

CONTACT

ARUCC

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The Association of Registrars of the Universities and Colleges of Canada Newsletter

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Mot du président

President's Message

Le défi de Contact

Contact's Challenge

Ygal Leib

Université du Québec à Montréal

Vous aurez pu constater que, malgré nos belles intentions, à Jim Boniface, et à moi, *Contact* n'est pas paru en juin. Il y a plusieurs raisons à cela: ma lourde charge de travail en fin d'année, la difficulté de rassembler du matériel qui présente un intérêt professionnel certain pour les membres, le processus laborieux de fabrication du bulletin - les informations parviennent à Waterloo et à Montréal, le bulletin est mis en page à Montréal, envoyé pour révision à Waterloo, renvoyé pour impression à Montréal, envoyé



pour distribution aux membres à Ottawa.

Notre plus grand défi durant les prochains mois et les prochaines années est d'assurer la parution continue de *Contact* et, si possible, d'en augmenter la fréquence et la qualité. Je suis plus convaincu que jamais que le bulletin est notre plus grand atout pour maintenir des liens professionnels au sein de l'ARUCC et pour faire connaître nos préoccupations et nos réalisations, et celles de nos établissements, d'un océan à l'autre. Mais cela ne sera possible que si un grand nombre de membres mettront la main à la pâte et feront de *Contact* une publication dynamique, à la hauteur de leurs ambitions professionnelles. Alors, à vos plumes ou à vos dactylos et que vive *Contact*! □

It is as simple as that: either more members are starting to write for their newsletter, or *Contact* will perish. In fact this is ARUCC members' biggest challenge today.

You probably noticed that, notwithstanding Jim Boniface' and my good intentions, we were not able to publish a third issue at the end of the last academic year. There are several reasons for that: the newsletter puts a severe additional burden on me and on some of my staff; Jim and I are having difficulties to get material worthy of interest for the membership; the production process of the newsletter is lengthy and cumbersome: first the information is gathered in Waterloo and Montreal and put into machine readable form; the layout is done in Montreal and then the material is sent to Waterloo for proofreading; after that it is sent back to Montreal for printing; finally the printed newsletter is sent to Ottawa for distribution to the members.

If *Contact* is to live and serve its readership, many more ARUCC members will have to take to their pens or to their keyboards and send in information about their institutions, their offices, their accomplishments, projects they have, questions for their fellow colleagues, etc. In short, it is up to you, ARUCC member and *Contact* reader, to make this newsletter a lively professional forum. Why not start today? □

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Article de fond
Feature Article

A WINDOW ON ONTARIO'S STUDENT AFFAIRS STAFF

*Eucline Claire Alleyne
Faculty of Education
University of Toronto*

Editor's Note: *As a result of our call for articles, we received the following paper which we are pleased to publish. It reports on the findings of a 1986 study on the professional development needs of student service administrative staff, including Admissions, Registration, Student Records, Student Financial Aid, Student Housing, Student Counselling (both Academic and Career), Student Placement, Examinations, Foreign Student Advisement.*

The staff of these offices are the people who make and keep students happy or unhappy and who, ultimately, make the reputation of a college or of a university as a service organization. Therefore their professional development needs ought to be at the center of the attention of both senior and mid-level management in colleges and universities. This is why, at a time when the new buzz words are student retention, enrollment management, reduction of attrition, this study is, for the ARUCC membership, timely and significant.

Abstract

This paper reports on a 1986 study designed to determine the academic background and professional development needs of non-academic, student service administrative staff in Ontario's universities. The study dealt with the academic and professional background of these administrators; on-going professional de-

velopment activities and necessary preparation for student service work.

A mailed questionnaire was used to collect data from a sample of 464 student service administrators, drawn from 15 of Ontario's universities. Responses were received from 257, 155 women and 102 men, who had been in student service administration an average of 9.6 years, and whose responsibilities included counselling, administration and management.

The majority held bachelor's degrees, with Humanities and Social Sciences the most common areas of specialization. None had a specialist degree in Student Service Administration. Requisite job skills were largely acquired through learning by trial and error on the job.

The most common contributions to staff development by respondents' universities were time-off with pay to attend job-related meetings, etc., and full tuition fee waiver for academic courses taken at the employing institution. Sabbaticals were virtually non-existent. The greatest inhibitors to participation in professional development activities were lack of time, and university budget restrictions.

The majority expressed a need for professional development, citing as the most sought after benefit, exposure to and exchange of ideas. As a means of professional development respondents favoured professional association conferences, retreats, etc. Least popular were academic courses and departmental staff meetings. Of twelve listed areas of study germane to student services work, the majority indicated the greatest need for training and development in computer

literacy and its application to student services; administration and financing of universities; and legal and ethical principles in student services work.

Introduction

Supporting and complementing the work of professors and students at institutions of Higher Education is a bureaucratic structure, the form and function of which is sometimes perceived as indistinct or routine by those outside of, and indeed to some within, these institutions. COUSA in its 1984 submission to the Bovey Commission regarding non-academic staff needs, ironically, and appropriately, characterized the non-academic support staff at Ontario's universities as "the invisible majority" (COUSA, 1984, PP. 1-3). The very term non-academic staff is anathema to the bureaucracy of universities. This term treats them as a residual, making little distinction between the professional accountant who is the chief comptroller of the finances of a multi-million dollar enterprise and the chief parking lot attendant who supervises the staff of the several parking lots on the campus.

The administration of higher education is viewed almost exclusively from models concerned with the academic administration of universities and colleges. Works like that of Victor Baldridge define decision-making as that which is dominated by practicing academics and academic administrators, a hierarchy whose members once were practicing academics. In the Canadian context little is widely known of the non-academic administrative and management core of postsecondary educational institutions.

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It is almost literally invisible in the literature on Higher Education. Little has been reported on their characteristics, attitudes, academic backgrounds, or professional development.

This paper briefly reports on a study of one distinct sub-set of the non-academic bureaucracy of Ontario's universities: those concerned with the provision of student services - the student affairs sector. Specifically, those student affairs administrative staff members who are responsible for the functioning of some of the universities' key services including admissions, registration, financial aid, housing, foreign students, disabled students, career counselling and placement.

History

Some aspects of student affairs work date back to the very beginning of higher education itself. For as long as there have been educational institutions there has been some mechanism for admitting and registering students, for marks recording and accounting, and especially for housing students. Student affairs in North America have their origin in English traditions. Leonard (1956) notes that "It was the acceptance of the responsibility of the whole life of the students - housing, boarding, recreation, general welfare, manners, morals, and religious development as well as intellectual development - that set the patterns for our present-day programs of personnel services" (p. 21). The broad responsibility which educational institutions accepted was in keeping with the economic, social and political climate of their society.

Poor transportation and the distances between home and educational institutions necessitated that housing for students be one of the first considerations of the new institutions. The relationship between teachers and the taught and between religious and educational institutions resulted in great emphasis being placed on moral and religious teaching. When coupled with the youthful age of

the student, this led to the concept of in loco parentis as being reasonable. Officials - university presidents, school trustees and teaching staff, therefore, assumed parental responsibility for the students, placing great emphasis upon discipline, the enforcement of rules and the punishment of violators. Leonard reports that during the colonial period in the United States professors, teaching fellows, masters, tutors and ushers were responsible



Eucline Claire Alleyne

for reporting serious misdemeanors and serving in many other capacities which today are included in personnel services. They patrolled dormitory halls, levied fines, and actually whipped or "boxed" the offending students in early years of the colleges. At William and Mary the masters and ushers were required to eat with the students at breakfast and supper and provide firing candles for the students' chambers (Leonard, 1956, p. 29).

However, from the early nineteenth century onward, several factors com-

bined to change the administration of institutions of higher education in North America. First, the tremendous growth in the size of universities made necessary administrative sub-division and the devolution of control. The president no longer could concern himself with the behavior of every student or teacher, and the teacher was more concerned with the content of courses, the changing curriculum and the university community's expectations of his performance as a scholar, to want to be bothered with the "paper work" of students' records and the application of rules.

Secondly, the separation of Church and State was also a strong determinant of change. It brought with it a less rigid stance on religious and moral thoughts and actions. In secular institutions, professors did not regard their responsibilities as inculcating specific religious beliefs or tenets. The students themselves demanded the philosophical freedom to discuss the basis of religious belief and, together with this academic freedom, to exercise considerable freedom over their private lives.

A third factor significant in the development of student affairs and its organization into separate administrative sub-divisions in institutions of higher education, and, subsequently, the formation of various organizations of student affairs administrators, was the German influence on American professors and college graduates who later became professors. Many of these individuals went to Germany for their graduate research training, where they were influenced by the German practise of dealing with only the in-class aspect of students' lives. (Peterson, Eddy & Pitts, 1978, p. 7).

More Recent Developments and the Growth of Student Services

The impetus for the development of student affairs was to continue in both Canada and the United States right through to the 1960s with various socie-

tal events contributing to the expansion and professionalization of student affairs work. The return of veterans from the first and second world wars caused a sudden, dramatic increase in the student population. It also provided tremendous needs for student services, as governments in both countries sought to cater to the needs of these men and women who were certainly not typical university students of the day. Laurent (1966) citing Sheffield, noted that "in 1945 the Canadian Association of University Student Personnel Services (previously the University Counselling and Placement Association was established, and in the same year universities employed counselors at the request of the Department of Veteran's Affairs" (Laurent, 1966, pp. 3-8).

Educational institutions have continued to respond to the economic, social and political climate of the societies in which they exist, resulting in the provision of new and different services to its student bodies. Not only did they need to accommodate larger numbers of students, but they were also faced with the need to accommodate increasingly heterogeneous populations.

There are several examples of this. When universities moved to make higher education more accessible to the population by adopting open admission policies, there arose the need to provide services dealing with remedying mathematical skills, study skills, writing skills, and examination anxiety, all designed to help any student who might not have been adequately prepared for higher education prior to their admission to uni-

versity or college. As well, the need for financial aid to students increased, providing students from poorer families with the opportunities to attend universities.

The growing number of disabled persons seeking higher education led to the need to not only make buildings on campus more accessible, but also to the need to make lectures and reading material available in electronic form, to provide some with special equipment and facilities for writing examinations. In short, in most universities, to the creation of an office of services to the disabled.

The increase in the number of women and part-time students attending institutions of higher education further increased the need for services such as day care on campus, and the availability of services during evening hours and on weekends.

Student mobility between institutions of higher education, and the accompanying concept of transfer credit resulted in the need for more staff to assess and determine such credit, thus expanding the role, work and staff of institutional admissions offices.

Other influential factors included the mental hygiene movement, the growth of educational and psychological testing, the adoption of responsibility for vocational guidance, the development of the notion of students' rights (particularly the right of appeal), the Vietnam war and student protests on campus, and the increase in foreign students and refugee students. These, along with the work of the YMCAs and the YWCAs, served to expand and strengthen the evolving concepts of student affairs as professional work.

Student Affairs Staff

While there is still some debate on the professional status of student affairs work, in the United States the field is professionally recognized as playing roles not ancillary to, but essential to, the institution's teaching/learning/research

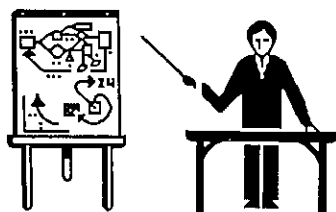
purposes. Persons aspiring to careers in student affairs must have appropriate pre-professional education. Specialized master's degree programmes have been in existence since the early 1900s, and are available in 352 universities. Several of their professional organizations have published codes of ethics and the historical aspect of the field are well documented. Practitioners frequently contributed articles and results of their research findings to the journals serving the field.

In the Canadian university context, there is a dearth of literature on student affairs and the people who staff them. Almost all of what little research has been done and published has been concerned with the community college sector. It is said that the type of statistics a country records tells you what it regards as important, what the society wants to "keep an eye on". In Ontario's university statistics, academics are calibrated by sex, age, rank, years of experience, highest earned degree, by institution, by discipline, etc. Academic administrators are recorded by type of office and institution. There is little that is widely known or available about non-academic staff and nothing specifically about student affairs administrators unless the private records of each institution are assessed.

In one study an attempt was made to collect descriptive data on a sample population of student services staff in Ontario's universities. (Alleyne, 1987).

The Study

The study was designed to address six specific questions and provided essentially descriptive and perception information. The first two questions sought information on the size and diversity of the educational and employment characteristics of the student service administrative personnel employed at the time in the universities of Ontario. Answers to the remaining four questions documented staff development activities of the recent past and identified professional development preferences and



fied professional development preferences and needs.

The population on which the questionnaire survey research was focused included the chief administrators, their associates and assistants, who were responsible for the student service areas of Admissions, Registration, Student Financial Aid, Student Academic Records, Student Housing, Academic Counselling, Career Counselling and Placement, Examinations and Petitions, Student Activities, and Foreign Student Advisement. Fifteen degree granting institutions in Ontario agreed to have their staff participate. A sample of 464 staff was obtained with the assistance of a liaison person in each institution and 257 completed forms were returned (55.4 percent of the sample).

Demographic Data

The majority of the respondents were women (over 60 percent), married and between the ages of 35 and 44, at the time of the survey. Respondents represented fourteen service areas (all those to be found in the literature), and thirty-three different occupation categories.

These are experienced staff. At the time of the survey, respondents had been employed in their current positions an average of 5.8 years, employed at the same university an average of 10.9 years, and had been involved in some position in student service administration an average of 9.6 years.

The study revealed that these were well educated staff. The majority held at least the bachelor's degree, a minority held master's and a few had, or were obtaining Doctorates. The most common specializations were in the humanities and social sciences, but the physical sciences and mathematics, education and business were also represented. They were not recent graduates - an expected finding in view of their length of service, but also an indication that the undergraduate study had been full-time, not part-time. The largest group of respon-

dents had completed their education prior to 1970.

Few were so specialized that their work was only of one type. For most the job consisted of a mixture of activities - personal, educational and vocational counselling, administration and management, including supervisory responsibility. They group roughly into two main categories: those who were counselors of one type or another for about a third of their time, and those who were administrators or managers for about a third of their time. Some of these staff also participated regularly in such activities as meetings, special projects, publication, teaching, and work related social functions. On the whole staff appeared to be very pleased with their mix of job activities, since comparison of their actual and ideal time distributions on tasks revealed a very high correlation.

Professional Training and Development - the Status Quo

When the relationship between the academic background of these administrators and the kinds of positions they held were examined, it was found that the majority of respondents had acquired the skills for the jobs which they held at the time of the survey, through trial and error on the job, or through experience in previous jobs. Formal education did not play much of a role in providing them with relevant job skills. Typical of comments by respondents on this issue were:

At this institution there has been no training re accounting procedures, computer use, staff management, stewarding. Everything has been learned by trial and error; surely not an efficient procedure.

It's time Ontario Registrars developed a basic training outline for our staffs. We do a poor job of training our staff.

The professional development activities in which staff were engaged at the time of the survey were diverse. The majority of respondents had attended at



least one professional association meeting in the two years prior to the survey. OURA, Dialogue, CACUSS and AR-UCC were the associations most often listed. Some of the other association meetings reported were service specific. Beside the 15 associations listed in the questionnaire, respondents reported a total of 58 other associations whose meetings they had attended in the previous two years.

Respondents also regularly read a wide variety of professional publications, and again a number of them were service specific. University Affairs, Horizons, Intercom and Contact were the most common ones which were regularly read by the majority of respondents. In addition to the 15 publications listed in the questionnaire, respondents reported a total of 58 others which they regularly read.

Departmental or office meetings, campus workshops and administrative group meetings were the most common group activities through which the majority of respondents had participated in professional development during the six months prior to the survey. Only a small number were engaged in formal academic credit or non-credit courses, and comments of several respondents pointed to an aversion to formal courses of study as a means of professional development. This is significant when one considers that course tuition fee waiver was one of the most common benefits available to respondents.

Most received some form of support from their institutions for professional development activities. The common university contributions were (a) time off with pay to attend job-related meet-

ings, workshops, etc. and payment of all expenses thus incurred, and (b) full tuition waiver for credit or non-credit courses taken at the institution of employment. Sabbatical or study leave, with or without pay, was so uncommon as to be virtually non-existent. There did not seem to be university policies specifically restricting the time staff spent on professional development - workload, common sense, discretion and lack of money were natural restrictors. Indeed, the two factors which respondents identified as the greatest inhibitors to their participation in professional development activities were lack on time and budget restrictions.

Professional Development Needs

The third section of the questionnaire dealt with the issue of the professional status of student affairs staff - professional preparation, in-service training, and professional development needs.

The vast majority of respondents felt that the appropriate minimum educational level for administrative and managerial student affairs staff was the bachelor's degree. A few respondents pointed out that at the very least, with this background staff could identify and commiserate with wome of the experiences of the students they serve.

While the majority of the staff classified their jobs as a profession, when they identified specific characteristics of their jobs from a list representing characteristics commonly attributed to professions and non-professions, some

conflict was revealed. A majority indicated that their jobs required possession of a specialized body of knowledge and skill, and that they were able to function autonomously - two of the chief distinguishing characteristics of a profession. However, very few felt that their jobs required training and education of exceptional duration, and no more than one-third indicated that their jobs were characterized by relatively high income or held a place of prestige and influence within the university or community at large, two other chief characteristics of professions. In addition, the majority of respondents reported that their jobs were governed by numerous rules and regulations, a characteristic of most non-professions.

The majority of respondents indicated that other student service staff and students showed the most appreciation for their contribution to the work of their institutions. Faculty, it was felt by the majority, showed the least appreciation, while the central administration did only slightly better than faculty in showing appreciation for the respondents' contribution to their universities' mission.

Among nine listed benefits of professional development, exposure to and exchanging of new ideas was listed most often as the benefit respondents wished to derive from professional development. This was followed by the need to develop new skills and competencies, increase their knowledge of new trends in student services, and the desire to pro-

vide better service to students.

The majority of respondents felt that they would benefit from study leave, but wanted to be paid during that period. Leave of up to eight months was the most desired term, and some specific aspect of student service work was what most respondents indicated an interest in investigating if study leave were available to them.

Of seven different vehicles used as a means of promoting professional development, professional association conferences, retreats, meetings, etc. were ranked as the preferred vehicle or activity by the majority of respondents. This was followed by on-campus workshops, and job exchanges with colleagues at the same or another university. Academic courses and staff meetings were least popular among respondents as a means of professional development.

From a liste of twelve general areas of study identified in the literature as germane to work in student affairs, the majority of respondents reported having had courses in theory, behavior and skill in three areas: organization, management and administration, and they overwhelmingly indicated that they would recommend these same areas to others interested in their kinds of jobs. The areas in which a majority of respondents indicated they could benefit from further knowledge were:

- . computer literacy and its application to student affairs
- . administration and financing of uni-



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. legal and ethical principles in student affairs work.

Respondents expressed the least interest in courses dealing with human growth and development theory, and the history and philosophy of university education.

Respondents listed a total of 57 other areas in which they had courses or training and which they would recommend to aspiring student service administrators. These included effective communication, editing, design and writing of publications, techniques of surveys, second language training, immigration laws, promotion and marketing.

Fifty three topics were listed by respondents as areas in which they would benefit from further training and in which they would recommend that others aspiring to their positions be trained also. These included public speaking, statistical analysis, women and adults - the new student population, customer service, conflict management and resolution, cross cultural communication and international educational systems, forms design and publication management.

The majority of respondents felt that if formal academic courses, specific to student affairs staff were designed, they should be at a certificate level, and further that employing universities should pay for staff attending such courses. There were also some suggestions that course level be tied to administrative level and that the method of payment be tied to length of service in the institution. General comments made by respondents reflected a keen interest in, and need for professional development.

Conclusion

Since the population of this group of workers is unknown one cannot generalize from the findings except to the respondents. However, their indications of pre-service education, staff development activities, continuing education preferences and inhibitors and professional awareness are a foundation upon

which more specialized research studies can be based.

In the early years of higher education when institutions were small, academic roles included many of the functions now carried out by student service staff in our universities. However, as the literature indicates, faculty soon abandoned these roles as institutions grew in size and their focus changed from looking after all aspects of student life to being concerned with just their academic pursuits. Student affairs staff, as bridging personnel between public and institution, student and faculty member, are an integral part of the educational process. They should have constant and meaningful liaison with faculty members, but this does not appear to be the case. Rather, very often they are seen to be performing mundane tasks while suffering from tunnel vision, and are treated as second class citizens, rather than partners in the educative process. There needs to be some method by which the gap between student services staff, faculty and senior administrators can be closed.

As a group, student service staff are hard working, docile members of the academic community. In the main they are not known to be radical reformers, and their traditionally low key approach to their roles on campus is probably to their detriment. The fact that student affairs staff members shun formal academic study as a means of developing themselves professionally may also be to their detriment. It is politically naive for them not to recognize the position in which this places them in an institution whose primary product is education, and where formal education is taken seriously. Yet, they have educational needs which they want and need to have met. Their satisfaction in their jobs comes from the helping tasks they perform, rather than from the status they hold or from their financial gain. Much of their work is with or on behalf of students. They have important responsibilities

which form a large part of the foundation upon which faculty and students go about building their academic careers.

Because of their strategic positions within the university and their interface between public/student and the university community, student affairs staff members have the kind of insight that could be of tremendous value to the faculty who are or should be concerned with meeting the academic needs of students. One cannot very well separate academic needs from other needs that students have - the need for a place to live where they can study effectively; the need for money to purchase textbooks or instruments with which to work in a laboratory; the need for a disabled student to write examinations under circumstances dictated by the handicap; the need to speak to someone confidentially about personal and family problems which threaten to interrupt or curtail registration. These are the domain of student service staff members. Yet very often their talents and insights are not tapped. They become mere implementors of policies designed by academic administrators and faculty who, if lacking the perspective of the student affairs staff member, make decisions based on poorly informed opinion, with no firm basis in the reality of the lives of the students. In some instances students may suffer as a result of this lack of consultation and cooperation. There needs to be more dialogue between student service staff and faculty members, thus presenting the opportunity for mutual understanding and appreciation of the role each plays in the mission of Ontario's universities. Students stand to be the main beneficiaries of this process.

As universities in Ontario grapple with government financial restraints, public and student demands for accessibility, relevance and accountability, steady-state issues and the impact of new technology, new ways of carrying on the business of education will emerge,

on the business of education will emerge, affecting all sectors of the university, albeit in different ways. The student affairs sectors of these institutions will be affected by future change in no small way. Their administrators will have to be adaptable and effective in helping their institutions to chart new and different courses in the future. Their contact with students and the public in general is particularly advantageous. University administrators, student affairs staff themselves and the professional organizations which serve their needs have a responsibility to ensure that staff possess the competencies and motivation which are equal to the tasks ahead.

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Note de la rédaction: *A la suite de notre appel pour des articles d'intérêt pour les membres, nous avons reçu la recherche que nous avons le plaisir de publier ci-dessus. L'article rend compte des résultats d'une enquête effectuée en 1986, concernant les besoins en développement professionnel du personnel administratif préposé aux étudiants. La population cible comprend le personnel des bureaux des registraires, des services d'admission, des services aux étudiants, y compris les préposés à l'aide financière, au logement, au placement, au conseil et à l'orientation académique et de carrière des étudiants. Le personnel de ces services est en position pour rendre les étudiants satisfaits ou insatisfaits des services qui, de pair avec la formation académique, constituent la trame d'un milieu de vie universitaire. Il va sans dire que chaque établissement cherche à rendre ce milieu stimulant physiquement, intellectuellement et culturellement. Dans quelle mesure la formation et le développement professionnel continus des personnels préposés aux services administratifs concourt à cet objectif? A une époque où les nouveaux mots d'ordre dans les universités sont désormais réduction des abandons, rétention des étudiants, complétion des études dans des délais acceptables, la présente étude constitue une contribution importante à la discussion des facteurs qui influencent la qualité des services administratifs aux étudiants.*

Résumé

Ce rapport présente les résultats d'une étude effectuée en 1986, sur les besoins de formation académique et de développement professionnel du personnel de soutien préposé aux services administratifs dans les universités de l'Ontario. L'étude a porté sur la préparation académique et les activités continues de développement professionnel de ce personnel, de même que sur la préparation nécessaire au travail administratif avec les

étudiants.

L'enquête a été effectuée par questionnaire adressé à 465 administrateurs dans 15 universités ontariennes. 257 d'entre-eux, dont 155 femmes et 102 hommes, comportant en moyenne 9,6 années de service ont répondu au questionnaire. Parmi les responsabilités exercées par les répondants figurent la gestion de services et le conseil des étudiants.

La majorité des répondants détient un grade de premier cycle, le plus souvent dans une discipline en Sciences humaines ou sociales. Aucun n'a un grade spécialisé en services administratifs destinés spécifiquement aux étudiants. La plupart d'entre-eux a appris le métier sur le tas, par essai et erreur.

Les contributions les plus souvent citées des universités au développement professionnel des répondants sont des congés rémunérés pour participer à des rencontres en relation avec leur travail et l'exemption de frais de scolarité pour des cours suivis dans



l'établissement qui les emploient. Les congés sabbatiques sont pratiquement inexistantes pour cette catégorie de personnel.

Les plus grands obstacles à la participation à des activités de développement professionnel sont le manque de temps et les restrictions budgétaires des universités.

La majorité des répondants a exprimé des besoins de développement professionnel. Le plus grand bénéfice cité est l'échange d'idées et le contact avec des pratiques différentes. Parmi les moyens de développement professionnel favorisés figurent les conférences des associations professionnelles, les travaux en groupe en dehors du bureau, etc. Les programmes ou les cours formels de formation académique sont les moyens les moins populaires. Parmi les domaines de formation les plus pertinents à cette catégorie de personnel, la majorité préfère la formation en informatique appliquée à leur domaine, l'administration et le financement des universités, les aspects légaux et éthiques du travail d'administrateur de services aux étudiants. □

Membership News

Nouvelles des membres

McMaster University

Alexander Darling has been appointed Vice-President (Administration). In 1974 he became Registrar at McMaster and since 1979 has also been Director of Institutional Analysis. In these positions he has served the University in many of its planning and operating activities. Douglas Weaver formerly Associate Registrar, Records at the University of Guelph has been appointed Registrar.

Ryerson Polytechnical Institute

Dr. Dennis Mock, Ryerson's Registrar for the past year, has been appointed Vice-President, Academic at the Ryerson Polytechnical Institute. Dawn Little, Assistant Registrar, Records and Registration Services, has been named Acting Registrar.

Ontario Universities' Application Center

Gregory Marcotte is the new Director of OUAC following the retirement of Herb Pettipierre. Greg was formerly Director of Admissions at the University of Ottawa.

The University of Winnipeg

After many years of dedicated service to the University of Winnipeg, John Friesen is retiring as Director Admissions/Awards. He has accepted a position with the Mennonite Foundation of Canada.

University of Alberta

Brian Silzer, formerly Registrar of the University of Alberta, is now Associate Vice-President and Registrar.

Trinity Western University

The new Director of Enrollment Management (including admissions, alumni and financial aid) is Dr. Arvid Olsen. Dr. Olsen is being welcomed back to TWU after a previous ten-year stint as Dean of Students and later as Vice-President of Student Affairs. For the past three years Arvid contributed leadership to the establishment and initial building program of the Evangelical Theological School in Cebu City, Philippines. Anne Cline was named registration assistant, while Karen Selent, Scott Martin and Cameron Lee were named admissions counsellors.

Red River Community College

Ray Newman was appointed to the position of College President. He replaces Gary Polonsky who accepted the position of President of Durham College in Oshawa, Ontario. Brian Hanson is now Vice-President of Student Services, held until now by Ray Newman.

College de Saint-Boniface

Marlene L. Cormier a été nommée registraire. Elle remplace Lucie Demers depuis le 1er juin 1989.

Concordia University

Bruce Smart was appointed regis-

trar. He replaces K.D. Adams who retired.

Université du Québec, Corporation centrale

Le nouveau Directeur du Service des dossiers étudiants est Pierre Dionne. Il remplace Grant Régalbuto qui exerce désormais d'autres fonctions au sein de l'Université du Québec. Jacques Belleau a quitté lui aussi le Service du dossier étudiant.

Université du Québec à Rimouski

Jean-Denis Desrosiers a été nommé registraire. Il remplace Réal Giguère qui a pris sa retraite.

Ecole de technologie supérieure

André Bourdeau est registraire par intérim de l'Ecole de technologie supérieure. Il remplace Paul-André Léveillé qui est en congé de perfectionnement.

Ecole des hautes études commerciales

Nicole Rivet, qui occupait les fonctions de registraire par intérim, vient d'être nommée registraire en titre de l'Ecole des hautes études commerciales.

Bishop's University

Donna Côté has resigned from the position of Registrar. □

In Memoriam

J. Douglas Conner, AACRAO's first and only Executive Director for 22 years, passed away on June 12, 1989 after a sixteen-month battle with leukemia.

Doug was hired in 1966 as Executive Director of the Association to establish a national presence in Washington, DC. Through his tireless efforts, AACRAO's presence has grown through the years to one of prestige and influence in the higher education community and in federal agencies such as the Veterans' Administration, the Social Security Administration, and the Department of Education.

Doug retired as Executive Director of AACRAO in June of 1988. At his farewell retirement dinner in Nashville, the outpouring of love and good wishes testified to his stature as friend and colleague over the years. In recognition of his 22 years of dedication, he was presented with AACRAO's Distinguished Service Award and Honorary Membership at the 1988 Annual Meeting. During his visits to regional associations during the 1987-88 year, Doug was granted Honorary Membership in the Middle States Association of Collegiate Registrars and Officers of Admissions, the Pacific Association of Collegiate Registrars and Admissions Officers and the New England Association of Collegiate Registrars and Admissions Officers.



Doug was also presented with certificates of appreciation from the Association of Independent Colleges and Schools. During his career, he was also made a Kentucky Colonel and a Tennessee Squire. There were many other awards and honors, too numerous to mention.

Doug Conner was well-loved and highly respected within and without the Association and in the Washington community. We all grieve for his passing and ask that friends remember Doug's wife Gail and their five children: Christina (Middaugh), Caroline (Parrish), Larry, Courtney (Gardinia) and Cammy, in your prayers.

A scholarship fund has been established in Doug's memory. Friends wishing to contribute may send their donations to The J. Douglas Conner Scholarship Fund, c/o AACRAO, One Dupont Circle, NW, Suite 330, Washington, DC 20036; (202) 293-9161.

Higher Education News

La scène de l'enseignement supérieur

Semaine nationale des universités '89

Michelle Albagli
ARUCC

La Semaine nationale des universités, une campagne de sensibilisation au travail des universités canadiennes, aura lieu du 14 au 22 octobre. Elle vise cette année une cible bien définie, les jeunes des écoles secondaires et des CEGEP qui voient l'université comme un choix possible, leurs parents, leurs professeurs et leurs conseillers.

Sur le thème *C'est le temps de se brancher/Prime time to open your mind*, la SNU '89 véhicule un triple message:

- dans un monde où tout change si vite, où la somme des connaissances double tous les douze ans et où l'on peut compter changer de carrière plusieurs fois dans sa vie, les études ont plus d'importance que jamais. Mais il se trouve que les universités enseignent beaucoup plus que le bagage nécessaire à l'exercice d'une profession. Elles enseignent à raisonner et à formuler sa pensée, à être adaptable, aptitudes dont on ne saurait se passer aujourd'hui, dans une économie planétaire de plus en plus concurrentielle;

- les choix que le jeune exerce à l'école secondaire et le maintien de normes élevées de réussite scolaire détermineront son admissibilité à l'Université ainsi que le choix du programme et de l'établissement;

- il faut aux universités les ressources nécessaires pour qu'elles puissent s'adapter au rythme de l'évolution des besoins et des aspirations de l'individu et de l'ensemble de la société.

Les universités de tout le pays marqueront de diverses façons la SNU '89: il y aura des journées d'information sur les carrières et des journées d'accueil, de la publicité dans les banques, les bibliothèques, les écoles et les centres commerciaux et une université aura même une ligne téléphonique 1-800 pour répondre aux questions sur l'enseignement supérieur. Le service des relations publiques de votre établissement pourra vous donner des détails sur ce qu'on projette de faire chez vous.

Le Comité exécutif de l'ARUCC supporte pleinement la SNU '89. Le Comité de coordination nationale de la Semaine a conçu des annonces d'intérêt public, une affiche et un dépliant destinés à la population des écoles secondaires et des CEGEP. Chaque université utilisera ce matériel dans ses contacts avec les écoles et collèges. Le dépliant donne aux jeunes des renseignements essentiels sur l'enseignement postsecondaire et contient un coupon à envoyer à l'université de leur choix pour obtenir des détails sur un ou deux programmes.

En appuyant la SNU '89, le Comité exécutif de l'ARUCC demande aux membres de l'Association de répondre aux demandes de renseignements transmises au moyen du coupon, de conserver les coupons et de les envoyer à:

Michelle Albagli
Coordonnateur, SNU '89
1200 - 151, rue Slater
Ottawa (Ontario) K1P 5N1
Tél.: (613) 563-1236

Le secrétariat de la SNU se servira des coupons pour évaluer la réussite de ce volet de la campagne de sensibilisation. Comme vous le voyez, la collaboration des membres de l'ARUCC sera très précieuse. Il va sans dire que nous ferons part à l'ARUCC des résultats de l'évaluation en temps opportun.

Pour obtenir de plus amples renseignements sur la semaine nationale des universités 1989, veuillez vous adresser à votre propre établissement ou à Michelle Albagli, coordonnateur de la SNU '89, à l'adresse ci-dessus.



NATIONAL UNIVERSITIE'S WEEK
SEMAINE NATIONALE DES UNIVERSITÉS
October 14 to 22, 1989
du 14 au 22 Octobre 1989

Remplis ce coupon et poste-le au Service des admissions de l'université de ton choix.

S.V.P. envoyez-moi des renseignements sur le(s) programme(s) suivant(s):

Nom: _____

Adresse: _____

Complete and mail to the admissions office of the university of your choice.

Please send me information on the following program(s):

Name: _____

Address: _____

National Universities' Week '89

Michelle Albagli
ARUCC

National Universities' Week - a public awareness campaign in celebration of Canadian universities - will take place October 14-22. NUW'89 is aimed at a very specific target audience: high school and cegep students already considering university as an option, their parents, teachers and counsellors.

Under the banner of *Prime time to open your mind/C'est le temps de se brancher*, the message of NUW'89 is three-fold:

- in our rapidly changing world, where humanknowledge doubles every 12 years and a person can expect to change careers several times during his/her working life, the importance of higher education is greater than ever. Universities teach much more than the skills required for a specific profession. They teach people to reason and to communicate, to be flexible and adaptive - capabilities that are becoming ever more essential in the modern world with its increasingly competitive global economy;
- the choices a student makes in high school and the maintenance of high standards of academic achievement will determine admissibility and choices of programme and institution;
- universities must be equipped with the resources necessary to respond to the rapidly-evolving needs and aspirations of both the individual and society as a whole.

Universities across the country will be putting on a variety of events in celebration of NUW'89: from career information days through open houses, displays in banks, libraries, schools and shopping centres, to a 1-800 hot line for NUW'89 at one university to answer questions on higher education. The public relations office of your own institu-

tion will be able to let you have details of local activities.

At its meeting of June 11, 1989, the ARUCC Executive Committee agreed to give its full support to NUW'89.

As part of the national campaign, the National Coordinating Committee for NUW'89 has designed public service announcements, a poster and a brochure especially for the high school and cegep audience. These materials will be used by individual institutions as part of their NUW'89 outreach programmes to the high schools and cegeps. The brochure gives the student basic information on postsecondary education and contains a clip card to be sent to the university of the student's choice, requesting information on one or two specific programmes.

In supporting NUW'89, the ARUCC Executive Committee is requesting Association members to respond to the information requests sent in via the NUW'89 clip card. Once the response has been made, would you please collect the clip cards and send them to:

Michelle Albagli
Coordinator, NUW'89
1200 - 151 Slater Street
Ottawa, Ont., K1P 5N1
Phone: (613) 563-1236

The NUW Secretariat will use the clip cards you return to evaluate the success of this part of the public awareness campaign for National Universities' Week'89. Your assistance will be greatly appreciated. We shall, of course, let you have the results of the evaluation in due course.

For further information on National Universities' Week'89, please contact your own institution or Michelle Albagli, Coordinator NUW'89, at the above address. □

Loi sur les établissements universitaires adoptée au Québec

Au mois de juin l'Assemblée nationale du Québec a adopté le projet de loi 128 du ministre de l'Enseignement supérieur et de la Science concernant les établissements d'enseignement de niveau universitaire. La loi identifie "les établissements d'enseignement de niveau universitaire au Québec" habilités à décerner des grades et des titres universitaires et prévoit "certaines infractions relatives à l'octroi d'attestations d'études universitaires ou à l'utilisation du titre université ou du qualificatif universitaire". La loi prévoit les peines suivantes en cas de contravention:

Première offense

Individu: 100 à 500\$

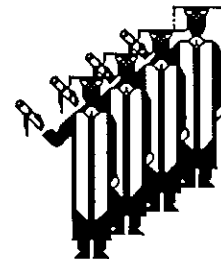
Organisme: 200 à 1 000\$.

Récidivistes

Individu: 200 à 1 000\$

Organisme: 400 à 2 000\$.

Québec ayant légiféré dans ce domaine, le Nouveau-Brunswick demeure la seule province qui n'a pas de loi sur les établissements universitaires. □



Made-to-Order Essays Under Investigation

York University is cooperating with the Metropolitan Toronto Police Department in an investigation into allegations that students enrolled at a number of Ontario secondary and post-secondary educational institutions have purchased essays from a commercial essay service.

In April 1988, the Council of Ontario Universities "agreed unanimously to support York University in its request that legal action under the Criminal Code be taken against persons involved in providing made-to-order essays for students in Ontario universities."

In response to the investigation, Dean Tom Traves of the Faculty of Arts directed instructors not to return essays to students until the police investigation had been completed. Traves notified students and professors in the Faculty that the marking of essays and reporting of grades would continue unaffected, and that he expected the hold on essays

would not last more than two weeks.

According to University regulations, students who purchase essays to submit as their own work are subject to academic discipline; in some cases, degrees already awarded can be revoked. The University routinely informs students that some forms of cheating are also criminal offences.

In a statement issued to all students and professors in the Faculty of Arts, Dean Traves said: "Academic cheaters devalue the legitimate efforts of all honest students. I know that the overwhelming number of Arts students who pursue their studies with diligence and probity will understand the reasons for our actions in this case."

York President Harry W. Arthurs, Chairman of the Council of Ontario Universities, has been asked by the police to convene a meeting of heads of the Province's universities so that police officers can brief them on the status of the investigation. □

Is a University Degree Worth the Investment?

Obtaining a university degree in Canada comes with a big price tag. Tuition fees have been rising at a rate greater than the rate of inflation - except in Quebec, where fees have remained fairly constant for the past decade. Added to the cost of tuition, many students have to pay between \$2500 and \$4300 extra costs for room and board.

Many part-time jobs - traditionally available to students - do not pay enough to keep the average scholar solvent. The number of young people aged 16 to 24 earning less than \$5.25 per hour increased 16.0% between 1981 and 1986, while in the same age group the number of people earning \$6.76 per hour or more declined.

Is the pain worth the gain?

It appears that after graduation, long term salary prospects look brighter. According to a 1984 study prepared by Statistics Canada and the Secretary of State on the graduation class of 1982, employment earnings steadily increased with full-time employment. Two years after graduating, university grads working full-time earned a median income of \$24,000 from employment. By 1987, a follow-up survey shows graduates out of school five years earned a median salary of \$32,000. □

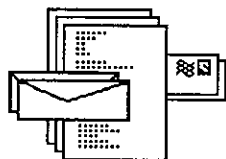
University of Saskatchewan Needs \$5.7 Million, Task Force Says

A University of Saskatchewan task force on accessibility estimates the university needs a \$5.7 million increase of its annual operating budget to accommodate current levels of enrolment. To bring enrolments back to the level at which they were prior to the imposition of quotas in 1987 would require a further

\$4.8 million, the task force report adds. The task force states that 30 per cent of Saskatchewan's working age population should be receiving a university education. The U. of S. would have to accept 500 more first-year students annually to reach this target, according to the report. □

Distance Education: University of Waterloo

Distance education (correspondence) students at the University of Waterloo are getting a boost from ALEX, Bell Canada's new communications service. Students with a terminal can link by phone with the ALEX database.



An ALEX user will have access to course notes, an on-line tutorial system and various essay writing aids. The system is now being tested for University of Waterloo students living in Montreal and is scheduled to be tested in Toronto in 1990. □

Gloom Over Choice of Program Has Deepened for '82 Graduates

Dissatisfaction with their chosen program of study has deepened for post-secondary students who graduated in 1982, a Statistics Canada survey has found. The national survey, a sequel to one conducted in 1984, found the percentage of graduates who regret their choice of study has increased from five years ago. At that time, nearly one-third of students who made up the Class of '82 said they would take a different program of study if they were to do it again. The new survey, based on interviews in 1987 with 31,000 graduates who had been interviewed in 1984 to determine how they were doing in the work place, shows regrets are running even higher.

With the deepest doubts are college graduates, 42 per cent of whom would have selected a different program in 1987, compared with 35 per cent in 1984. Regrets also increased — though less dramatically — among university graduates, 29 per cent of whom regretted their choice of study in 1987, up from 27 per cent in 1984. The findings show an increase in college graduates who would choose a university program if they were to do it again. Warren Clark, a senior policy analyst in Statistics Canada's education division, said these students may be realizing, now that they are working, that a university education would have better prepared them.

The survey, focusing on a group of students who upon graduation were faced with the effects of a recession, asks them whether in retrospect they would have selected the same educational program or a different program, or not taken any program at all. While the survey found that unemployment rates for the graduates declined sharply between 1984 and 1987, it identified several problems they are facing. Among them:

-Many graduates still had jobs for which the educational requirements upon hiring were lower than their level of education. From 1984 to 1987, the relationship between educational program and employment im-

proved only marginally for trade, vocational and college students, but increased by 15 percentage points to 63 percent of university graduates.

-At all levels except doctoral, the earnings imbalance between men and women widened between 1984 and 1987. The biggest gap was \$6,000 for trade and vocational students.

-The unemployment rate for trade and vocational graduates still stood at 17 per cent, with nearly a third being unemployed at one time or another during 1986. (Trade or vocational programs tend to be short, skill-oriented courses, such as the trade courses offered at community colleges.)

The good news is that the percentage of unemployed college graduates declined to 5 per cent from 10 per cent between 1984 and 1987, and the jobless rate among university graduates dropped to 4 per cent from 9 per cent. □

SFU accueillera moins d'étudiants

Simon Fraser University a imposé un plafond sur le nombre d'étudiants à plein temps et à temps partiel au 1er cycle. L'Université n'accueillera donc que 11,500 étudiants d'ici trois ans—soit 1,200 étudiants de moins qu'à l'automne 1988. Le Vice-recteur à l'enseignement et président du groupe de travail sur les inscriptions au 1er cycle, M. George Ivany, a précisé que cette mesure était essentielle pour assurer le maintien de la qualité de l'enseignement. Les restrictions resteront en vigueur tant que des ressources additionnelles n'auront pas été mises à la disposition de l'Université et que les subventions de fonctionnement n'auront pas été ajustées en fonction des besoins réels, concluait le rapport du groupe de travail. □

Ontario Orders Review of Enrollment Reporting Procedures

The Ontario Ministry of Colleges and Universities will review enrolment reporting procedures at all the province's universities, minister Lyn McLeod has announced. The review was ordered after the Provincial Auditor's report disputed the way Trent University reported its enrolments for provincial grant calculation purposes. The auditor concluded that Trent had received \$11 million in operating grants between 1982-83 to 1986-87, "on the basis of criteria which had not received ministry approval". The report contended that the university made "significant changes" to its criteria for counting honour students without first obtaining ministry approval. The university did obtain retroactive approval for the changes and the ministry agreed "that there has been, in fact, no overpayment of operating grants to Trent", the report said. The auditor has finished an audit at the University of Guelph as part of an ongoing plan to review the financial operations of three universities. Results of the Guelph audit will be included in the next auditor's report this fall. □

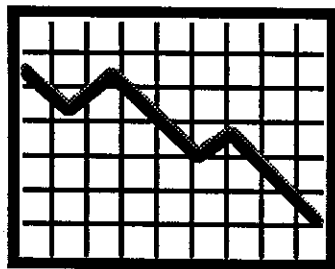
SFU Introduces Enrollment Cap

Simon Fraser University will limit the number of full and part-time undergraduate students to 11,500—1,200 below the number enrolled in Fall 1988. The enrollment cap will be phased in over a three-year period. Academic vice-president and chairman of the task force on undergraduate enrolment George Ivany said a cap is essential to ensure the institution delivers "quality instruction". Enrolment restrictions will remain in place until "additional resources are made available and until the university's operating grant support reflects actual needs", the task force report said. □

Québec: l'effectif étudiant diminuera de 16 pour cent d'ici 20 ans

Entre 1987 et 2007, l'effectif étudiant à plein temps des universités québécoises diminuera de près de 16 p.cent, passant de 148,808 à 125,615, révèle une étude réalisée par deux démographes du ministère de l'Enseignement supérieur et de la Science. La baisse de l'effectif affectera plus particulièrement les universités de langue anglaise, McGill, Concordia et Bishop's qui enregistrent une diminution de 24 p.cent. Par ailleurs la baisse dans les universités de langue française sera de 12 p.cent. Même si le taux de

fréquentation des universités ira à la hausse, cela ne suffira pas pour compenser l'effet de la chute démographique de 26 p.cent dans le groupe des 20 à 29 ans. Ceux-ci forment aujourd'hui 70 p.cent de l'effectif étudiant à plein temps. On peut se procurer le document, intitulé *Les prévisions de l'effectif étudiant universitaire pour investissements: méthodologie générale et prévisions 1987-1988 à 2007-2008*, en composant le (418) 643-7923. On peut rejoindre les auteurs, MM. André Lesperance et Jacques La Haye au même numéro. □



16 per Cent University Enrollment Drop Predicted In Quebec

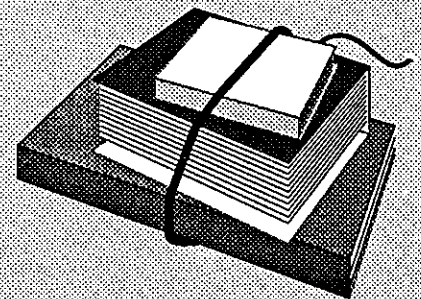
The number of full-time students enrolled in Quebec universities will drop by 16 per cent by the year 2007, according to a study by two population specialists at the Quebec Ministry of Advanced Education and Science. The three English-language universities, McGill, Concordia and Bishop's, will register the largest decrease — 24 per cent. Meanwhile, the full-time student population at French-language institutions will drop by 12 per cent. The overall number of full-time students should decrease from 148,808 in 1987 to 125,615 in 2007. While the rate of participation to

university education will remain high, it will not be sufficient to compensate for the 26 per cent drop in the number of 20 to 29-year olds over the next 20 years. This age group accounts for 70 per cent of all full-time students. A copy of the study, entitled *Les prévisions de l'effectif étudiant universitaire pour investissements: méthodologie générale et prévisions 1987-1988 à 2007-2008*, can be obtained by dialing (418) 643-7923. The authors, André Lesperance and Jacques La Haye, can also be reached at that number. □

Free Educational Material

The Education Support Sector of the Department of the Secretary of State of Canada has produced or sponsored a number of education-related publications which are available free of charge.

- *Access to Excellence*
- *Accessibility to Post-secondary Education in Canada*
- *The Class of 82*
- *Federal and Provincial Support to Post-Secondary Education in Canada*
- *German Students in Canada: An Empirical Evaluation*
- *Inventory of Research on Post-Secondary Education*

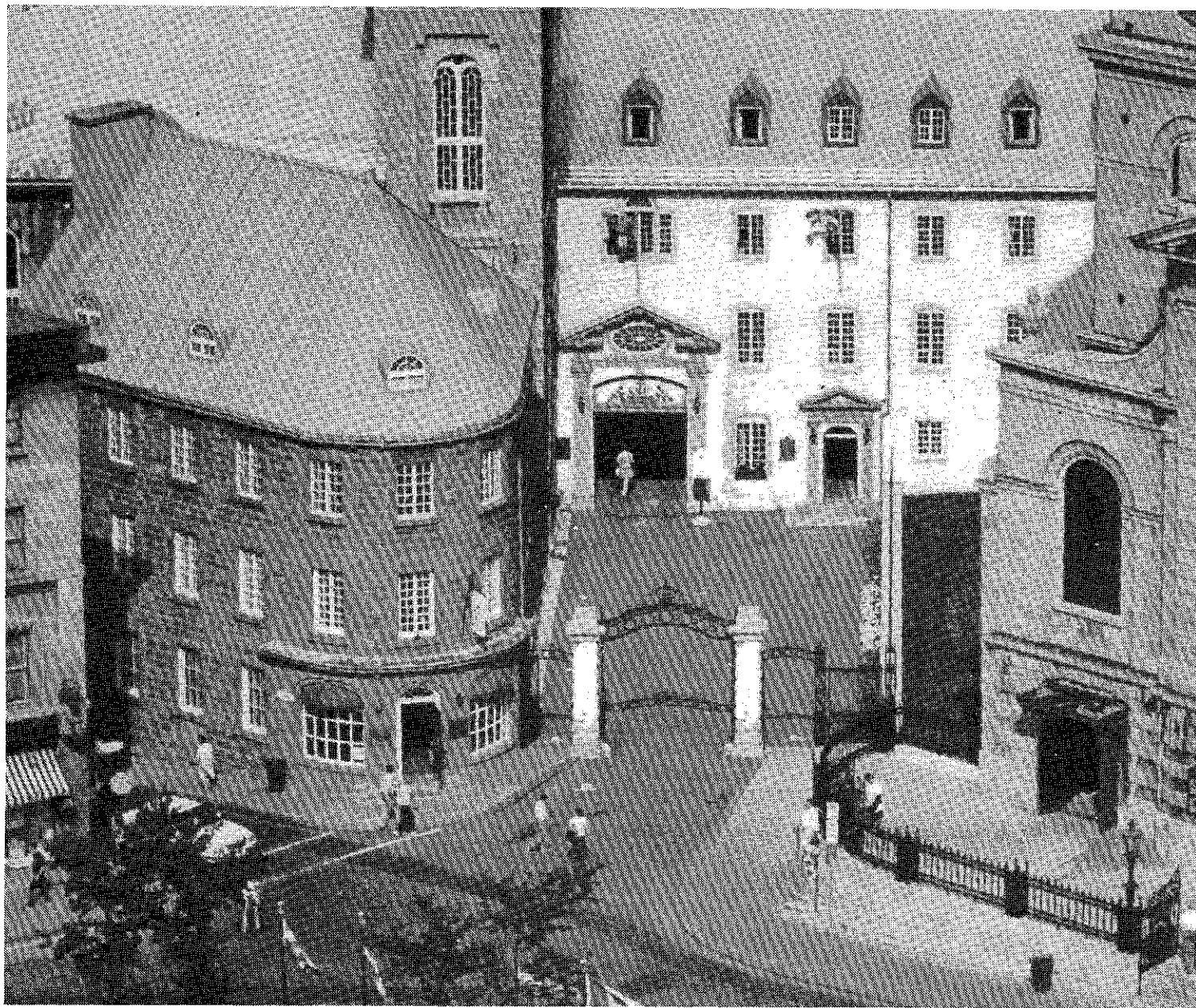


- *One in Every Five*
- *A Profile of Post-Secondary Students in Canada*
- *Student Finances and University Attrition*
- *The 1988 Survey of International Students in Canadian Universities*

To obtain copies of these publications, please send your request to:
Communications Branch
Department of the Secretary of State of Canada
Ottawa, Ontario
K1A 0M5 □

ContactContactContactContactContact

Evenements Calendar Book



Summer time in Quebec City

La Ville de Québec en été.

Futures in Education

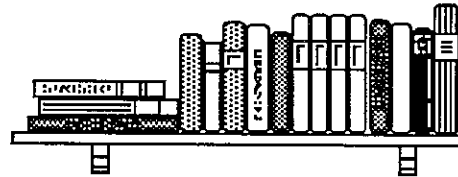
Med-Corp is sponsoring a conference for educators, "Futures in education - emerging trends for the '90's", to be held on October 26-27 at the Metro Toronto convention centre. For information:

Conference Director
Med-Corp
600-101 Queensway West
Mississauga, Ontario
L5B 2B7
Telephone: (416) 566-7366

Universities and Colleges and the Law

A two day seminar on the topic of Universities and Colleges and the Law is being held on the University of Victoria campus in British Columbia at the time of the 1990 Learned Societies Conference. The tentative date is the first week in June. Included in the session will be topics such as copyright and the legal relationship between universities/colleges and students. Further information can be obtained from seminar coordinator, Sheila Devine, Director of admissions, University of Calgary, tel. (403) 220-6640

Words, Words, Words



Editor's Note:

Since the last issue of CONTACT a few more words were discovered outside the realm of any dictionary.

CABNICREEP

The structural condition in which the closing of one kitchen cabinet causes another to open.

FRUST

The small line of debris that refuses to be swept onto the dustpan and keeps backing a person across the room until he finally decides to give up and sweep it under the rug.

GLACKETT

The noisy ball inside a spray-paint can.

GRIPTION

The sound of sneakers squeaking against the floor during basketball games.

HYSTIOBLOGINATION

The act of trying to identify a gift by holding it to your ear and shaking it.

MUSQUIRT

Water that comes out of the first squirts of a squeeze mustard bottle.

RIGNITION

The embarrassing action of trying to start one's car with the engine already running.

ROVALERT

The system whereby one dog can quickly establish an entire neighborhood network of barking.

STRUMBLE

The invisible object that you always pretend made you trip, when it was actually your own stupid clumsiness.

SUBNOUGATE

To eat the bottom caramels in a candy box and carefully replace the top level, hoping no one will notice.

UFLUATION

The peculiar habit, when searching for a snack, of constantly returning to the refrigerator in hopes that something new will have materialized.

WATTBOBBLE

To remove a hot light bulb by turning it several seconds, letting your fingers cool, then repeating the process.

WONDRACIDE

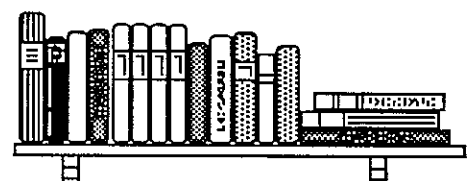
The act of murdering a piece of bread with a knife and cold butter.

XIIDIGATION

The practice of trying to determine the year a movie was made by deciphering the roman numerals at the end of the credits.

ZIZZEBOTS

The marks on the bridge of one's nose visible when glasses are removed.



Important!

Le 17ème congrès biennal de l'ARUCC aura lieu à Québec, du 20 au 23 juin 1990.

The 17th biennial ARUCC Conference will be held in Quebec City, from June 20th to June 23d 1990.

Departments

La vie professionnelle

Tuition Fee Receipts

D. B. Muir

Revenue Canada Taxation

Editor's note: *The following article addresses some of the questions raised by the recent reform of the Income Tax Act.*

Under tax reform, the Income Tax Act now provides for a tax credit in respect of tuition fees paid in respect of a year. Prior to 1988, the Act allowed a deduction for tuition fees paid for a twelve month period beginning in the year. In other words, for the 1987 tax year, receipts issued could show fees paid in either 1987 or 1988 providing the fees paid were for sessions attended which began in 1987. The student's claim for tuition fees was limited to sessions attended during a twelve month period beginning in 1987. For 1988 and subsequent taxation years, receipts issued must show fees paid for sessions attended during each particular taxation (calendar) year and cannot include amounts paid for the full academic year. The year in which fees are paid is not a concern.

The following are some examples illustrating how receipts/T2202A should be completed for the 1989 tax year.

Example 1

Assume a student has paid fees in 1988 for the September to December 1988 and the January to April 1989 sessions. In 1989 this student pays fees for the September to December 1989 and the January to April 1990 sessions. The

receipt issued to this student for the 1989 tax year should show only the cost of the January to April 1989 and September to December 1989 sessions. The amount paid in 1989 for the 1990 session should only be included on the receipt issued for 1990.

Example 2

Assume a part time student pays tuition fees in 1989 for a course that begins in September 1989 and ends in April 1990. The correct amount to be shown on the 1989 receipt is the portion of the amount that is applicable to the period in 1989, in this case, one half of the total amount paid.

Example 3

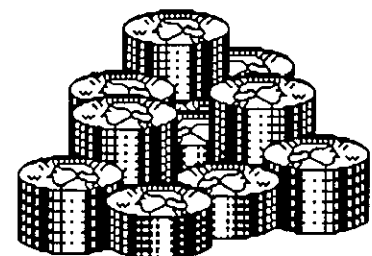
Using Example 1, assume that the educational institution incorrectly included the January to April 1989 session on the receipt issued for the 1988 tax year (under the misapprehension that all amounts paid in 1988 should be shown). On the 1988 T1 Return filed, the student was either erroneously allowed the amount for the 1989 session or that portion was disallowed and the receipt returned to student with a message to claim the amount applicable to 1989 on the 1989 return. In this situation, the institution should show only the amount applicable to the September to December 1989 session on the receipt issued for the 1989 tax year.

The Tuition and Education Credit Certificate (Form T2202A) should be computer printed or typed. The session

dates should be indicated with the corresponding fees paid shown in Column (A) of the form. The number of months in full time attendance should be shown in Column (B). If the student is not in full time attendance, "N/A" should be shown in Column (B).

The T2202A should be used for both tuition fees and the education credit. If the situation arises where a separate tuition fee receipt must be issued, the student should be advised that the receipt must be included with the T1 Return in support of tuition fees claimed (the amount handwritten on the T2202A by the student will not be accepted).

If an educational institution has a particular problem with requirements for the completion of the Tuition and Education Credit Certificate, they can telephone Mary Chennette at (613) 954-0580 or Joyce Tom at (613) 954-0580, or write to the Returns Processing Division, 400 Cumberland Street, Room 9000, Ottawa, Ontario, K1A 0L8, Attention: Chief, Individual Assessing Section. □



Reçus pour frais de scolarité

D. B. Muir

Revenu Canada Taxation

Note de la rédaction: Devant les nombreuses questions soulevées par les changements à la loi de l'impôt, concernant les crédits d'impôt pour études, nous publions un texte explicatif des dispositions de la nouvelle loi.

Selon la réforme fiscale, la Loi de l'impôt sur le revenu permet maintenant un crédit d'impôt pour frais de scolarité payés pour l'année. Avant 1988, la Loi permettait une déduction des frais de scolarité payés pour une période de douze mois commençant dans l'année. C'est-à-dire que pour l'année d'imposition 1987, les reçus émis pouvaient indiquer des frais payés en 1987 ou 1988 pourvu que les frais étaient payés pour les périodes commençant en 1987. Les réclamations pour frais de scolarité des étudiants étaient limitées aux périodes fréquentées au cours d'une période de douze mois commençant en 1987. Les réclamations pour frais de scolarité des étudiants étaient limitées aux périodes fréquentées au cours d'une période de douze mois commençant en 1987. Pour 1988 et pour les années d'imposition suivantes, les reçus émis doivent démontrer les frais payés pour les périodes fréquentées pendant une année d'imposition en particulier (année civile) et ne doivent pas indiquer les montants payés pour l'année académique en entier. L'année au cours de laquelle les frais sont payés n'a pas d'importance.

Vous trouverez ci-dessous quelques exemples des différentes façons de préparer des reçus T2202A pour l'année d'imposition 1989.

Exemple 1:

Supposons qu'un étudiant a payé

des frais de scolarité en 1988 pour les périodes de septembre à décembre 1988 et janvier à avril 1989. En 1989, ce même étudiant paye des frais pour les périodes de septembre à décembre 1989 et janvier à avril 1990. Le reçu émis pour cet étudiant pour l'année d'imposition 1989 devrait indiquer les périodes de janvier à avril 1989 et septembre à décembre 1989. Le montant payé en 1989 pour la période de 1990 devrait être indiqué sur le reçu émis en 1990 seulement.

Exemple 2:

Supposons qu'un étudiant à temps partiel paye des frais de scolarité en 1989 pour un cours commençant en septembre 1989 et se terminant en avril 1990. La fraction du montant qui s'applique à la période de 1989, soit la moitié du montant total payé, est le montant qui doit figurer sur le reçu 1989.

Exemple 3:

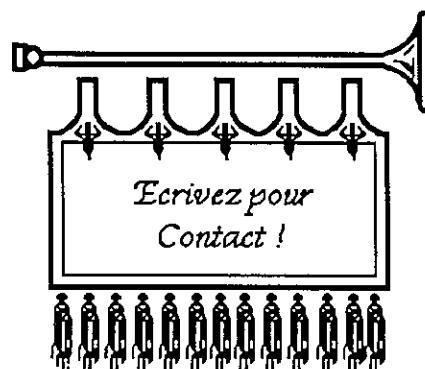
En se basant sur l'exemple 1, supposons que l'établissement d'enseignement a inclus par erreur la session de janvier à avril 1989 sur le reçu émis pour l'année d'imposition 1988 (en raison d'un malentendu à l'effet que tous les montants payés en 1988 devaient figurer sur le reçu). Sur la déclaration T1 de 1988 de l'étudiant, le montant pour la période de 1989 lui a soit été accordé par erreur, ou a été rejeté et le reçu retourné à l'étudiant lui demandant de réclamer le montant applicable à 1989 sur sa déclaration de 1989. En ce qui a trait de telle situation, l'établissement ne devrait inscrire sur le reçu émis pour l'année d'imposition 1989 que le montant applicable à la période de septembre à décembre 1989.

Le certificat pour crédit d'impôt pour frais de scolarité et d'études (formule

T2202A) doit être imprimé par ordinateur ou dactylographié. Les dates des périodes d'études correspondantes aux frais de scolarité figurant à la colonne (A) de la formule, devraient également être inscrites. Le nombre de mois à plein temps devrait être indiqué à la colonne (B). Si l'étudiant ne fréquente pas l'établissement à plein temps, il faut indiquer "N/A" à la colonne (B).

La formule T2202A doit être utilisée pour demander le crédit pour frais de scolarité et/ou d'études. S'il est nécessaire d'émettre un reçu pour frais de scolarité séparément, il faut informer l'étudiant que le reçu doit être annexé à sa déclaration pour toute demande de crédit d'impôt pour frais de scolarité (si le montant a été écrit à la main par l'étudiant sur la T2202A, la demande sera rejetée).

Si un établissement d'enseignement éprouve des difficultés à remplir les certificats pour crédit d'impôt pour frais de scolarité et d'études, ce dernier peut communiquer avec Mary Chenette au (613) 954-0580 ou Joyce Tom au (613) 957-9339 ou encore écrire à la Division du traitement des déclarations à l'attention du chef de la Section des cotisations des particuliers au 400, rue Cumberland, Pièce 9000, Ottawa, (Ontario), K1L 0L8. □



Student Fraud at Canadian Universities

Johanne Bray
AUC

Editor's note: *The AUC conducted a survey on policies, procedures and regulations regarding student fraud at Canadian universities. Here is a summary of its findings.*

Acadia University

The policy of the University concerning student fraud stipulates that a student found guilty of intellectual dishonesty may be required to re-do the piece of work, awarded a failing grade for that piece of work/course, or dismissed from the University. Appeals may be made against the penalty to the Academic Appeals Committee. Furthermore a new procedure has been established for dealing with students who violate computer centre policy. A first offence will result in a suspension for a period of one week and any further infraction will result in an indefinite suspension from the University.

University of Alberta

The Code of Student Behaviour of the University of Alberta provides that penalties for breach of the Code may be imposed at the discretion of the Dean of Student Services or the University Appeal Board. Those penalties range from reprimand to expulsion.

University of Athabasca

The University has developed regulations and policies addressing the issue of academic misconduct by students. The definition of intellectual dishonesty includes plagiarism, the use of unauthorized aids in assignments or exams, and intentional tampering with results, grades or examiner's comments. Furthermore, the sanctions established to maintain the principle of intellectual integrity within the University environment range from rejection of the submitted work to expulsion from the exam, course,

programme or University if warranted. The University reserves the right to resort to legal action depending upon the particular circumstances surrounding the commission of the infraction.

Bishop's University

At present the only formal policy in effect at this institution is an admissions policy concerning students who withhold information which could affect their admission status at the University.

Brandon University

The University's current Calendar provides for regulations on academic integrity within the University environment. There is a five level structure which deals with such academic offences; the first step is taken by the student's instructor who may impose a penalty of a grade reduction or re-assignment of the piece of work, and a grievance may proceed through the levels up to the final level, which is the Senate Discipline Committee, who may dismiss, uphold or increase the penalties imposed at previous levels, and whose decision is final.

Brescia College

This institution follows the same regulations as the University of Western Ontario. Scholastic offences are subject to one or more penalties such as reprimand, resubmission of assignment, refusal of passing grade, suspension, expulsion.

University of British Columbia

The University Calendar contains certain dispositions dealing with student misconduct. Intellectual dishonesty is extensively defined therein and the sanctions which may be imposed range from a failing grade to suspension from the University for a specified period of time, or indefinitely if warranted.

Brock University

The Brock University Faculty Handbook deals with fraud by students and the sanctions for intellectual dishonesty range from the awarding of a zero grade for the piece of work to expulsion from the university. All appeals must be heard by the standing Committee on Examinations and Promotions, whose judgment is final.

University of Calgary

The University of Calgary has a University Calendar in which the policies regarding student misconduct are outlined. Academic

misconduct is therein defined and includes plagiarism, cheating, the tampering with academic material as well as any aid in the commission of the above-mentioned offences. The penalties imposed on the student found guilty of academic misconduct range from the awarding of a failing grade, disciplinary probation, suspension, to the expulsion from the Faculty and/or the University.

University College of Cape Breton

Their community guide provides that fraud, forgery or misrepresentation of documents are infractions for which students may be subject to sanctions ranging from fines to restitution or suspension.

Carleton University

The University's Undergraduate Calendar outlines the regulations governing academic misconduct and sanctions imposed on students guilty of such an offence range from the awarding of a failing grade for the course/examination, to expulsion from the University.

Concordia University

The University Undergraduate Calendar outlines the offences, procedures and charges used when dealing with cases of academic dishonesty. The definition of student misconduct includes cheating, plagiarism, the multiple submission of projects as well as other academic offences, and the sanctions established to deal with students found guilty of such intellectual dishonesty range from the imposition of a failing grade to expulsion from the University. We would draw your attention to the fact that this Academic Code of Conduct is presently being revised and a new version of the Code is to be published in the 1990-91 Academic Calendar.

University of Guelph

Guelph has two sets of policies regarding fraud, namely a policy on academic misconduct which includes cheating and plagiarism, and a policy relating to non-academic misconduct such as forgery on I.D. cards, parking permits, etc. Failure by a student to comply with the rules of non-academic misconduct may result in a verbal warning, incident report, warning letter, transfer to another residence, charge through a judicial process, non-renewal of residence contract, or eviction. As for academic mis-

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conduct, the penalties consist of official warning, partial or total loss of marks for the course, debarment from the University for up to one year, or a recommendation for expulsion from the University.

Lakehead University

The Code of Student Behaviour and Disciplinary Procedures sets out the student's rights and responsibilities. The sanctions for student misconduct such as plagiarism, cheating, forgery etc. consist of admonition, censure, disciplinary probation, fine, restitution, submission of a failing grade, suspension for a definite period of time, or expulsion for an indefinite period.

Université Laval

The University has a Code of Discipline which stipulates various regulations concerning academic integrity and more specifically academic misconduct. The sanctions which may be imposed on a student found guilty of such an offence include the following: reprimand, probation, one year expulsion from the University, permanent expulsion from the University.

University of Manitoba

The matter of academic dishonesty is dealt with by the University under a separate policy or by-law. The range of possible penalties that can be imposed on a student found guilty of intellectual dishonesty includes suspension from attendance for the balance of one course to suspension or expulsion from the University. Appeal procedures have also been established to deal with the issue.

McGill University

The University has a Handbook of Students Rights and Responsibilities in which student fraud is dealt with and the sanctions which may be imposed by the Hearing Committee range from admonition of the student to his/her expulsion from the University. An appeal procedure has been provided for at this University.

McMaster University

The McMaster University Policy Senate Resolutions on Academic Dishonesty provides for certain preliminary steps to be taken when a student is suspected of intellectual misconduct. Furthermore, a specific procedure must be followed depending on whether the infraction committed is a first offence or a second and subsequent offence.

Certain committees have been appointed to deal with the issue and the sanctions they may impose on a student found guilty of such an infraction range from the awarding of a failing grade which will appear on the student's transcript, to a suspension and/or expulsion from the University without academic privileges.

Memorial University of Newfoundland

The general regulations concerning academic offences provide for several procedures of resolution of an offence. There is an informal resolution before the department head (Dean, Director or officer), and a formal resolution where there is failure to resolve the matter informally. The penalties are said to be commensurate with the offence and they consist of reprimand, reduction of grade, probation, suspension or expulsion.

Université de Montréal

Regulations are established to cover the issues of plagiarism, cheating, fraud or any attempt to commit one of the above-mentioned offences and the sanctions range from the awarding of a failing grade to expulsion of the student from the Faculty or University.

Mount Allison University

The University does not have an established policy concerning academic dishonesty by students. However such an offence may be dealt with by the professor involved or more typically, by the appropriate academic dean. Moreover, the student may appeal the decision to the Senate. Please note that Mount Allison's discipline system is under review and a more extensive policy on student governance will be implemented next year.

Mount Saint Vincent

This institution has an academic information booklet containing several passages on fraud by students. Plagiarism and cheating are serious academic offences for which an instructor assigns a mark of zero if found in the work or report. Where recidivism occurs a mark of F is assigned for the whole of the course. There are also additional penalties which may include suspension.

University of New Brunswick

Regulations concerning academic offences refer to the submission of fraudulent assignments or credentials.

O.I.S.E.

The Institute has a School of Graduate Studies Calendar which deals with academic matters. Sanctions for student misconduct range from censure, a mark of zero, reduction in final mark, denial of privileges to use facilities, suspension.

Ecole Polytechnique de Montréal

A set of regulations is established to deal with the issue of student misconduct which stipulates that plagiarism entails the automatic awarding of a failure in every course in which the student is enrolled during the semester. The institution reserves the right to impose any other sanction deemed necessary and appropriate in the particular circumstances surrounding the infraction.

University of Prince Edward Island

This University has no policy or regulation dealing with the issue of student misconduct.

Université du Québec à Hull

The University has regulations which have been established to deal with plagiarism and fraud committed by students. A disciplinary committee has been given the mandate to impose any of the following sanctions when a student has been found guilty of intellectual misconduct: a mention in the student's file, annulment of the exam/essay, failure of the course, suspension for one or more sessions, expulsion from the University. In its determination of the penalty the Committee must consider the nature of the infraction committed as well as its frequency by the said student. A recommendation of expulsion of the student must be made to the Board of Administrators, for only they can order the expulsion.

Université du Québec à Montréal

The disciplinary procedures are different at this institution for undergraduate and graduate students. However, the penalties are the same for both and include reprimand, suspension or expulsion.

Université du Québec à Trois-Rivières

The University has regulations established for students of the first year as well as those in more advanced studies. Students in the first year found guilty of intellectual dishonesty may be subjected to a failing grade, a suspension and/or exclusion from the University for a maximum of five years. Only in exceptional circumstances may the

work/exam be annulled. The sanctions applicable to students of more senior years include annulment of the essay/exam, awarding of a failing grade, suspension for one or more sessions, or expulsion from the University, depending on the nature of the offence committed and its frequency.

Queen's University

This institution has a Code of Conduct covering academic dishonesty for which sanctions range from failure in the course to a requirement to withdraw from the University.

University of Regina

The University's Calendar provides for the discipline of students guilty of academic misconduct which includes but is not limited to the following examples; cheating and plagiarism. When such misconduct occurs, the Faculty may assign a zero credit or another mark which it deems appropriate in the circumstances. The University reserves the right to suspend or dismiss the student for such academic dishonesty.

Ryerson Polytechnic Institute

This institution has a newly approved Code of Student Conduct and Related Procedures.

Université de Sainte-Anne

The University has no established policy or regulations concerning the issue of academic dishonesty by students.

Collège Universitaire de Saint-Boniface

Regulations dealing with plagiarism, cheating and fraud are established in the University and sanctions range from a failing grade for the essay/exam, course, or semester, to expulsion from the faculty or college. The regulations also provide for legal recourse before the courts in certain circumstances.

St. Francis Xavier University

The University has a policy with respect to fraud in its Calendar which includes cheating and plagiarism. Those students found guilty of academic dishonesty may be subject to the awarding of a failing grade or dismissal from the University for a minimum period of one year. Please note that appeal procedures are also established for students.

University of Saskatchewan

In its pursuit of knowledge and scholarship, the University has published a booklet

comprising its latest "Regulations on Examination and Student Grievances, Appeals, and Disciplinary Regulations" which deal with the issue of student misconduct.

A Council Committee on Academic Offences is established to deal with the matter of academic dishonesty. When a case is referred to the committee, the chairman shall promptly appoint a panel which has the power to impose such sanctions as fines, suspension, and expulsion of the student.

Université de Sherbrooke

Regulations concerning student misconduct are provided for in the University's Calendar and penalties for infractions range from suspension to expulsion from the University depending on the gravity of the infraction committed.

University of Toronto

This institution has a Code of Behaviour on Academic Matters which applies to students, former students, graduates and members of the teaching staff of the University. The Code also provides for a series of sanctions where a student admits to the commission of certain events and another series of sanctions upon conviction of an offence.

Trinity College

This College forms part of the Federation of Colleges which make up the University of Toronto and has no independent policy concerning intellectual dishonesty by students. It has therefore adopted the policy presently in effect in the Faculty of Arts & Science at the University of Toronto.

Trinity Western University

Their policy is that students attending Trinity Western University agree in writing to abide by the community standards, rules and regulations of the University.

University of Victoria

The University's Calendar sets out the policy concerning academic misconduct. The Departmental Chairman may inform the student who has manifested unprofessional behaviour, of the conditions under which he may resume participation in the college, or may require the said student to withdraw from the course.

University of Waterloo

The University's Academic Regulations and Student Discipline Policy deal extensively with the issue of student fraud in relation to academic activities, and include

the following: cheating, impersonating another student, plagiarism, theft of university material, falsification of academic records, submission of false information, submission of work previously submitted, etc. The sanctions imposed upon a student found guilty of such intellectual dishonesty range from a simple reprimand to permanent expulsion from the University.

University of Western Ontario

The University Calendar deals with the issue of student fraud and the sanctions imposed on students found guilty of such an offence range from reprimand to expulsion from the University. An appeals process has been established by the University and at the end of this internal process a student may take his or her case to the courts.

Windsor University

The University deals with the issue of fraud by students by the means of a Senate By-law which fully details examples of academic misconduct. Certain preliminary steps are taken when a student is found guilty of intellectual dishonesty, such as admonition and censure. However the University has the power to impose sanctions such as suspension and expulsion if deemed necessary. Furthermore the By-laws provide for pre-hearing, hearing, and appeal procedures.

University of Winnipeg

The University's Calendar has established sanctions to deal with students found guilty of academic misconduct, which range from a failing grade to expulsion. □



La sanction de la fraude dans les universités canadiennes

Johanne Bray
AUCC

Note de la rédaction: Le texte qui suit résume les règlements, politiques et procédures en vigueur dans les universités canadiennes, concernant le plagiat et la fraude. Ce sondage a été effectué par l'AUCC.

Acadia University

La politique de l'Université concernant la fraude chez les étudiants stipule que l'étudiant trouvé coupable de malhonnêteté intellectuelle peut être tenu de reprendre le travail particulier dont il s'agit, se voir attribuer une note d'échec pour le travail ou le cours ou encore être congédié de l'Université. Des appels de ces sanctions peuvent être interjetés devant l'Academic Appeals Committee. De plus, une nouvelle procédure a été établie pour régler le cas des étudiants qui contreviennent à la politique concernant le centre de traitement de l'information. Une première infraction entraîne une suspension d'une semaine et toute infraction subséquente entraîne une suspension indéfinie de l'Université.

University of Alberta

Le Code of Student Behaviour de l'University of Alberta stipule qu'en cas d'infraction au Code des sanctions peuvent être imposées à la discrétion du doyen des services aux étudiants ou de l'University Appeal Board. Ces sanctions vont de la réprimande à l'expulsion.

University of Athabasca

L'Université a établi des règlements et des politiques régissant la question de l'inconduite des étudiants en matière universitaire. La définition de malhonnêteté intellectuelle englobe le plagiat, l'utilisation d'accessoires non autorisés dans les travaux ou les examens, de même que l'altération intentionnelle de résultats, de notes ou de

commentaires de l'examineur. De plus, les sanctions établies pour maintenir le principe de l'intégrité intellectuelle dans le milieu universitaire vont du rejet du travail soumis à l'expulsion de l'examen, du cours, du programme ou de l'Université si cette mesure est justifiée. L'Université se réserve le droit de recourir à des poursuites en justice, selon les circonstances particulières dans lesquelles l'infraction a été commise.

Bishop's University

A l'heure actuelle, la seule politique officielle en vigueur à cet établissement en est une qui concerne les admissions et elle s'applique aux étudiants qui dissimulent des renseignements qui pourraient influencer sur la condition de leur admission à l'Université.

Brandon University

L'Annuaire actuel de l'Université fait mention de règlements concernant l'intégrité intellectuelle dans le milieu universitaire. Une structure à cinq paliers s'applique aux infractions à cet égard; au premier palier, c'est le professeur de l'étudiant qui intervient et peut imposer une sanction qui prend la forme d'une réduction des notes ou d'une réattribution du travail en cause, puis un grief peut passer par les étapes suivantes, jusqu'au dernier palier qui est celui du Senate Discipline Committee qui peut rejeter, maintenir ou augmenter les sanctions imposées aux paliers précédents et sa décision est sans appel.

Brescia College

Cet établissement suit les mêmes règlements que l'University of Western Ontario. Les infractions scolaires sont susceptibles d'une ou plusieurs sanctions, telles que la réprimande, la reprise du travail, le refus de notes de passage, la suspension, l'expulsion.

University of British Columbia

L'Annuaire de l'Université renferme certaines dispositions qui traitent de l'inconduite chez les étudiants. La malhonnêteté intellectuelle est minutieusement définie dans ledit annuaire et les sanctions qui peuvent être imposées vont d'une note d'échec jusqu'à la suspension de l'Université pour une période spécifiée ou une période indéfinie si la situation le justifie.

Brock University

Le manuel des professeurs de la Brock University traite de la fraude chez les étu-

diants et les sanctions, en cas de malhonnêteté intellectuelle, vont de l'attribution d'une note zéro pour le travail dont il s'agit, jusqu'à l'expulsion de l'Université. Tous les appels doivent être entendus par le Committee on Examinations and Promotions, comité permanent dont le jugement est sans appel.

University of Calgary

L'University of Calgary a un Annuaire dans lequel sont exposées les politiques concernant l'inconduite chez les étudiants. L'inconduite scolaire est définie dans ledit annuaire et comprend le plagiat, la tricherie, l'altération de matériel scolaire de même que toute participation aux infractions susmentionnées. Les sanctions imposées à l'étudiant trouvé coupable d'inconduite scolaire vont de l'attribution d'une note d'échec, à la probation disciplinaire, à la suspension et jusqu'à l'expulsion de la faculté et (ou) de l'Université.

University College of Cape Breton

Son guide de la communauté stipule que la fraude, la falsification ou la fausse représentation de documents constituent des infractions pour lesquelles les étudiants peuvent être sujets à des sanctions allant de l'amende à la restitution ou à la suspension.

Carleton University

L'Annuaire du premier cycle de l'Université renferme les règlements régissant l'inconduite académique et les sanctions imposées aux étudiants coupables d'une infraction de ce genre vont de l'attribution d'une note d'échec pour le cours ou l'examen, jusqu'à l'expulsion de l'Université.

Concordia University

L'Annuaire de l'Université pour le premier cycle fait état des infractions et des modes de procédures ainsi que des accusations portées dans les cas de malhonnêteté intellectuelle. La définition de l'inconduite chez les étudiants comprend la tricherie, le plagiat, la présentation multiple de travaux, de même que toutes autres infractions scolaires et les sanctions établies à l'égard des étudiants trouvés coupables d'une telle malhonnêteté intellectuelle vont de l'attribution d'une note d'échec à l'expulsion de l'Université. L'Academic Code of Conduct est présentement en voie de révision et une nouvelle version de ce code doit paraître dans l'annuaire de 1990-1991 de l'Université.

University of Guelph

Guelph a deux groupes de politiques

concernant la fraude, à savoir une politique concernant l'inconduite intellectuelle, qui comprend la tricherie et le plagiat, et une politique concernant l'inconduite à d'autres égards, par exemple la falsification de la carte d'identité, des permis de stationnement, etc. L'étudiant qui omet de se conformer aux règles dans ce domaine peut faire l'objet d'un avertissement verbal, d'un rapport d'incident, d'une lettre d'avertissement, d'un transfert à une autre résidence, d'accusation par voie de procédures judiciaires, du non-renouvellement de son contrat de résidence ou d'expulsion. En ce qui concerne l'inconduite intellectuelle, les sanctions comprennent l'avertissement officiel, la perte partielle ou totale de notes pour le cours, l'exclusion de l'Université pour une période allant jusqu'à un an ou la recommandation d'expulsion de l'Université.

Lakehead University

Le Code of Student Behaviour and Disciplinary Procedures fait état des droits et responsabilités de l'étudiant. Les sanctions pour les cas d'inconduite de la part de l'étudiant, tels que le plagiat, la tricherie, la falsification, etc., consistent dans la réprimande, le blâme, la probation disciplinaire, l'amende, la restitution, l'attribution d'une note d'échec, la suspension pour une période déterminée ou l'expulsion pour une période indéfinie.

Université Laval

L'Université a un Code de discipline qui renferme plusieurs règlements concernant l'intégrité intellectuelle et, plus précisément, l'inconduite académique. Parmi les sanctions qui peuvent être imposées à l'étudiant trouvé coupable d'une infraction de ce genre, il y a lieu de mentionner: la réprimande, la probation, une année d'expulsion de l'Université, l'expulsion permanente de l'Université.

University of Manitoba

La question de la malhonnêteté académique fait l'objet d'un règlement distinct. La gamme des sanctions qui peuvent être imposées à l'étudiant trouvé coupable de malhonnêteté intellectuelle comprend la suspension de l'examen jusqu'à la suspension ou à l'expulsion de l'Université. Une procédure d'appel a été établie à l'égard de cette question.

McGill University

L'Université a un Handbook of Students Rights and Responsibilities dans lequel il est question de la fraude chez les étudiants et les sanctions qui peuvent être imposées par le Hearing Committee vont de la réprimande de l'étudiant jusqu'à son expulsion de l'Université. Il existe aussi une procédure d'appel à cette Université.

McMaster University

Les résolutions du Sénat concernant la politique de la McMaster University relative à la malhonnêteté académique prévoient certaines mesures préliminaires à être prises lorsqu'un étudiant est soupçonné d'inconduite intellectuelle. De plus, une procédure particulière doit être suivie selon qu'il s'agit d'une première infraction ou d'une deuxième infraction et des infractions subséquentes. Certains comités ont été institués pour s'occuper de cette question et les sanctions qu'ils peuvent imposer à l'étudiant trouvé coupable d'une telle infraction vont de l'attribution d'une note d'échec qui paraîtra sur le relevé de notes de l'étudiant, jusqu'à la suspension et(ou) l'expulsion de l'Université sans privilèges scolaires.

Memorial University of Newfoundland

Les règlements généraux régissant les infractions intellectuelles prévoient plusieurs modes de règlement d'une infraction. Il existe un règlement sans formalités au bureau du chef de département (doyen, directeur ou dirigeant) et un règlement officiel lorsque la question ne parvient pas à être réglée sans formalités. Les sanctions sont censées être proportionnées à l'infraction et elles comprennent la réprimande, la réduction des notes, la probation, la suspension ou l'expulsion.

Université de Montréal

Des règlements s'appliquent aux questions de plagiat, tricherie, fraude ou à tout essai de commettre une des infractions susmentionnées et les sanctions vont de l'attribution d'une note d'échec jusqu'à l'expulsion de l'étudiant de la faculté ou de l'Université.

Mount Allison University

L'Université n'a pas de politique établie concernant la malhonnêteté intellectuelle chez les étudiants. Le professeur en cause ou, plus couramment, le doyen de

l'enseignement compétent, peuvent cependant intervenir en cas d'infractions de ce genre. En outre, l'étudiant peut en appeler de la décision au Sénat. Il y a lieu de noter que le système disciplinaire de Mount Allison est présentement à l'étude et une plus ample politique concernant les statuts qui régissent les étudiants sera appliquée l'an prochain.

Mount Saint Vincent

Cet établissement dispose d'une brochure de renseignements sur l'Université, laquelle renferme plusieurs passages sur la fraude chez les étudiants. Le plagiat et la tricherie sont des infractions graves pour lesquelles un professeur attribue une note zéro lorsqu'elles sont constatées dans le travail ou les rapports. En cas de récidive, une note d'échec est attribuée pour l'ensemble du cours. Il se trouve également d'autres sanctions qui peuvent comporter la suspension.

University of New Brunswick

Les règlements concernant les infractions intellectuelles font mention de la présentation de travaux ou de titres frauduleux.

O.I.S.E.

L'Institut a un School of Graduate Studies Calendar qui traite de questions relatives à l'enseignement. Les sanctions imposées aux étudiants trouvés coupables d'inconduite vont du blâme, à la note zéro, à la réduction des notes finales, au refus de privilèges concernant l'utilisation des installations et jusqu'à la suspension.

Ecole Polytechnique de Montréal

Il existe un ensemble de règlements qui se rapportent à la question de l'inconduite chez les étudiants; ces règlements stipulent que le plagiat entraîne automatiquement une déclaration d'échec dans tous les cours auxquels l'étudiant est inscrit durant le semestre. L'établissement se réserve le droit d'imposer toute autre sanction qu'il peut juger nécessaire et appropriée dans les circonstances particulières qui entourent l'infraction.

University of Prince Edward Island

Cette Université n'a pas de politique ni de règlements qui se rapportent à la question de l'inconduite chez les étudiants.

Université du Québec à Hull

L'Université a des règlements qui ont été établis pour régler les questions de fraude et de plagiat de la part des étudiants. Un

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comité disciplinaire a reçu le mandat d'imposer n'importe laquelle des sanctions mentionnées ci-après lorsque l'étudiant a été trouvé coupable d'inconduite intellectuelle: une mention au dossier de l'étudiant, l'annulation de l'examen ou de l'épreuve, l'échec du cours, la suspension pour un ou plusieurs semestres, l'expulsion de l'Université. Dans sa détermination de la sanction le Comité doit tenir compte de la nature et de la fréquence de l'infraction commise par l'étudiant. Une recommandation d'expulsion de l'étudiant doit être présentée au Conseil d'administration car lui seul peut ordonner l'expulsion.

Université du Québec à Montréal

Les mesures disciplinaires sont différentes à cet établissement pour les étudiants du premier cycle et pour ceux des cycles supérieurs. Les sanctions, cependant, sont les mêmes dans les deux cas et comprennent la réprimande, la suspension ou l'expulsion.

Université du Québec à Trois-Rivières

L'Université a des règlements établis pour les étudiants de première année, de même que les étudiants plus avancés. Les étudiants de première année trouvés coupables de malhonnêteté intellectuelle s'exposent à l'attribution d'une note d'échec, à la suspension et(ou) à l'exclusion de l'Université pour une période d'au plus cinq ans. Les travaux ou les examens ne sont annulés que dans des circonstances exceptionnelles. Les sanctions applicables aux étudiants des cours plus avancés comprennent l'annulation de l'épreuve ou de l'examen, l'attribution d'une note d'échec, la suspension durant un semestre ou plus ou l'expulsion de l'Université, selon la nature de l'infraction commise et sa fréquence.

Queen's University

Cet établissement a un code de conduite qui traite de la malhonnêteté intellectuelle pour laquelle les sanctions imposées vont de l'échec du cours jusqu'à l'exigence du retrait de l'Université.

University of Regina

L'Annuaire de l'Université prévoit la punition des étudiants coupables d'inconduite intellectuelle, ce qui comprend, mais non uniquement, les exemples ci-après: tricherie et plagiat. En cas de pareille inconduite, le professeur peut attribuer une note zéro ou toute autre note qu'il juge appropriée dans

les circonstances. L'Université se réserve le droit de suspendre ou de congédier l'étudiant ainsi coupable de malhonnêteté académique.

Ryerson Polytechnic Institute

Cet établissement dispose d'un Code of Student Conduct and Related Procedures nouvellement approuvé.

Université de Sainte-Anne

L'Université n'a pas de politique ni de règlements établis concernant la question de la malhonnêteté intellectuelle chez les étudiants.

Collège Universitaire de Saint-Boniface

L'Université a établi des règlements concernant la tricherie, le plagiat et la fraude et les sanctions vont d'une note d'échec pour l'épreuve ou l'examen, le cours ou le semestre, jusqu'à l'expulsion de la faculté ou du collège. Les règlements prévoient également un recours en justice devant les tribunaux dans certaines circonstances.

St. Francis Xavier University

L'Annuaire de l'Université renferme une politique concernant la fraude, ce qui comprend la tricherie et le plagiat. Les étudiants trouvés coupables de malhonnêteté intellectuelle peuvent se voir attribuer une note d'échec ou être congédiés de l'Université pour une période minimale d'un an. Il a lieu de noter qu'une procédure d'appel est également établie à l'intention des étudiants.

University of Saskatchewan

Dans sa poursuite des connaissances et du savoir, l'Université a publié une brochure dans laquelle se trouve sa version la plus récente des "Regulations on Examination and Student Grievances, Appeals, and Disciplinary Regulations" qui traitent de la question de l'inconduite chez les étudiants. Un Council Committee on Academic Offences est établi pour régler les questions de malhonnêteté intellectuelle. Quand un cas est soumis au comité, le président s'empresse de nommer une équipe autorisée à imposer des sanctions telles que l'amende, la suspension et l'expulsion de l'étudiant.

Université de Sherbrooke

L'Annuaire de l'Université prévoit des règlements concernant l'inconduite chez les étudiants et les sanctions pour infractions vont de la suspension à l'expulsion de l'Université, selon la gravité de l'infraction commise.

University of Toronto

Cet établissement a un Code of Behaviour on Academic Matters qui s'applique aux étudiants, aux anciens, aux diplômés et aux membres du corps professoral de l'Université. Le Code prévoit en outre une gamme de sanctions là où l'étudiant admet avoir participé à certains événements et une autre gamme de sanctions là où l'étudiant est trouvé coupable d'une infraction.

Trinity College

Ce collège fait partie de la Federation of Colleges constituant l'University of Toronto et il n'a pas de politique particulière concernant la malhonnêteté intellectuelle chez les étudiants. Il a donc adopté la politique actuellement en vigueur à la Faculté des arts et des sciences de l'University of Toronto.

Trinity Western University

Sa politique consiste à exiger que les étudiants qui fréquentent l'Université conviennent par écrit de respecter les normes communautaires ainsi que les règles et les règlements de l'Université.

University of Victoria

L'annuaire de l'Université décrit la politique concernant l'inconduite intellectuelle. Le président de département peut informer l'étudiant qui a affiché un comportement indigne d'un professionnel, des conditions dans lesquelles il peut rentrer au collège ou il peut exiger que ledit étudiant se retire du cours.

University of Waterloo

L'Academic Regulations and Student Discipline Policy de l'Université traite abondamment de la question de la fraude chez l'étudiant, en rapport avec les activités universitaires et notamment, de ceci: la tricherie, l'usurpation de l'identité d'un autre étudiant, le plagiat, le vol de matériel universitaire, la falsification de dossiers universitaires, la présentation de faux renseignements, la présentation de travaux déjà soumis, etc. Les sanctions imposées à l'étudiant trouvé coupable d'une telle malhonnêteté intellectuelle vont d'une simple réprimande à l'expulsion en permanence de l'Université.

University of Western Ontario

L'Annuaire de l'Université traite de la question de la fraude chez l'étudiant et les sanctions imposées aux étudiants trouvés coupables d'une telle infraction vont de la réprimande jusqu'à l'expulsion de

l'Université. Une procédure d'appel a été établie par l'Université et, à la fin de ce processus interne, l'étudiant peut porter sa cause devant les tribunaux.

Windsor University

L'Université règle les questions de fraude chez les étudiants au moyen d'un règlement du Sénat qui fournit des exemples détaillés d'inconduite intellectuelle. On a recours à certaines mesures préliminaires là où un étudiant est trouvé coupable de malhonnêteté intellectuelle alors qu'il peut y avoir, par ex-

emple, remontrances et blâme. L'Université, cependant, est autorisée à imposer des sanctions, comme la suspension et l'expulsion, au besoin. De plus, les règlements prévoient une pré-audition, une audition et une procédure d'appel.

University of Winnipeg

L'Annuaire de l'Université prévoit des sanctions dans les cas d'étudiants trouvés coupables d'inconduite intellectuelle; ces sanctions vont d'une note d'échec à l'expulsion. □

Editor's Corner

Jim Boniface

University of Waterloo

Bring out the Kleenex! They say that no news is good news but this is ridiculous. Ygal Leib, his staff and I have put a fair bit of effort into our new *Contact* but the feedback is minimal. Outside of a few favourable comments on the looks of *Contact* it has been a very discouraging effort. I'm not sure anymore whether the membership even wants a national newsletter.



Where are you? Do we not have anything interesting to share with our colleagues? I don't have the luxury of having reporters on staff which means I have to rely on you to share. Perhaps the mention in the last issue of "floppy disk" scared you off. Forget that statement! Use a quill pen if your more comfortable with it but write to me. I feel like the Maytag repairman.

Can we talk? Can you write? Will you write for *Contact*? □

Contact

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Editor / Rédacteur:

Jim Boniface

News / Information

Jim Boniface

Ken Clements

Ygal Leib

Alex Reed

Special contribution / Collaboration spéciale:

Eucline Claire Alleyne

Design, Layout, Technical Production / Conception graphique, mise en page, réalisation technique:

Daniel Leib

Word processing / Traitement de textes:

Suzanne Lavigne-Denys

Proofreading / Révision de textes:

Jim Boniface

Suzanne Lavigne-Denys

Scanning, Optical Character Recognition / Balayage optique:

Martin Simoneau

Printing / Impression:

Service de reprographie,
Université du Québec à Montréal

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DERNIER APPEL DE PRESENTATIONS

C'est maintenant ou jamais, votre dernière occasion de contribuer par une présentation à la conférence de 1990 de votre Association.

L'Association des registraires des universités et des collèges du Canada tiendra sa prochaine conférence biennale du 20 juin au 23 juin 1989, dans la ville de Québec. Le thème de la conférence est Les services aux clientèles étudiantes 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. 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

Le recrutement comme approche globale

Encadrement et support aux étudiants

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.

Le Comité du programme recherche encore des personnes pour faire des présentations sur l'un ou l'autre des sujets ci-dessus. Si vous souhaitez faire profiter vos collègues de votre expérience professionnelle, il n'y a pas de meilleur moyen que d'offrir de faire une présentation à ARUCC 90, en remplissant et en renvoyant le coupon ci-dessus:

Je désire faire une présentation à ARUCC 90, sur le sujet suivant, que je soumetts à la considération du Comité du programme:

Nom: _____
Institution: _____
Adresse: _____
Téléphone: _____

Prière de remplir ce coupon et de le retourner avant le 15 novembre 1989 à:

Comité du programme

Conférence biennale de l'ARUCC 1990

a/s M. Yves Jodoin

Directeur du recrutement

Registrariat, UQAM

BP 6190, Succ. A

Montréal, Québec H3C 4N6

FAX: (514) 987-7728

NETNORTH: G26656 @ UQAM



du 20 au 23 juin 1990
Ville de Québec

L'ASSOCIATION DES REGISTRAIRES DES
UNIVERSITÉS ET COLLÈGES DU CANADA

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LAST CALL FOR PAPERS

This is your last chance to join up and be counted.

The Association of Registrars of Universities and Colleges of Canada will hold its biennial meeting in Quebec City from June 20th through June 23rd 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

The Program Committee is still looking for people who would like to present a paper in either one of the above tracks. If you are interested to share your professional knowledge and experience with your colleagues, please fill out and send in this form:

I intend to submit a paper to be considered for presentation at ARUCC 90, on the following topic:

Name: _____
Institution: _____
Address: _____
Telephone: _____

Please return this form **before November 15th** to:

ARUCC 1990 Program Committee

c/o M. Yves Jodoin

Directeur du recrutement

Registrariat, UQAM

BP 6190, Succ. A

Montréal, Québec H3C 4N6

FAX: (514) 987-7728

NETNORTH: G26656 @ UQAM

**June 20-23 1990
Quebec City**

THE ASSOCIATION OF REGISTRARS OF THE
UNIVERSITIES AND COLLEGES OF CANADA