclosed form to Des Bevis by March 28th, 1989.

Yours sincerely,

David Green
Canadian Coordinator,
UK PIER Workshop

SPECIAL INSTRUCTIONS FOR REFERENCES PIER WORKSHOP TO THE UNITED KINGDOM

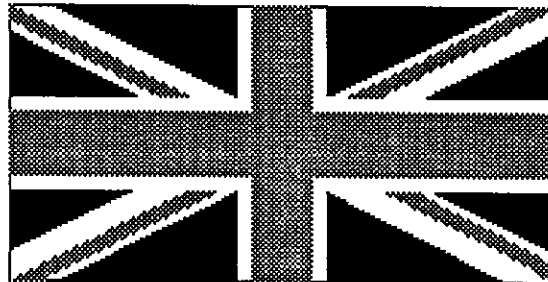
Persons completing reference forms are asked to address the points listed below:

APPLICANT'S PROFESSIONAL QUALIFICATIONS

1. evidence of professional achievement pertinent to international education
2. professional competence
3. evidence that applicant's professional development may be advanced by participation in the seminar
4. evidence of applicant's ability to write clearly and professionally

APPLICANT'S PERSONAL QUALIFICATIONS

1. ability to work with colleagues from a variety of institutions and to function well in a group
2. resilience and suitability for a rigorous program with a demanding schedule
3. contributions that might be expected from applicant during workshop
4. any other information that would help the selection committee judge applicant's qualifications for the grant.



REFERENCE FORM: AACRAO/NAFSA PIER WORKSHOP TO THE UNITED KINGDOM

Applicant's name _____

Applicant's address _____

(signature)

PROJECTS FOR INTERNATIONAL EDUCATION RESEARCH

APPLICATION FOR PIER WORKSHOP TO THE UNITED KINGDOM

Projected Dates: March 18 - April 4, 1990 (tentative)

Co-Directors: Sylvia K. Higashi
Richard Weaver

Report Editor: Alan Margolis

Application, critique, curriculum vitae and reference forms, must be received no later than March 28, 1989

This is the first workshop to review study abroad programs and to focus on specific issues in a complex and rapidly changing educational system. The specific issues to be researched are described in the attachment to this application.

Participants should be in good health and able to travel on a daily basis. Participants will be expected to pay for their round-trip travel from their home to London and pre-workshop research expenses, if any. Participation in a workshop involves about a two-year commitment. Normally, this should be the only additional professional commitment beyond employment that an individual should undertake.

Please print or type

1. Name: Mr./Ms. _____
(Last) (First) (M.I.)

2. Institution _____

3. Office Mailing Address _____

Office telephone _____

Note: please do not list a code-a-phone number unless it records a message from the caller.

4. Home address _____

Home telephone _____

5. AACRAO Member _____ NAFSA Member _____ ARUCC Member* _____

6. Give the title of your present professional position, and a brief description of your principal duties. Include all internationally related work activities. (Attach job description.)

7. Have you ever evaluated British credentials? No ___ Yes ___
If yes, how many do/did you evaluate a month? _____
Do/did you evaluate graduate or undergraduate credentials or both? _____
How many years have you evaluate(d) credentials? _____

8. How long have you been in your current position? _____
With your institution? _____

9. Have you worked with study abroad programs/exchanges?
Yes ___
No ___
In what capacity? _____

How long have/did you work in the study abroad position? _____

10. How many people do you supervise? _____

Clerical _____ Professional _____

Contact Contact Contact Contact Conta

11. List your immediate supervisor and title

12. Describe your previous experience(s) overseas, if any, including countries and dates.

13. Have you participated in previous AACRAO/NAFSA Overseas Workshops? If so, list previous Workshop(s) and give date(s).

14. Review the attached description of the issues to be researched in this workshop. Then, rank order the research issues in which you are especially interested or knowledgeable, using 1 to indicate your first choice topic. Briefly explain your interest in your first preference topic and describe your background/professional experience related to this area.

_____ Public Sector Education (Polytechnics, Colleges or
Further Education, CNAAs degrees)

_____ Professional Qualifications

_____ Study Abroad Programs

_____ Secondary Educations

15. Do you have access to:

Word Processor on a Macintosh Compatible system _____

Word Processor on an IBM compatible system _____

Other word processing equipment (please specify) _____

Electronic Mail through BITNET _____

Other Electrical Mail (please specify) _____

FAX _____

16. Do you have any physical limitations

17. Do you have any dietary restrictions?

18. What other professional commitments in addition to your regular position, do you have for the next two years

19. Review the section on secondary education in Stephen Fisher's World Education Series volume on the United Kingdom and the recommendations on pages 217-224. Critique this section or select one of the recommendations and support or refute it citing the reasons for your position (500-1000 words).

Please submit 3 references, one from a colleague at your institution and two from a member of AACRAO, NAFSA, or ARUCC. Please include a copy of your curriculum vitae including the following information: previous professional positions held, degree(s) earned, and a list of any published articles, brochures, books you have written.

Signature

Date

* Canadian participants, please submit to:

ARUCC

c/o Desmond Bevis

Director of Admissions

424 University Centre

University of Manitoba

Winnipeg, Manitoba

CANADA R3T 2N2

RAPPORT DU VICE-PRESIDENT AUX RELATIONS INTERNATIONALES: JUIN 1986 - JUIN 1988

*Des C. Bevis
University of Manitoba*

Les fonctions du Vice-président aux relations internationales, bien que non explicitement énoncées dans les règlements, semblent comprendre toutes les questions relatives aux études internationales qui concernent l'Association.

Développement professionnel

L'atelier de PIER sur l'Amérique centrale

Après le succès du premier atelier conjoint américano-canadien des PIER sur l'ASIE du Sud, le Conseil des PIER a invité les Canadiens à participer à un atelier sur l'Amérique centrale. Une équipe canadienne de six membres a été coordonnée par Greg Marcotte, Université d'Ottawa. En dépit de nombreuses communications par lettres, par téléphone et en personne, de visites du Vice-président et du Coordonnateur, on n'a pratiquement pas pu collecter les fonds nécessaires des sources publiques et privées. Cependant, le soutien généreux des établissements et l'engagement des membres particuliers ont permis une participation canadienne. On n'a reçu une subvention couvrant en partie les dépenses de la Commission de la fonction publique du Canada qu'après la fin de l'atelier.

L'atelier de PIER sur le Royaume-Uni

On a demandé aux Canadiens de participer à l'atelier des PIER sur le Royaume-Uni; David Green, Acadia University a été nommé Coordonnateur canadien. A cause de difficultés de financement aux États-Unis, on a retardé la tenue de cet atelier jusqu'en 1990 au plus tôt. On va solliciter en mars 1989 trois demandes de participation. On

anticipe d'autres difficultés de financement au Canada, mais le British Council a promis au moins une donation.

L'atelier de PIER sur le Canada

En septembre 1987, des membres de l'atelier des PIER sur le Canada ont visité toutes les provinces. Le seul membre canadien de l'atelier était Peggy Sheppard (McGill University) qui, en plus d'être membre de l'équipe de l'Ontario, était la Coordonnatrice administrative de l'atelier. Il y a eu de nombreuses expressions de remerciements pour la chaude hospitalité prodiguée par nos membres, le libre accès aux renseignements fournis par les établissements membres, et les diverses formes d'aide données aux équipes d'atelier quand elles se déplaçaient dans le pays.

L'atelier de PIER sur l'Europe de l'Est

Un atelier sur la Hongrie et la Yougoslavie est actuellement à l'étape finale de planification. On a invité le Vice-président à devenir Directeur adjoint de l'atelier et à diriger l'équipe qui va aller en Yougoslavie. Si l'on arrive à obtenir un financement suffisant, on espère qu'un autre Canadien au moins participera à cet atelier, et on acceptera les candidatures à ce poste.

Ateliers futurs

Dans l'avenir, il y aura des ateliers sur l'Europe de l'Est, et on a fait un appel de propositions pour un atelier sur l'Afrique francophone. On pense que ce dernier atelier présente un intérêt particulier pour le Canada.

Conclusion

La participation de nos membres aux ateliers des PIER s'est avérée constituer, pour ceux qui en ont eu la possi-

bilité, une expérience valable et mémorable et leur contribution a été très appréciée par nos collègues américains. Les rapports des ateliers, comprenant un point de vue canadien, sont conformes aux recommandations du rapport du Groupe de travail de 1984, présentées à la Conférence de l'ARUCC à Halifax, qui étaient en faveur d'une implication directe de notre Association dans l'évaluation des systèmes d'enseignement étrangers.

Représentation de l'Association Projet TRACE

L'événement le plus important de ces deux dernières années a été l'initiative internationale de formation d'une banque de données des systèmes mondiaux d'enseignement, décentralisée au palier de l'établissement. L'ARUCC, ainsi que l'AUCC, a été représentée dans ces discussions depuis le début par son Vice-président. Ce projet s'appelle TRACE (Réseau régional sur la mobilité universitaire et l'évaluation des diplômes).

Secrétariat d'État

L'Association a été représentée à deux réunions organisées par le Bureau du Secrétariat d'État pour discuter des questions relatives au développement international et aux étudiants. Une question qui préoccupe et intéresse particulièrement à nos membres est celle du temps nécessaire aux bureaux de visa pour émettre des autorisations aux étudiants. Des cadres supérieurs d'Affaires extérieures ont exprimé leur désir de dialoguer avec l'ARUCC, pour identifier les problèmes et tenter de trouver une solution satisfaisante.

PIER

A la suite du succès des contacts établis à l'occasion de l'atelier des PIER

Contact Contact Contact Contact Conta

sur l'Asie du Sud-ouest, il a été décidé que l'ARUCC deviendrait membre affilié des PIER, et son Vice-président (relations internationales) membre ex-officio du Conseil.

AACRAO

Plusieurs membres de l'ARUCC sont actuellement membres de comités de l'AACRAO. On a répété à maintes occasions, dans diverses réunions que l'on considèrerait d'un bon oeil une participation canadienne à des comités de l'AACRAO, en particulier dans la section des admissions internationales.

Création de réseaux

Au cours des deux dernières années, nous avons établi des contacts avec des organismes qui travaillent dans le domaine de l'enseignement international. Nous sommes maintenant liés aux organismes suivants:

AACRAO

AUCC (Bureau de développement international)

CBIE

CMEC

NAFSA

PIER (Membre du Conseil d'administration)

Conclusion

Au cours des deux dernières années, l'ARUCC est devenue un participant actif et s'est faite reconnaître dans le domaine de l'enseignement international. Notre préoccupation principale, une préoccupation qui crée des frustrations constantes, est l'absence d'une source stable et permanente de financement. Cette préoccupation devrait nous obliger à agir, et cette action devrait avoir lieu au palier politique.

Je désire exprimer mes remerciements à Ainsley Towe et aux membres de la direction pour leur soutien constant. Nous remercions également les

administrateurs des universités d'avoir bien voulu accorder un congé et un soutien financier aux participants à l'atelier des PIER sur l'Amérique centrale. En particulier, j'aimerais noter l'aide excellente prodiguée par Greg Marcotte et Peggy Sheppard pour organiser, respectivement, l'atelier sur l'Amérique du Sud et celui sur le Canada.

Recommandation

Pour promouvoir le travail de l'Association dans le domaine de l'enseignement international, nous recommandons la création d'un petit groupe de soutien, avec représentation régionale. Ce groupe doit étudier les sujets suivants:

la consolidation des liens existants

l'identification de sources de financement et le financement des projets et des fonctions de Vice-président. □

Unclassified

Petites annonces

Note de la rédaction: Contact accepte de publier de petites annonces d'intérêt publique pour les membres de l'ARUCC, comme des services aux membres, des postes à combler, etc. Faites parvenir l'information à l'éditeur au plus tard un mois avant la date de parution du bulletin soit à la mi-août, mi-novembre, mi-février, ou mi-avril.

Editor's Note: Contact will publish ads for services or job openings which are destined to and of interest to the members of ARUCC. Please send the information to the Editor at the latest a month prior to the publication of an issue that is, August 15, November 15, February 15 and May 15.

MANAGEMENT, STAFF AND STUDENT TRAINING

POWER STUDY increases the learning effectiveness of post-secondary students. The focus is on the processes of learning, personal study strategies, retention of subject material, time management and exams.

MOTIVATION by not DE-MOTIVATING. A look at those managerial behaviors that motivate and de-motivate employees and how a positive work climate can be maintained.

PERSONAL STYLES and **EFFECTIVE LEADERSHIP**. A diagnosis of how personal style, personal flexibility affect interpersonal interac-

tion, conflict resolution and effective communications.

HITTING YOUR STRIDE. Helps people break out of their personal "rut" and become what they were meant to be. A study of stress, failure, success, assertiveness, self image and personal imaging will lead to a personal development strategy.

TRAINING FOR TRAINERS. A workshop for those who have been named the "designated trainers" for their firm. The emphasis will be on classroom techniques, learning strategies, equipment use, materials preparation and a knowledge of adults as students.

Dave Halstead brings to these training ses-

sions 27 years of education experience including: teaching, counselling, registrarial duties and general administration. His speaking assignments have been on three continents to groups as large as 500, as well as winning speech contests within Toastmasters International. Contact Dave for your seminar and speaking needs! □

DAVID H. HALSTEAD & ASSOCIATES

1344 King Crescent,

Moose Jaw, Saskatchewan

S6H 3G2. Phone: (306) 693-0163

Evénements Calendar Book

Canadian Guidance and Counselling

The annual conference of the Canadian Guidance and Counselling Association will be held in Edmonton, May 25-27, 1989. This year's theme is "Strategies for wellness". For information: Elaine Whitford, coordinator, guidance and counselling, special educational services, Alberta Education Response Centre, 4332 116 Street, Edmonton, Alberta T6J 1R9.

Visions '89

This international conference for adult educators, will be held May 3-6, 1989, in Calgary. For further information: Lois Kokoski, Conference Office, The University of Calgary, 2500 University Drive N.W., Calgary, Alberta, T2N 1N4.

Phone (403) 220-5051, Telex: 03-821545, Fax (403) 282-7298.

Visions '89, la conférence internationale des enseignants aux adultes se tiendra à Calgary du 3 au 6 mai 1989. Renseignements: Mme Lois Kokoski, Conference Office, The University of Calgary, 2500 University Drive N.W., Calgary, Alberta, T2N 1N4.

Tél. (403) 220-5051, Telex: 03-821545, Fax (403) 282-7298

Curriculum at the Centre

Teachers, administrators, trustees and all those concerned with education's

future will want to participate in a unique national conference on curriculum, instruction and leadership planned for the

ers' Federation (CTF), one of the seven national organizations sponsoring the event. The early registration fee (before March 17, 1989) is \$350.00.

Information and registration packages can be obtained by writing the Conference Planning Office at 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4, or by calling (613) 232-1505.

Le Programme: la clé.

Les membres de la profession enseignante, les administrateurs, les conseillers scolaires et toutes les personnes s'intéressant à l'avenir de l'éducation voudront participer à une conférence nationale sans pareille sur le programme d'études, l'instruction et le leadership, prévue pour le printemps de 1989. On se souviendra de la conférence **Le Programme: la clé** comme de celle qui aura aidé à déterminer les orientations de l'éducation au Canada pour la prochaine décennie et les années qui suivront. Elle aura lieu Montréal au Centre Sheraton, du 30

Avril / April 1989

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Mai / May 1989

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Juin / June 1990: Congrès ARUCC Conference

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Spring of 1989. Curriculum at the Centre will be remembered as the conference that helped determine educational directions in Canada for the 1990's and beyond. It is taking place in Montreal at Le Centre Sheraton from April 30 through May 3, 1989.

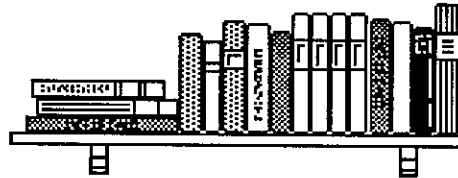
Registration for the conference is being handled by the Canadian Teach-

avril au 3 mai 1989.

La Fédération canadienne des enseignantes et des enseignants (FCE), une des sept organisations nationales qui parrainent la conférence, s'occupera des inscriptions. Les droits d'inscription anticipée (avant le 17 mars 1989) sont de 350 \$. On peut obtenir des renseignements et des pochettes d'inscription en

écrivait au Bureau de planification de la conférence, 110, avenue Argyle, Ottawa (Ontario) K2P1B4, ou en téléphonant au (613) 232-150.

Words, Words, Words



Editor's Note:

We tried to use a spell-checker on this column, to no avail. Please forgive any mistakes.

There are some things all of us do which are hard to describe in one word, like starting the car when the engine is already running or dropping a letter in the mailbox and then taking a second peek to make sure it's gone in. The following words which cannot be found in any dictionary were coined to make up for this shortcoming.

ACCORDIONATED:

Being able to drive and refold a roadmap at the same time.

AQUADEXTROUS:

Possessing the ability to turn the bathtub faucet on and off with your toes.

BEVAMETER:

(a unit of measure) The distance a coaster, attached to the bottom of a wet glass, will travel before it falls back to earth.

CARPERPETUATION:

The act, when vacuuming, of running the sweeper over a string or a piece of lint at least a dozen times, reaching over and picking it up, examining it, then putting it down to give the vacuum one more chance.

DASHO:

The area between a car's windshield and dashboard, where coins, pencils, etc. cannot be humanly retrieved.

ELBONICS

The actions of two people maneuvering for one armrest in a movie theatre.

FLIRR:

A photograph that features the camera operator's finger in the corner.

MAGNOCARTIC:

Any automobile that, when left unattended, attracts shopping carts.

IDIOT BOX:

The part of the envelope that tells a person where to place the stamp when they can't quite figure it out for themselves.

LACTOMANGULATION

Manhandling the "open here" spout on a milk carton so badly that one has to resort to using the "illegal" side.

LAMINITES:

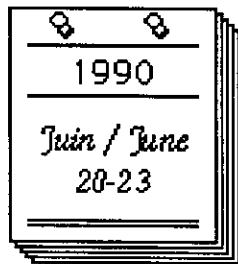
Those strange people who show up in the photo sections of brandnew wallets.

PREMBLEMEMENTATION:

Whenever you drop a letter in the mailbox you always recheck to make sure it's gone down. □



A.A.C.R.A.O. Annual Meeting
The 75th annual meeting of the American Association of Collegiate Registrars and Admissions Officers will take place at the Palmer House in Chicago, Illinois from April 16th to 21st, 1989. A.A.C.R.A.O. meetings provide an exceptional opportunity for professional development and several sessions are of particular relevance to Canadian University and College officials. The Association of Registrars of the Universities and Colleges of Canada (A.R.U.C.C.) will be sponsoring a get-together at the Palmer House. Plan on attending and be sure to check in at the ARUCC welcome desk.



Le 17ème congrès biennal de l'ARUCC aura lieu à Québec, du 20 au 23 juin 1990. Pour en savoir davantage, lisez dans ce numéro l'invitation des présidents du Comité organisateur et du Comité du programme, ainsi que l'appel de présentations par le Comité du programme.

The 17th biennial ARUCC Conference will be held in Quebec City, from June 20th to June 23rd 1990. Read on through this issue of *Contact* for information on this important event for our Association. □



ARUCC 1990

The Association of Registrars of Universities and Colleges of Canada will hold its biennial meeting in Quebec City from Wednesday, June 20 to Saturday, June 23, 1990.

The theme of the conference will be **1990's: The Decade of Students as Consumers**. Universities and colleges, overwhelmed by a flood of students from the baby boom generation, have been slow to realize that the student is also a client and a discriminating consumer. The emphasis until very recently was on finding space and dispensing education, attaching less importance to the comfort and convenience of the students. The demographic trends of the 1990's, together with a heightened awareness on the part of the students of their "purchasing power", are changing how post-secondary institutions recruit, retain, and look after students. Registrars and Admissions Offices - the front line of contact with the clientele - can and should play a leadership role in sensitizing universities and colleges to the need for new approaches.

The conference will have three tracks: **Enrollment Management, Professional Development, and Technical Issues and Practical Concerns**. Within each of these tracks will be sessions of interest to those who recruit and admit students and to those who register them and maintain their records.

Samples of topics that could be included are:

Enrollment Management

Marketing the institution - research & communication schemes

Recruitment - a total commitment

Retention - identifying high risk student

Professional Development

Career Planning

Managing time and stress while doing more with less

Keeping an aging staff attuned to the needs of a young clientele

Technical Issues and Practical Concerns

Telephone Registration - pitfalls and payoffs

Dealing with Fraudulent Documents

Rescinding an Offer of Admission

Members of the Program Committee are currently considering topics for papers and workshops and are open to input from prospective participants.

If you think you would like to participate, contact them now, by filling out a copy of this form:

1. Are you interested in presenting a paper? If yes, please indicate topic: _____

Name: _____

Institution: _____

Address: _____

2. Can you suggest a paper topic that should be presented by someone else? If yes, please name topic, individual, and his/her professional address:

3. Workshops and Information Exchanges will form part of the program. Are there specific topics that you think should be discussed? If so, please list or suggest presenter:

Return this form by April 1, 1989 to:
ARUCC 1990 Conference Program Committee
c/o M. Yves Jodoin
Directeur du recrutement
Registrariat, UQAM
C.P. 8888, Succ. A
Montréal, Québec
Canada H3C 3P8
FAX: (514) 282-7728
NETNORTH: G26174 @ UQAM

Contact Contact Contact Contact Cont

ARUCC 1990

L'Association des Registraires des Universités et des Collèges du Canada tiendra son prochain congrès biennal du 20 juin au 23 juin 1989, dans la ville de Québec. Le thème du congrès est **Les services aux clientèles universitaires durant les années 1990**. Ayant été pendant longtemps aux prises avec des problèmes de croissance provoqués par l'afflux d'étudiants de la génération d'après-guerre, les universités et les collèges ont mis du temps à réaliser et à reconnaître que les étudiants sont aussi des consommateurs avertis et de plus en plus exigeants quant à la qualité de services qui leur sont offerts. Il n'y a pas encore longtemps, les principales questions qui se posaient aux administrateurs universitaires étaient de trouver les ressources - personnel enseignant, espaces, équipements - nécessaires pour répondre à la demande de grands nombres de services. Naguère, ni la qualité des services offerts par les universités, ni le confort des étudiants n'étaient pas les questions prédominantes du débat. Tout cela a changé sous l'impact conjugué des tendances démographiques et de la conscience de plus en plus aiguë qu'ont les étudiants de leur pouvoir en tant que consommateurs de services. Les universités sont portées aujourd'hui à examiner et à questionner leur façon de recruter, d'encadrer et de supporter leurs étudiants tout le long de leur cheminement académique. Étant sur la première ligne du contact avec la clientèle étudiante, le personnel des Services de l'admission et des Registrariats peuvent et doivent jouer un rôle de leader dans la campagne de sensibilisation des établissements d'enseignement supérieurs aux nouvelles réalités des années 90. La conférence aura trois sous-thèmes susceptibles d'englober la plupart des aspects professionnels qui préoccupent les registraires et leur personnel:

Recrutement, encadrement et support aux étudiants

Marketing de l'établissement, de ses programmes d'enseignement et de recherche, techniques de communication

Le recrutement comme approche globale

Encadrement et support aux étudiants (identifier les études, en diffuser les mesures correctives, programmes de support divers)

Vie professionnelle

Planification et développement de carrière

Gestion du temps et du stress

Techniques de survie dans un contexte aux ressources décroissantes

Le service aux clientèles desservi par un personnel vieillissant

Aspects techniques et pratiques

L'inscription par téléphone: bénéfiques et écueils

Aux prises avec la fraude: méthodes de prévention

Protection des consommateurs étudiants.

Afin de lui permettre de planifier les ateliers de travail, le Comité de programme vous invite à photocopier, à compléter et à lui retourner le coupon ci-joint.

1. Désirez-vous faire une présentation à la conférence de 1990 de l'ARUCC? Si oui, indiquer votre:

Nom: _____

Institution: _____

Adresse: _____

Sujet de la présentation _____

2. Dans le cas contraire, pouvez-vous suggérer un sujet qui devrait être présenté par une autre personne? Si oui indiquez le sujet, le conférencier et son adresse professionnelle:

3. Le programme comportera des ateliers et des échanges d'information sur des sujets spécifiques. Désirez-vous en suggérer une liste ainsi que les personnes qui devront être invitées à en débattre:

Sujets: _____

Panélistes: _____

Prière de remplir ce coupon et de le retourner avant le 1er avril 1989 à:

Comité du programme

Conférence biennale de l'ARUCC 1990

a/s M. Yves Jodoin

Directeur du recrutement

Registrariat, UQAM

C.P. 8888, Succ. A

Montréal, Québec

Canada H3C 3P8

FAX: (514) 282-7728

NETNORTH: G26174@UQAM

ARUCC MEMBERSHIP INFORMATION FORM FORMULE D'INFORMATION DES MEMBRES DE L'ARUCC

Disposez-vous d'information susceptible d'intéresser les membres de l'ARUCC? Si oui, veuillez remplir le formulaire ci-dessous et l'adresser à l'éditeur de CONTACT, ou à votre représentant régional.

If you have any news to be mentioned in a future issue of CONTACT just complete and return this page to either your regional representative or the editor.

Glenn W. Collins
Registrar
Memorial University of NFLD.
Elizabeth Avenue
St. John's, Newfoundland
A1C 5S7
Tel: (709) 737-8260

Gregory Marcotte
Director of Admissions
University of Ottawa
550 Cumberland Street
Ottawa, Ontario
K1N 6N5
Tel: (613) 564-3288

Jacques Loïselle
Registraire adjoint
Université Laval
Cité Universitaire
Ste-Foy, Québec
G1K 7P4
Tél. (418) 656-5650

Alex Reed
Assistant Registrar, Admissions
Athabasca University
Box 10,000
Athabasca, Alberta
T0G 2R0
Tel: (403) 675-6302

New Appointments / Nominations

Nom / Name _____

Title/ Titre _____

Date Effective/ Date d'entrée en fonction _____

Nom / Name _____

Title/ Titre _____

Date Effective/ Date d'entrée en fonction _____

Nom / Name _____

Title/ Titre _____

Date Effective/ Date d'entrée en fonction _____

Other News of Interest / Autres nouvelles d'intérêt général _____

Institution / Établissement _____

Address / Adresse _____

City/ Ville _____ Province _____ Postal Code postal _____

Phone / Téléphone (____) _____

Contact Contact Contact!

90
CONGRÈS
BIENNAL

INVITATION A ARUCC 1990

C'est avec grand plaisir que nous vous invitons au prochain congrès biennal de l'ARUCC, qui se déroulera du 20 au 23 juin 1990 dans la ville de Québec - "joyau du patrimoine mondial".

Le 17^e congrès de l'Association des registraires des universités et des collèges du Canada se tiendra à l'hôtel l'Auberge des Gouverneurs au centre-ville de Québec, juste à côté de la colline parlementaire. Nous vous parlerons dans un prochain numéro des agréables sur-

prises que vous réserve le Comité organisateur. Pour le moment, nous vous invitons à répondre nombreux à l'appel, inclus dans ce numéro, du Comité du programme, pour des présentations, des ateliers et des conférenciers. De pair avec les résultats de l'évaluation que vous avez faite du congrès de Toronto de juin 1988, cela lui permettra de vous proposer un programme intéressant et profitable sur le plan professionnel.

Au revoir en 1990.



Yves Jodoin, Président du Comité du programme.

Pierre Allard Yves Jodoin

**du 20 au 23 juin 1990
Ville de Québec**



L'ASSOCIATION DES REGISTRAIRES DES UNIVERSITÉS ET COLLÈGES DU CANADA

Contact Contact Contact



INVITATION TO ARUCC 1990

It is with great pleasure that we invite you to attend the 17th biennial Conference of the Association of the Registrars of the Universities and Colleges of Canada, which will be held in Quebec City, from June 20th to June 23d 1990. The Conference will be held at the down-town hotel Auberge des Gouverneurs, which is in the Old City, overlooking the harbor. The welcome will be up to the world class attraction that is the beautiful Quebec City.

more information about the facilities and about the arrangements made by the Local Arrangements Committee. For now we want to encourage you to respond in great number to the call for papers, workshops and speakers made in this issue by the Program Committee. Your response will insure that this conference will have an interesting program, which will contribute to the professional development of the ARUCC members.

Au revoir, in June 1990.

We shall provide you at a later time



Pierre Allard. President, Local Arrangements Committee.

**June 20-23 1990
Quebec City**



THE ASSOCIATION OF REGISTRARS OF THE UNIVERSITIES AND COLLEGES OF CANADA