

CONTACT



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

Vol. 9 No. 1
Mars 1991
March 1991

President's Message

Mary MacGillivray
President, ARUCC

This is the first opportunity I have had to talk to you since our conference in Quebec. Before I get down to business, let me begin by wishing you all a happy and successful 1991, both personally and professionally.

The ARUCC executive held a conference call on October 31 during which the 1990/91 budget was approved. I am happy to report that, unlike the preliminary budget presented at the general meeting in Quebec, we are not predicting a deficit, and this was achieved before we learned from the Quebec contingent of the tremendous success of the June 1990 conference. Not only did the Quebec team impress us with their ability to organize a successful conference both professionally and socially, but they also turned a profit. I am sure you will all join with me in saying "Bravo".

The next ARUCC conference will be held in Moncton, N.B. in June 1992, and plans are well under way.

One item that provoked discussion during our conference call was the plan by Employment and Immigration Canada to impose a \$75.00 fee

for processing visa student authorization applications. Your executive felt that this ran counter to efforts to promote Canadian education abroad and expressed this view to Claude Lajeunesse, President of AUCC, who has now registered opposition to the plan with the Minister of Employment and Immigration.

As you may know, the ARUCC Executive holds one meeting each year in conjunction with a meeting of a regional association. In February, we joined OURA (Ontario Universities Registrars Association) at their conference in Waterloo, Ontario.

I would like to conclude by inviting you to submit to your regional representatives (names listed at the back of this issue) any material you feel would be appropriate for publication in Contact. This might include extracts from papers you have presented, reports on interesting business trips you have made, information on exciting new developments in your area, or new appointments. We would love to hear from you.

Vous savez que les années durant lesquelles il n'y a pas de congrès biennal, votre Comité exécutif tient une rencontre conjointement avec une conférence d'une association régionale. C'est ainsi qu'en février nous nous joindrons à nos collègues de l'OURA (Ontario Universities Registrars Association) à Waterloo, Ontario.

Je vous invite à soumettre à vos représentants régionaux, dont vous trouverez les noms sur la dernière page de ce numéro, du matériel pour publication dans le bulletin de votre association: des extraits de recherches que vous avez effectuées ou de rapports que vous avez publiés, de l'information sur des développements dans vos institutions ou dans votre région, des notes de voyage ou de participation à des conférences, des nouvelles sur les mouvements de personnels, etc.

Nous apprécions toute contribution à Contact.

Sommaire In This Issue

Mot du président/ President's Message.....	1
Feature Article/ Article de fond.....	2
Higher Education News/ La scène de l'enseignement supérieur.....	5
International Activities/ Activités internationales.....	14
Membership News / Nouvelles des membres.....	18
Electronic Data Interchange.....	19

Mot du président

Je m'adresse à vous pour la première fois depuis la conférence de Québec en juin dernier. Permettez-moi d'abord de vous souhaiter à tous et à toutes une bonne et heureuse année 1991, remplie de succès personnels et professionnels.

Le Comité exécutif de l'ARUCC a tenu une conférence téléphonique en octobre 1990, durant laquelle il a approuvé le budget 1990-1991. Je suis heureuse d'annoncer que, contrairement aux prévisions budgétaires présentées à l'Assemblée générale de juin, il n'y aura pas de déficit cette année. Qui plus est, le budget approuvé n'inclut même pas encore les revenus du congrès de Québec, qui reflètent eux-aussi l'immense succès remporté par le congrès 1990 de l'ARUCC: non seulement l'équipe québécoise nous a-t-elle impressionnés par sa capacité d'organiser un congrès très réussi, mais elle fait le profit le plus

élevé de l'histoire des congrès de l'ARUCC. Je suis sûre que je reflète vos sentiments en leur disant "Bravo".

Le prochain congrès de l'ARUCC aura lieu en juin 1992 à Moncton, Nouveau Brunswick. Sa préparation a déjà commencé.

Un des points discutés par le Comité exécutif a été le désir d'Emploi et Immigration Canada d'imposer des frais de 75\$ pour traiter les demandes de visa d'étudiant. Votre Comité exécutif croit que cela va à l'encontre des efforts déployés par nos institutions pour promouvoir l'enseignement supérieur hors des frontières du Canada et pour attirer des étudiants étrangers. Nous avons exprimé cet avis au président de l'AUCC, M. Claude Lajeunesse. L'AUCC a fait connaître au ministre responsable son opposition au plan d'Emploi et Immigration Canada.

Feature Article

GENDER DIFFERENCES IN UNIVERSITY REGISTRAR'S OFFICES

Jane Brindley
Phyllis Frick
Athabasca University

Studies of women in Canadian universities have focused largely on the situation of female academics, pointing out such facts as the huge gaps in faculty gender ratios compared to student gender ratios. These studies have also identified inequities in hiring practices, salaries, advancement, tenure, and workloads. Little attention has been paid, however, to gender inequities in university administration. Jane Brindley and Phyllis Frick of Athabasca University have undertaken to address this issue in a recently released report concerning *Gender Differences in Management: A Study of Professional Staff in Registrar's Offices in Canadian Universities* (Athabasca University: October, 1990).

The report describes the results of a national survey conducted by Brindley and Frick during 1989-90. The subjects surveyed for the study were registrarial professional staff in Canadian universities as recorded in the Association of Registrars of Universities and Colleges of Canada (ARUCC) membership list (1989). Rather than trying to take a sample of this population, all university staff (332) who appeared on the list were surveyed in an attempt to get the widest possible representation of the

various professional levels, organizational structures, sizes of institutions and regions. However, the differences between colleges and universities as working environments may have imposed further variables on an already complicated issue, so a decision was made to survey only university administrators for this particular study.

Following a review of the literature regarding major factors which affect the relative career development of men and women, a survey form was developed and mailed to individuals on the ARUCC membership list. In addition to the data collected from individual administrators, institutional information was solicited from registrars at 53 institutions by means of a separate written survey form. The purpose of this information was to enable the authors to make gender comparisons about career advancement not solely based on individual characteristics, but also on institutional variables such as different governance and administrative structures, size of department, and level of autonomy of the department. This data allowed comparisons to be made between the genders using different variables such as demographics, credential level, salary, size of institution, and region.

It should be noted that the results of this survey are based on a 57% response rate, fairly high for surveys of this type. All regions of Canada and

varying sizes of institutions were well represented in the responses. As well, the relative proportion of women (63%) and men (37%) who responded to the survey is fairly similar to the proportion of women and men surveyed who comprise the registrarial professional staff in Canadian universities. The findings, therefore, should be generalizable to the total group surveyed.

GENERAL FINDINGS

The most striking differences between the men and women surveyed were with regard to salaries, budget authority, and representation in upper level management positions. Although there are many more women professional staff than men in registrar's offices, there are far more male registrars, and a far greater proportion of male professionals with substantial budget authority. More than half of the female respondents have no budget authority, while more than half of the male respondents have budget authority of \$50,000 or greater.

Overall, the male respondents are better qualified than the women. Only 1% of male respondents have less than a Bachelor's degree and 45% have graduate degrees compared to 18% and 15% of women respectively. It appears that men engaged in registrarial work are much more likely to begin their careers by entering professional positions directly.



Jane Brindley

Although credentials may have some small impact on salary level when taken into consideration with other variables, it does not appear that they are important as a single factor in determining differences in level of remuneration between men and women. In fact, for men, educational level does not seem to be a factor in determining salary level. Similar percentages of men (over 30%) at both the bachelor's and graduate degree level make over \$50,000 per annum. For women, credentials appear to have some bearing in moving into higher salary levels. There is a higher percentage of women with graduate degrees than with bachelor's degrees who earn more than \$50,000 (although the proportion is still lower than the percentage of men making over \$50,000 at any educational level).

Other factors such as mobility and career development, aspirations and confidence/optimism, hours spent in child and home care as well as other activities, and sources of

influence on career decisions, were also examined and a number of very interesting differences between men and women were identified.

REGISTRARS

Professional positions in registrar's offices require a wide range of skills and abilities, and some of the discrepancies between the genders which have been identified might be explained because men tend to be the more senior professionals in

departments. Hence, the data from those persons who listed their job title as Registrar were analysed separately to see if any distinct patterns might emerge for this group. The results of this part of the study are reported here in some detail.

Only 24 out of a total of 61 registrars responded to the survey. However, the gender breakdown of those who responded is similar to that among the 61 registrars, i.e. over 60% are male. This figure is of note in itself when compared to the gender split among the total professional staff respondents. Although over 60% of professional staff in registrar's offices are women, considerably fewer than 40% of registrars are women.

The majority of registrars who responded to the survey fit the following profile. They are male, 41 or older, married with one to three children at home, and hold a graduate degree. They have budget authority in excess of \$50,000, and have been in their current position less than

5 years but with their current institution more than 15 years. They earn more than \$55,000, and are considering a long term career in registrarial work. They have held up to four different positions and had at least two promotions. Almost 40% has had only one employer while another 40% has had two or three. Most have not changed location more than once.

The female registrars tended to be somewhat younger than their male counterparts, and only 44% had graduate degrees compared with 73% of the male respondents. The majority of the female respondents are single, and they are more than twice as likely as men to have no children in the home. However, a good portion still spend a considerable amount of time engaged in home/child care activities. Twenty-two percent of the women, compared with 7% of the men, spend in excess of 20 hours per week in home and child care.

Women are more likely to have been in their current position a shorter period of time (78% less than five years), as well as having less time with their current institution. They also have held fewer positions, have had fewer promotions and have had fewer employers in fewer locations. This lack of mobility does not appear to be due strictly to the women being younger than the men. It may suggest that their careers were interrupted, a point which needs further study.

Fully one-third of the women registrars have no budget authority, although the remaining two-thirds have budget authority of more than \$50,000. The difference in budget authority between male and female



Phyllis Frick

registrars, although present, is much less than for respondents as a whole. Salary differences are more obvious. Twenty-two per cent of the women, and none of the men, earn less than \$35,000. Forty-seven per cent of the men and only 11 per cent of the women earn more than \$65,000.

Women registrars are more likely than men to aspire to higher positions, and two-thirds of them believe the job opportunities are there (a similar proportion to the male respondents). In substantially greater proportions than men, women feel held back by lack of qualifications, family/home responsibilities and inability to move. Interestingly, more male registrars than female reported feeling held back by reluctance to leave their institution, self-doubt and fear of risk.

Overall, women registrars, in comparison with men, reported being more active in taking steps to further their careers. Specifically, they reported in far greater numbers than men that they were acquiring additional credentials, taking on extra tasks and making useful contacts. Male registrars reported taking on volunteer work and discussing career moves with their supervisor and

colleagues in greater numbers than did women.

All registrars are actively involved in professional activities, although men are much more likely than women to give presentations and slightly more likely to attend conferences. Travel to conferences may be associated with budget authority or other financial considerations.

Women registrars are more likely than men to have been encouraged to apply for higher positions, and are significantly more likely to have been encouraged by family and friends. While only a very small proportion of men have been discouraged from applying for a higher position, one-third of women have been, again by family and friends.

The institutional data were reviewed to determine if there are different characteristics to the institutions/departments which have male and female registrars. More than half of the female registrars are in institutions where the university operating budget is less than \$17M, faculty and staff number fewer than 500 and there are fewer than 5,000 students. A similar proportion of male registrars are in institutions where the operating budget is \$50M or more, the number of faculty and staff exceeds 1,000 and the number of students exceeds 10,000. The majority of male registrars have a departmental budget of \$750,000 or more, while the majority of female registrars have a departmental budget of less than \$500,000. Male registrars have an average staff size of 24 while female registrars have an average staff size of 8. The proportion of male and female staff does not differ

significantly between male and female registrars.

It is not difficult to see that the difference in salary levels between male and female registrars is at least partially accounted for in the size of the department, the size of the operating budget, and the size of the university in which they are registrars. However, it does not seem to be an accident that over half of the female registrars work in smaller institutions. The survey results seem to suggest that women have a much greater chance of being appointed registrar at smaller institutions. It is quite possible that in these smaller institutions the responsibilities of the registrar are perceived to be less onerous than in a large university and consequently the risk associated with hiring a woman may seem less. As well, these institutions, depending upon their location, may have more difficulty in recruiting staff and may be more willing, therefore, to hire a woman.

FURTHER STUDY

During this year, Brindley and Frick are undertaking to obtain more in depth information regarding the factors that help or hinder a person becoming a senior administrator, and to determine if these factors are different for men and for women. They expect to report on this research at ARUCC '92 in Moncton, N.B.

NOTE: Copies of the October, 1990 report are available from Marketing and Communications, Athabasca University, Box 10,000, Athabasca, Alberta, T0G 2R0 Phone: 403-675-6109. □

Higher Education News

La scène de l'enseignement supérieur

B.C. Education in Year 2000 Vision

*Nick Heath, Director of Admissions and Liaison,
Simon Fraser University*

In 1988, a Royal Commission on Education, established by the Government of British Columbia and headed by Vancouver lawyer the late Barrie Sullivan Q.C. submitted its report, *A Legacy for Learners*. This report was a comprehensive review of the provincial school system and contained over 80 recommendations, most of which are being implemented. Since 1988, the pace of change in the education system has been rapid, possibly even too rapid for some.

Many changes have already occurred in the K-10 programs, which should be now properly called the Primary and Intermediate programs, since grade levels as such will no longer exist! However, a major change is still in the works for the former Grades 11 & 12, to be known as the Graduation Program.

In all of the changes, at all age levels, the underlying educational principles and goals are being made explicit, offering the observer a clearer idea of the objective of each of the various components which make up the overall system. Many of these changes are being planned specifically to encourage students to stay in school until graduation and to increase the "relevance" of the curriculum for the average learner. It is clear that the Ministry's educational reformers have felt

that university entrance requirements and other "academic" considerations have unduly influenced the curriculum and the entire secondary program for too many years, with undesirable consequences for many students.

Because many of the changes are still under discussion or are not fully defined, there is an unfortunate lack of focus among educators as to the benefits and drawbacks of the reformed program. What then, are the main changes being proposed?

Starting with the most definite changes, they are:

- All students take a **General Studies** common core of 12 credits, taken from the four "strands" which run throughout the entire school program: humanities, sciences, fine arts and practical arts (practical arts includes Physical Education, Technology Education, Business Education and Home Economics). General Studies is intended to be a "broad liberal education" with the focus on communication and literary skills, learned in part through interdisciplinary studies. It will be taught in two parts: Part A - Canadian Themes and Part B - Global Themes and Issues. Content from the existing Social Studies and English 11 courses will be included.

- Five "pathways", known as **Selected Options** are available, depending on the student's post-secondary intentions. At least one option, each consisting of 40 credits, must be completed for graduation, but students may change options during the program. The options are:

Exploration (offers maximum flexibility)

Passport to Apprenticeship
Career Preparation
Community-School Partnership
University (for entry to universities and other post-secondary institutions)

Each option includes 4 units of Math and 4 units of Level 2 English and 16 units from Level 2 from 4 subject areas and at least 2 curriculum strands.

- There will be **Open entry** to all options within the Graduation program for every student who completes the Intermediate program. Careful counselling will be needed to ensure that students' goals are realistic. There are no "exit standards" in the Intermediate Program and students are expected to begin the Graduation Program where they left off in the earlier program.

- "**Units**" replace courses as credits counting towards graduation. Instead of 13 courses, graduation will require 52 units. We assume that existing courses, such as Geography 12, will consist of 4 units, worth 4 credits. An additional credit may be earned for project work or other study outside the course's four units. Clearly, we will be seeing students in future who will have credit for what are presently only parts of courses. These units will be based on blocks of 25 instructional hours and will be designated as Level 1 or Level 2. Some Level 2 units will have Level 1 prerequisites and a minimum number of Level 2 units must be completed (see above).

- **Flexible schedules** will be possible, even encouraged. Graduation is expected to take 2 years, but could vary according to the student's program and ability.

- **Work experience** is a requirement of all Selected Options, but in the Exploration and University options this amounts to a minimum of only unit in a form chosen by the student. It could be an investigation of university entrance requirements. Other options require 4 or 8 units of work experience.

- **Assessment** may change, but such changes are not presently clear, with indications that achievement will be measured against objective criteria, without reference to time or standards achieved by other class members. Provincial exams will be set for all students in the general studies area and in Level 2 humanities and sciences.

- **Course challenge** will be permitted for all units except those in General Studies, but if the unit is provincially examinable, the exam must be taken and will be included as 40% of the final grade as at present.

Naturally, these changes have attracted much comment from educators in the secondary and post-secondary sectors. Considerable concern was expressed a year ago over the proprosan's impact on the "academic" or university-bound student's program. For students entering science and applied science programs, there appeared to be insufficient room in the program for all of the required science courses, as a result of mandatory fine arts, practical arts and work experience breadth requirements. Other fears are that standards will be diluted by decreasing time allotted to the academic subjects, that students' choices will be diminished by the new curriculum and that teaching competencies for interdisciplinary learning have not been demonstrated. School counsellors have expressed concern over resources and training. Almost everyone has been worried that implementation might be precipitous.

The supporters of the changes appear to include the universities' Educa-

tion Deans who would probably criticize the current program for its lack of breadth, low relevance to "end users" i.e. employers, fragmentation of subject matter and over-emphasis on academic subjects. Some of these concerns have been allayed by revisions to the original proposal, but the controversy still rages!

Thankfully, Ministry officials have placed great emphasis on consultation and are going the "extra mile" to ensure that all points of view are heard.

These are exciting times for education in B.C. and we will try to keep our colleagues across Canada as well-informed about the shape of things to come!

Chronology

1986-87 Royal Commission received input from across B.C.

1888 Commission's report, *A Legacy for Learners* is published.

1989 New School Act was proclaimed.

1989 *Policy Directions and Mandate for the School System* published by the Ministry of Education

Year 2000: A Framework for Learning is published as a discussion document dealing with changes at all levels of the school system.

1990 *The Graduation Program - Response Draft* the current proposal, was published as a further discussion paper.

1991 A revised, probably final, planning document will be published.

1992 Optional use of some components in selected schools.

1995 Incoming students on new program.

1997 First Graduates under new program.

1997/98 Graduation Program in place.

News from BCRA

*Nick Heath, Director of Admissions and Liaison,
Simon Fraser University*

Over the past few years, the registrars from the colleges had been getting together a couple of times each year to discuss systems-related issues, and that meeting was expanded to include another day and the university registrars were invited to join the group. In addition to the discussion of issues of common concern, these meetings are an excellent opportunity to provide information on recent happenings within the various institutions. The group subsequently put together a "constitution" and elected an executive to co-ordinate the group's activities. Malcolm Knapman, Registrar at Camosun College served as the first President, and Valerie Nielsen, Registrar at Vancouver Community College currently holds that post. At the last meeting, the registrars were joined by members of the project team to receive details and comment on the graduation program component of the Year 2000 report. This proved to be a most illuminating experience.

The British Columbia Registrars Association oversees the annual workshop that is held each spring. This year there are plans to host a workshop in cooperation with the Pacific Association of College Registrars and Admission Officers (PACRAO) in the place of our regular workshop. This year also marks the first year of our "employee recognition Program". Each Registrar's Office will provide the names of employees who have long-service records and certificates of recognition will be awarded by the Association. Additional awards may be given for particular contributions at the local, provincial or national level by employees at members institutions. □



BROADER CURRICULUM URGED FOR ONTARIO COLLEGES

Ontario's community colleges should strive for consistent standards and closer links with universities, says a report prepared in part by the colleges themselves.

Vision 2000, a study that also incorporates the views of government, teachers, students, employers, universities and unions, says the colleges should radically redesign their curriculum and provide a broader base of education to prepare students for a lifetime of learning and career changes.

It also says colleges should apply admission tests to incoming students and give remedial training if necessary.

The report recommends closer ties with universities to permit more academic mobility for students who want to apply their college training towards university degrees. If universities do not wish to cooperate, the report says, then a provincial institute of advanced training, a so-called "institute without walls" which would have no physical building, should be empowered by the government to grant degrees.

Ontario's college system was born in the mid-60's amid some resentment by universities toward the new development in post-secondary education. There are now 22 community colleges, with a French-language college in Ottawa. About 95,000 students attend post-secondary college courses full-time, while another 70,000 are enrolled in full-time non-post-secondary courses and another 560,000 take part-time college studies.

The *Vision 2000* study was commissioned two years ago by Lyn McLeod, former minister of colleges and universities. It cost \$709,000.

Until recently, universities have usually ignored community colleges, although some have signed agreements

with individual colleges as credits towards a university degree.

The colleges' Council of Presidents said in a prepared statement, "Too many Ontario college graduates are forced to enter U.S. educational institutions to achieve this objective. The huge investment made by Ontario taxpayers in post-secondary education" raises the question why there is not more academic mobility in Ontario?

Charles Pascal, chairman of the Council of Regents which oversees the college system, predicted co-operation from most universities - but not all - and said he envisioned three or four universities serving as the "institute without walls" to grant degrees to college students. "The age of pomposity and territorial imperative is over."

The current system of patch-work agreements, says the report, gives only "limited and quite uneven opportunities for college graduates to enroll in university programs."

Ontario's colleges have been wrestling with a lack of credibility ever since their inception. In its study, *Vision 2000* identified a number of problems. Among them

- Lack of system-wide standards and quality assurance
- Narrow curriculum
- High attrition rate (More than 50 per cent of college students drop out.)
- Lack of links to high schools and universities
- Quality and funding trade-offs
- Poor labor-management relations

Recognition that consistent standards were needed led to a recommendation that a college standards and accreditation council be formed. Mr. Pascal said *Vision 2000* was not recommending standardized tests of students at commu-

nity colleges, but a constant review of similar college programs to ensure that students were getting the same quality of training.

Employers have regularly complained that the quality of graduates from one college to the next is not consistent.

While the report stresses that greater accessibility to the college system is needed, it also warns that many students come ill-prepared for college training. It calls for tests of literacy, numeracy and communications skills in preparation for specific programs, particularly in the health sciences and advanced technologies.

A 1989 study of incoming students found that almost 40 percent of those with a Grade 12 diploma were reading at a Grade 10 level or lower.

The cost of upgrading the literacy level of students is estimated at \$650 per student per grade level. Upgrading for one-quarter of the students by one level would cost about \$8-million a year, the report said.

The report says colleges were originally intended to devote 30 per cent of program content to general education, but the level has fallen well below this as a trade-off for more vocational skills training.

But workers need to be able to adapt to change and learn new skills, the report says. "The need for a refrigeration technologist to understand refrigeration is obvious. However, it is essential for that technologist to be able to write a clear and concise report and to communicate and work effectively with customers and co-workers."

Representatives of labor and students expressed support for the report. James Turk, director of education for the Ontario Federation of Labor, admitted his or-

ganization had been cynical about the review of the college system.

He said the result "underlines the sense of what a community college is and it swims against the current tide so prevalent in education, that the purpose of education is strictly to prepare people for jobs. The role of the community college is to provide more than vocational training."

Timothy Jackson, representing the Ontario Federation of Students, said the linking of colleges and universities would be extremely important for people living in remote areas of Ontario. "Natives and people in Northern Ontario will be able to work towards a university degree without having to leave their homes," he said.

Etude sur les résultats de cohortes de nouveaux étudiants universitaires au Québec

A la demande des CEGEP et avec le concours de la CREPUQ, les registraires des universités québécoises participent à une opération visant à fournir des données sur la persévérance des diplômés de CEGEP qui entreprennent des études universitaires et sur leurs résultats. La CREPUQ entend créer une base de données qui lui permettra de consigner l'inscription initiale et les inscriptions ultérieures des diplômés de CEGEP, et notamment celles des étudiants qui changent de programme ou d'établissement au Québec. Le taux de persévérance universitaire provincial pourra ainsi être calculé également par le CEGEP que l'étudiant fréquente. En outre, le projet vise à consigner les moyennes cumulatives de manière à pouvoir retracer les résultats des différents étudiants. L'anonymat des étudiants sera strictement respecté par la CREPUQ et les données ne

seront publiées que sous forme de résumé statistique.

At the request of the CEGEP's, and with the support of CREPUQ, efforts are underway to develop statistics on the persistence and performance of CEGEP graduates in Quebec university programs. A database will be created by CREPUQ allowing it to record the initial and subsequent registrations of CEGEP graduates, including those who transfer from one program to another or from one institution to another in Quebec. Province-wide retention rates could then be computed as well as by the CEGEP from which the student came. In addition, cumulative averages will be provided so that the relative performance of various students may be tracked. All of this information will be treated in the strictest confidence by CREPUQ and any data will be published in the form of statistical summaries only.

GST plan gives students credit worth up to \$290

Up to \$290 of easy, tax-free money is waiting for the typical college or university student, courtesy of the proposed goods and services tax. This GST credit - aimed at helping lower-income people - has to be applied for on a special form that came with the 1989 T1 income tax returns, but which many people may have ignored.

The proposed GST legislation calls for credits to be paid every three months, starting January. Revenue Canada plans to mail the first cheques in December.

Eric Kilbertus, manager of Revenue Canada GST credit program, says post-secondary students have been eligible for the current federal sales tax credit but may not have applied because the basic credit is worth just \$70 and the payment begins to be reduced once net income hits \$16,000. The new GST credit is more generous: The credit ranges from \$190 to \$290 and the reduction doesn't begin until net income hits \$24,355.

Kilbertus says those who did not file a 1989 return earlier this year should submit one along with the green GSTC form .

T1 returns and GSTC forms are still available at post offices and district taxation offices. Those who filed too late for December's mailing won't lose out, Kilbertus says. They will get a catch-up, either as a supplementary cheque or in the next payment.

Kilbertus says the credit is available to anyone who was a resident of Canada and at least 19 years old at the end of 1989. Those younger can qualify if they were married and/or had children. The credit is not affected by the parents' financial status. The credit amount is tied to the applicant's "net income".

A typical college student - unmarried with no children - qualifies for the basic \$190 credit if 1989 net income was \$6,066 or less. After that threshold the credit rises to a maximum of \$290 based on net income of at least \$11,066. Credits for upper-income students will be reduced by \$5 for each \$100 over \$24,355. So, those with 1989 net income of \$30,155 or more won't qualify. The credit payment is tax-free.

Under proposed legislation, the credit

amounts are fixed for now but the thresholds will be partially indexed for inflation. Kilbertus notes that full indexing is one issue under discussion by senators. He also points out that this is a transition year.

The first two payments, due in January and April, will be based on 1989 tax returns and the amount paid will be half the yearly total. Thus, a student due the basic annual \$190 credit will be entitled to \$95 for those two payments. Kilbertus says this \$95 will all be paid in the cheque to be mailed in December - just in time to buy second semester books - and no payment will be made in April. That's because just one payment is made when the credit payable for a fiscal year is less than \$100. The July and October payments fall into the next fiscal year and will be based on 1990 tax returns.

DESPITE GAINS, WOMEN STILL UNDER-REPRESENTED IN ENGINEERING AND APPLIED SCIENCES

Women still account for only one in eight full-time students in engineering and applied sciences in Canada, according to statistics published by the Association of Universities and Colleges of Canada (AUCC). "Obviously, there are serious barriers to equitable representation of women in engineering," said AUCC President Claude Lajeunesse. "In fields like education and the humanities, our figures show that half or more of the students at both the undergraduate and graduate levels are women. A rate of only one in eight in engineering raises questions that need to be answered."

The AUCC is among five participants in an 18-month study, announced by federal Science and Technology Minister William Winegard, to propose ways of attracting and keeping women in engineering. Other participants are the Canadian Council of Professional Engineers, the Congress of Canadian

Engineering Students, employment and Immigration Canada, and Industry, Science and Technology Canada.

Figures published by the AUCC in the 1990 edition of Trends: The Canadian University in Profile, the association's annual statistical handbook, show that:

- The number of women enrolled in engineering and applied sciences jumped 679 percent (to 5,216 from 670) at the undergraduate level in the fifteen years from 1972-73 to 1987-88 and 638 percent (to 760 from 103) at the graduate level.

- Even so, the proportion of women among engineering and applied sciences students is only 13 percent at the undergraduate level (5,216 out of 38,952) and 12 percent at the graduate level (760 out of 6,127).

- The situation is similar in mathematics and the physical sciences where women account for only 27 percent of students (7,080

out of 25,476) at the undergraduate level and about 20 percent (1,198 out of 5,857) at the graduate level.

At the undergraduate level in 1987-88, women accounted for more than 60 percent of students in education, fine and applied arts, humanities and health professions, and more than 50 percent in the humanities, and about 40 percent in the social sciences, agricultural and biological sciences and health professions.

"I hope that the study being launched by Mr. Winegard today will come up with practical proposals for a more equitable representation of women in the schools of engineering and, ultimately, in the profession itself," said Dr. Lajeunesse.

For more information: Michelle Albagli, Chief, Media and Community Relations, AUCC,

Tel. (613) 563-1236



MALGRE DES GAINS, LES FEMMES SONT ENCORE TROP RARES EN GENIE ET EN SCIENCES APPLIQUEES

En génie et en sciences appliquées, sur huit étudiants à temps plein, il n'y a encore qu'une seule femme, selon les statistiques publiées par l'Association des Universités et Collèges du Canada (AUCC).

"Il existe manifestement de sérieux obstacles à la représentation équitable des femmes en génie" a déclaré le président-directeur général de l'AUCC, M. Claude Lajeunesse.

"Par contre, en ce qui a trait à l'enseignement et aux sciences humaines, nos données montrent que les femmes comptent pour la moitié au moins des étudiants et ce, aux trois cycles. Alors, une proportion d'une sur huit en génie soulève des questions auxquelles il faut trouver réponse."

L'AUCC est l'un des cinq organismes qui prennent part à une étude de dix-huit mois annoncée par le ministre fédéral des Sciences et de la Technologie, M. William Winegard, et qui porte sur les moyens d'attirer et de retenir des étudiantes en génie.

Les autres participants sont le Conseil canadien des ingénieurs, le Congrès des étudiants en génie du Canada, Emploi et Immigration Canada et Industrie, Sciences et Technologie Canada.

Le recueil annuel de statistique de l'AUCC publié sous le titre *Orientations: Portrait statistique de l'université au Canada*, démontre que:

- le nombre de femmes inscrites en génie et en sciences appliquées a fait un bond de 679 pour cent (de 670 à 5 216) au premier cycle et de 638 pour cent aux cycles avancés de 1972-1973 à 1987-1988, soit en quinze ans.

- malgré cela, la proportion de femmes dans ces domaines n'est que de 13 pour cent au premier cycle (5 216 sur 38 952) et de 12 pour cent aux autres cycles (760 sur 6 127).

- la situation est semblable en mathématiques et en sciences physiques: les femmes ne représentent que 27 pour cent de l'effectif au premier cycle (7 080 sur 25 476) et à peu près 20 pour cent aux autres cycles

(1 198 sur 5 857).

En 1987-1988, au premier cycle, les femmes comptaient pour plus de 60 pour cent de l'effectif en éducation, dans les beaux-arts et en arts appliqués, sciences humaines et professions de la santé, et plus de 50 pour cent en arts et sciences en général, en sciences sociales et en sciences agricoles et biologiques.

Dans les écoles supérieures, elles étaient plus de 60 pour cent en éducation, plus de 50 pour cent en sciences humaines et environ 40 pour cent en sciences sociales, sciences agricoles et biologiques et professions de la santé.

"J'espère que l'étude que M. Winegard institue identifiera des moyens pratiques d'assurer une proportion plus équitable de femmes dans les écoles de génie et, par ricochet, au sein de la profession" a conclu M. Lajeunesse.

Renseignements: Mme Michelle Albagli, Chef, Relations avec les médias et la communauté, tél. (613) 563-1236



Northland Open

Since the last time we referred to Montreal based Northland Open University in the March issue of CONTACT, their continued reference to themselves as a University, in apparent violation of a Quebec law identifying the institutions which may legally do so, has resulted in a request from The Conference of Rectors and Principals of the Universities of Quebec (CREPUQ) that the Minister of Education take action. Then Minister Claude Ryan, had agreed to investigate the possibility of laying charges. A new Minister of Education has just been named in Quebec and efforts are underway to acquaint her with the dossier. Government action in this regard will be drawn to your attention.



Depuis que nous en avons parlé dans le numéro de mars de CONTACT, la Northland Open University, un établissement qui a pignon sur rue Montréal, continue de se faire appeler "université", enfreignant ainsi une loi du Québec qui ne reconnaît qu'à certains établissements le droit de se prévaloir de cette appellation; cette situation avait déjà amené la Conférence des recteurs et des principaux des universités du Québec (CREPUQ) à solliciter l'intervention du ministre de l'éducation. M. Claude Ryan avait alors convenu d'envisager la possibilité de porter plainte contre cet établissement. à la suite d'un remaniement ministériel, un nouveau ministre de l'éducation a été nommé et nous avons entrepris des démarches visant à l'informer de la situation. Nous vous tiendrons au courant de toute intervention des pouvoirs publics à ce sujet.

Research and Publications on Higher Education

As the year 2000 draws near, it is more apparent than ever that education has a crucial role to play in the social and economic development of every nation. The Canadian system of colleges and universities is recognized throughout the world as one of the best there is. Nevertheless, it is generally acknowledged that there is room for improvement in research on the state and evolution our system of higher education.

The mandate of the Education Research and Promotion Directorate is to contribute to the development of research on post-secondary education, specifically at the national level.

In 1989, the Directorate launched a yearly publication entitled *Profile of Higher Education in Canada*, which provides recent data on institutions, enrolment, teachers, and graduates. It also includes international comparisons, along with information on the levels of participation of various social groups, funding, and expenditures for research and development.

Also in 1989, the Directorate published a number of reports. The 1988 *Survey of International Students in Canadian Universities* summarizes the main findings of a national survey conducted by two Carleton University sociologists.

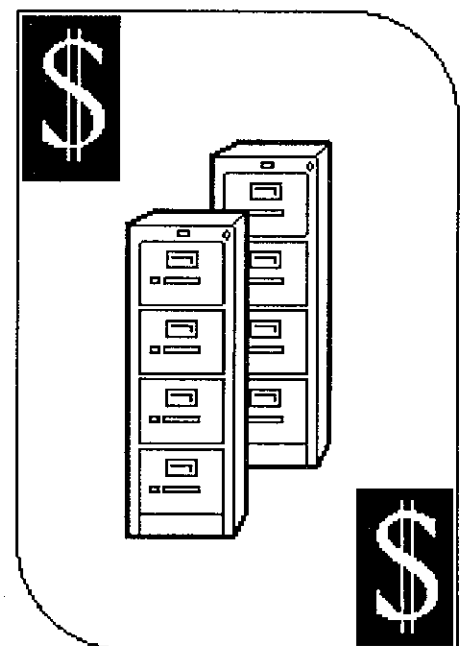
The *Inventory of Research on Post-Secondary Education* lists and describes applied research projects on post-secondary education which, over the last few years, have been conducted or initiated by federal and provincial departments and agencies,

as well as by major national organizations from the education community.

Finally, a report entitled *Student Finances and University Attrition*, prepared by a University of Guelph sociologist, analyses the connection between the financial situation of students embarking on an undergraduate program and how long they remain in school.

For a copy of these publications, or for further information on the activities of the Directorate, please contact:

Lucie Nobert
Education Research and Promotion Directorate
Education Support Sector
Department of the Secretary of State of Canada
Ottawa, Ontario K1A 0M5
Telephone: (819) 953-5499



Nouvelles du Québec

Note de la rédaction: L'article qui suit est reproduit du bulletin *Info-CREPUQ*, vol. 4, no. 1, octobre 1990, publié par la Conférence des recteurs et des principaux des universités du Québec.

Patrick Kenniff

Président

*Recteur & Vice-chancelier
de l'Université Concordia*

L'événement majeur de l'année 1989-90 ayant été sans contredit la décision du gouvernement de permettre aux universités de hausser les frais de scolarité qu'elles chargent à leurs étudiants, il est inévitable d'amorcer ce rapport moral par un bref retour sur la question du financement des universités. Et ce, même si, comme nous le verrons plus loin, les activités de la Conférence ont largement débordé le dossier du financement.

Comme nous avons déjà eu l'occasion de le dire au cours de l'année, la décision de hausser les frais de scolarité s'imposait. L'état de sous-financement des universités étant ce qu'il est, le Québec ne peut se permettre de se différencier du reste de l'Amérique du Nord tant pour ce qui est du niveau de financement de ses universités, que pour ce qui est du partage du fardeau du financement entre la société et les individus qui en profitent directement. Les contraintes financières considérables des dernières années nous amenaient donc à appuyer cette hausse, mais à deux conditions précises: 1) l'utilisation d'une partie des sommes supplémentaires ainsi recueillies pour l'amélioration du programme de prêts et bourses aux étudiants et 2) l'affectation en totalité du solde au financement universitaire. Mais si cette décision constitue un pas dans la bonne direction, il importe de réaliser qu'elle ne saurait à elle seule résoudre tout le problème. En effet, au terme de l'année 1991-92, à supposer que les deux hausses successives de 350\$ par année en 1990-91 et 1991-92 aient donné les résultats escomptés, il restera néanmoins à combler un solde de quelque 50M\$ pour rétablir un certain équilibre avec les autres universités canadiennes. Ainsi, si les universités se réjouissent du virage qui a été pris en 1989-90 en matière de financement grâce à l'appui de l'opinion publique et,

notamment, du monde des affaires, elles sont d'avis qu'il faudra maintenir le cap au cours des prochaines années si l'on veut que le Québec, non seulement conserve, mais améliore sa position au sein des pays industrialisés. Par ailleurs, il va sans dire que les universités surveillent de près l'impact que la hausse des frais de scolarité pourrait avoir auprès de certaines clientèles et, le cas échéant, verront à réduire cet impact, soit en prenant elles-mêmes certaines dispositions, soit encore en alertant les autorités gouvernementales à des modifications qui pourraient être apportées au régime d'aide financière qui vient d'ailleurs d'être sensiblement bonifié à cette fin.

Si, par la force des choses, le dossier du financement a pris une place importante dans les travaux de la Conférence au cours des dernières années et devra sans doute continuer de le faire pour l'avenir prévisible, cela n'a pas empêché pour autant qu'un coup de barre significatif soit donné en faveur du secteur académique. Comme en fait foi ce rapport annuel, des activités nombreuses ont marqué l'année 1989-90 dans le domaine de l'enseignement et de la recherche: elles témoignent des efforts que font les universités pour mettre en commun leur expertise et leurs ressources pour réaliser des travaux qui soient bénéfiques à l'ensemble. Ces travaux ont porté sur des sujets aussi variés que l'évaluation des projets de nouveaux programmes, la connaissance de la langue, l'évaluation des programmes existants et le cheminement des étudiants à partir de leur première inscription à l'université. Le produit de ces réalisations servira non seulement à améliorer la qualité de l'enseignement et de la recherche, mais permettra aussi aux universités de faire encore un meilleur usage de leurs ressources. En terminant, on peut dire de l'année 1989-90 qu'elle a été fertile en réalisations, et qu'elle témoigne ainsi de la vitalité de la Conférence et de la volonté de ses membres de se concerter dans l'intérêt de l'ensemble du système universitaire québécois.

L'année 1989-90 a marqué le véritable démarrage de la Commission d'évaluation des nouveaux programmes, selon la nouvelle formule convenue à la fin de 1988 entre le Conseil des universités et la Conférence et où l'Université du Québec se joignait au processus commun à toutes les universités québécoises. La Commission a produit 5 avis depuis septembre 1989, et en a mis 7 autres en chantier. Elle réunit 8 membres, professeurs des universités du Québec, en provenance des différents secteurs disciplinaires, et fait appel à des experts extérieurs pour chaque projet de nouveau programme. Les premiers programmes soumis à ce nouveau processus à connaître une décision du Conseil des universités devraient être sanctionnés au cours de l'automne qui vient.

La géologie et le génie géologique ont fait l'objet d'un examen approfondi au cours des dix-huit derniers mois. Les fluctuations de clientèle dans le secteur et la préoccupation des chefs d'établissement quant aux ressources qui y sont imparties avaient entraîné la création d'un groupe de travail qui a recommandé de partager les ressources existantes, de voir à une meilleure concertation sur les champs d'enseignement et de procéder à la création d'une table permanente de concertation entre les directeurs des départements existants.

L'année a également vu la réalisation d'un document de travail sur les politiques et pratiques des universités en matière d'évaluation des programmes existants. Dans un contexte où la reddition de comptes est une obligation pour des institutions qui tirent la très large majorité de leurs ressources de fonds publics, il importait de mettre à

jour et de partager entre les partenaires universitaires l'information sur l'examen qu'ils font périodiquement subir à leurs programmes d'enseignement. Dans sa forme achevée, ce dossier pourra donner lieu à la diffusion de l'information qu'il contient et permettra au public de constater que c'est avec rigueur et régularité que les universités réalisent ces opérations.

Un autre dossier a occupé le devant de la scène académique au cours de l'année écoulée. Il reflète l'importance que les chefs d'établissement accordent à la **qualité de la langue écrite** à démontrer par les candidats à des études universitaires. On se souviendra que les établissements ont adopté une position commune à cet égard, décrétant 1992 comme date à partir de laquelle ils entendent vérifier la connaissance du français ou de l'anglais à l'admission. Des consultations récentes laissent croire que cette vérification pourrait désormais se faire au niveau du cégep, avec les instruments développés par les universités.

A cet égard d'ailleurs, la Conférence a réactivé ses **travaux avec la Fédération des CEGEP**. Nos deux organismes ont produit un avis conjoint au ministre de l'Enseignement supérieur et de la Science sur le projet de réforme de la concentration Sciences humaines au collégial. Les autres sujets de discussion en cours sont la connaissance de la langue et la révision des structures d'accueil.

Enfin, la Conférence a mis en branle un projet dit de **suiti de cohortes**, qui vise à connaître le cheminement et la performance académique à l'université des diplômés de CEGEP selon le collège de provenance, le programme suivi et diverses autres variables, sur la base de la cohorte ayant obtenu son DEC au printemps 1989. Ce travail, qui s'échelonne sur plusieurs années, permettra de connaître les modalités de réalisation des études, l'importance des

abandons, des réorientations en cours d'études entre programmes et universités, tout comme le rythme d'obtention du diplôme; il porte sur toutes les universités du Québec.

En matière de **recherche**, l'année a été fructueuse à plus d'un titre. Tout d'abord, à la suite de l'octroi dans le budget 1989-90 d'une somme de 21M\$ destinée à couvrir une partie des coûts indirects de la recherche encourus par les universités, la Conférence a oeuvré avec le MESS aux fins de déterminer quels organismes subventionnaires devraient être pris en considération dans la répartition de cette somme entre les établissements. Une proposition a été agréée par les partenaires et servira désormais de base à la répartition annuelle des sommes ainsi identifiées dans les subventions d'équilibre. La Conférence avait également présidé à la répartition de l'aide financière de 200,000\$ que le Gouvernement du Québec avait mise à la disposition des universités pour préparer leurs propositions de projets au programme fédéral.

La Conférence a enfin participé activement à la consultation menée par la Société Royale du Canada, à la demande du Gouvernement fédéral, sur l'état de la recherche au pays.

En matière d'échanges avec les pays étrangers, la Conférence a surtout fait porter ses efforts, en conjonction avec le MESS et le MAI principalement, sur les moyens d'accroître le nombre des étudiants qui peuvent vivre une expérience de vie à l'étranger au cours de leurs études et sur la reconnaissance des diplômes québécois par le Conseil africain et malgache de l'enseignement supérieur (CAMES).

Au chapitre du soutien aux activités de recherche et d'enseignement, soulignons la conclusion d'une entente de gratuité avec le système ontarien analogue au nôtre, l'OCUL, qui permet aux professeurs et étudiants des deux

provinces d'obtenir sans frais toute documentation disponible dans une des bibliothèques universitaires de ce vaste réseau.

Au-delà du débat sur la hausse des frais de scolarité et des travaux qu'il a générés à la Conférence, l'année 1990-1991 a donné lieu à la réalisation de nombreux autres travaux à l'intention des administrations universitaires.

Dans le secteur des finances, on peut mentionner l'**étude sur le coût du vieillissement du personnel** qui permet d'apprécier ce qu'il en coûte aux universités pour faire progresser leurs personnels dans les échelles salariales. La somme en cause représentait 1,1% de la masse salariale, soit quelque 11.5 M\$ en 1989-1990. Les universités recevaient cette année-là 0,6%, ce qui représentait un manque à gagner de l'ordre de 5 M\$, qui sera encore plus grand en 1990-1991 alors que la contribution gouvernementale chute à 0,45%.

Une autre étude a été réalisée sur l'**évolution de l'indice des prix des dépenses non salariales** des universités. Cet indice a progressé de 6,5% en 1989-1990 comparativement à l'indexation de 3,3% qui a été accordée cette année-là, ce qui représente un manque à gagner de quelque 9 M\$.

D'autres études, enfin, ont permis de



Contact Contact Contact Contact Conta

ARUCC 1992: appel de communications

L'Association des Registraires des Universités et Collèges du Canada tiendra son congrès biennal à Moncton du mardi 23 juin au jeudi 26 juin 1992.

Les années 1990 lanceront des défis aux Bureaux des registraires. En effet, les restrictions budgétaires, les projections d'inscriptions limitées et le savoir-faire en général pourront exercer certaines contraintes sur les officiers.

La Conférence tentera entre autres de répondre aux questions suivantes:

- le développement professionnel
- l'équité salariale
- l'aide financière
- l'habileté en gestion
- les stratégies du recrutement
- l'éthique organisationnelle

Les membres du Comité du programme du Congrès considèrent actuellement des thèmes précis d'exposés et de débats en ateliers. Ils invitent toute proposition. Puisqu'il y a possiblement des gens de votre communauté collégiale ou universitaire en général qui seraient intéressés à soumettre un exposé, nous vous saurions gré de leur lancer l'invitation.

Faire parvenir la fiche ci-contre avant le 1er avril 1991 à:

ARUCC 1992
Comité du programme
J. Redden - Registrariat
Dalhousie University
Halifax N.E.
Canada B3H 4H6
Télécopieur(902)494-1630

1. Etes-vous intéressé-e à soumettre un exposé? Si oui, prière d'indiquer le sujet de la communication:

Nom du présentateur:

Institution:

Téléphone/Télécopieur:

2. Etes-vous intéressé-e à offrir un atelier? Si oui, prière de spécifier les détails:

Nom du responsable:

Statut professionnel:

Institution:

Téléphone/Télécopieur:

3. Pouvez-vous nous suggérer un sujet pouvant être présenté par quelqu'un? Si oui, confiez-nous le titre de la communication, le nom et l'adresse de la personne intéressée.

Exposé de la communication:

Nom, titre et adresse complète de la personne proposée:

Téléphone/Télécopieur:

Votre nom:

Votre adresse:

Téléphone/Télécopieur:

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ARUCC 1992: Call for Papers

The Association of Registrars of Universities and Colleges of Canada will hold its biennial meeting in Moncton from June 23 to 26, 1992.

The 1990's are bringing new challenges to the Registrars' and Admissions Offices. Financial constraints, limited enrollments, the need for new management skills have placed new pressures upon us.

The conference will try to focus on some of the following topics:

professional development

pay equity

financial aid

management skills

recruiting strategies

marketing ethics

Members of the program Committee are currently considering topics for papers and workshops and encourage your input. There may be a member of your university community not involved in Registry or Admissions who may wish to present a paper. If so, please feel free to forward this notice to them.

Please return the attached card by April 1, 1991 to:

ARUCC 1992 Program Committee

c/o J. Redden

Office of the Registrar

Dalhousie University

Halifax, NS

Canada B3H 4H6

or fax to J. Redden at (902) 494-1630

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

Topic:

Name of Presenter:

Institution:

Address:

Phone/Fax Number:

2. Are you interested in presenting a workshop? If yes, please indicate

Topic:

Name of Presenter:

Institution:

Address:

Phone/Fax Number:

3. Can you suggest a paper that could be presented by someone else? If yes, please name the topic, individual, and their professional address.

Topic:

Name of Presenter:

Institution:

Address:

Phone/Fax Number:

Your Name and Institution:

Contact Contact Contact Contact Cont

mesurer les coûts découlant de la Loi 116 sur les régimes complémentaires de retraite (10 M \$), de même que ceux découlant de la réforme de la Commission sur la santé et la sécurité du travail (3 M \$).

Dans le secteur des affaires juridiques, de très nombreux règlements, lois et programmes gouvernementaux ont nécessité la préparation d'avis, de réactions ou de recherches dans des domaines aussi variés que l'accès à l'information, les fonds d'archives privés, le droit d'auteur, la Loi sur les permis d'alcool, la Loi sur le cinéma, la constitution des réseaux de centres d'excellence, etc. En fait, les travaux qui ont été réalisés dans le cadre de la Conférence au cours des dernières années, pour aider les universités à s'adapter aux nombreuses interventions qui les affectent, ont été une source importante d'économies pour elles.

Par ailleurs, des développements majeurs ont été réalisés dans les deux systèmes d'information dans lesquels la Conférence assume la responsabilité de production des données officielles concernant le Québec: le système des statistiques d'admission et le système sur les personnels.

Les grandes caractéristiques du nouveau système des statistiques d'admission ont été décrites dans un document de conception administrative qui a été mis au point au cours de l'année et qui a été agréé par toutes les parties concernées. Ce nouveau système devrait être prêt à l'automne 1991.

Les développements prévus en ce qui concerne le système sur les personnels touchent l'élargissement de la population visée, puisque, à ce jour, l'Enquête sur le personnel enseignant ne touche que les professeurs de carrière. Pour procéder à cet élargissement, une étape a été franchie au cours de l'année, alors que l'on a réalisé un inventaire systématique des statuts et régimes des

différentes catégories de personnels que l'on retrouve dans les universités québécoises.

En somme, de nombreux travaux sont venus appuyer les efforts que font les universités pour mieux connaître leur fonctionnement, pour s'adapter aux interventions de l'État, et pour assurer une meilleure transparence de leurs activités.

Les efforts consentis au renouvellement de conventions collectives avec différents groupes de personnel auront, en 1989-1990, marqué la vie universitaire et, par ricochet, le secteur des ressources humaines de la Conférence. Près de 10,000 employés de soutien regroupés dans plus de 40 syndicats, 4,000 professeurs (13 syndicats) et 5,400 chargés de cours (6 syndicats) — au total donc près de 19,000 employés universitaires — ont vu leur syndicat engager ou poursuivre le processus de négociation tout au cours de l'année. Les universités en sont arrivées à des ententes avec une dizaine de syndicats regroupant 3,600 employés (19%), en 1989-1990 et des négociations accélérées au cours des prochains mois devraient aboutir à des règlements avec les autres pendant le prochain exercice financier.

Le secrétariat de la Conférence a accordé le support nécessaire à la poursuite de ces négociations décentralisées: informations soutenues sur le déroulement des négociations aux différentes tables, analyses comparatives de conventions collectives, travaux sur la rémunération et sur l'équité salariale, examen des régimes de rentes des universités, etc... Parallèlement à ces travaux, il a poursuivi d'autres travaux plus généralement reliés à la gestion des ressources humaines universitaires: examen du rapport Archambault sur la tâche des professeurs, des travaux du Conseil des universités sur les chargés de cours, des critères et mécanismes de promotion des professeurs en vigueur

dans les universités, des pratiques universitaires en matière de pré-retraite, etc...

Enfin, le secrétariat de la Conférence a poursuivi ses travaux de mise au point d'un système informatisé de repérage des sentences arbitrales rendues dans les universités et a jeté les bases d'un important colloque sur le développement des ressources humaines universitaires qui aura lieu au cours de l'automne 1990.

Deux principaux événements ont marqué les efforts d'information et de relations publiques de la Conférence au cours de l'année 1989-1990: la hausse des frais de scolarité universitaires autorisée par le gouvernement du Québec et la Semaine nationale des universités.

Dans le premier cas, il était important que les universités fassent connaître clairement leur position commune à la population québécoise.

C'est dans le cadre de rencontres de presse régionales que cette position de la Conférence a été véhiculée tout au cours de l'année: accompagné de la directrice général, Mme Claire McNicoll, et des recteurs des établissements universitaires de chacune des régions visitées, le président de la Conférence, M. Patrick Kenniff, aura partout livré le même message. À Montréal, Sherbrooke, Trois-Rivières, Hull, Rouyn et Chicoutimi, il s'est fait également l'interprète de ses collègues pour sensibiliser les médias régionaux à la réalité universitaire dans son ensemble, en leur fournissant des informations sur les principales caractéristiques du réseau universitaire, sur ses réalisations, sur ses problèmes, et sur les principales questions d'actualité le touchant. Au total, près de 200 représentants des médias auront été, directement ou indirectement, sensibilisés à la problématique universitaire.

La Semaine nationale des universités, tenue du 14 au 22 octobre 1989, a donné l'occasion aux universités québécoises

International Activities

VISIT TO HONG KONG, OCTOBER 29 TO NOVEMBER 6, 1990

Gudrun Curri, Registrar, Dalhousie University

Under the auspices of the Nova Scotia Council on Higher Education, five universities pooled their resources to recruit students at the Education and Career's Expo 90 in Hong Kong.

The participating universities - Acadia, Dalhousie, Mount Saint Vincent, Saint Mary's, University College of Cape Breton - developed factsheets outlining basic admission requirements and program availability and multi-purpose reply cards as well as general information on Canadian immigration and relocation in Nova Scotia. To avoid shipping costs, the material was printed in Hong Kong. In addition, each university provided a copy of its recruitment video. These were combined into a continuous video and shown during the exhibition. Also, each university provided copies of its undergraduate view book and posters. These materials were used to decorate the Nova Scotia booth. In contrast, Universities from Great Britain and Australia had professionally designed displays and expensive handouts.

Dr. Patricia Fitzgerald from St. Mary's University and I were the official representatives at the exhibition. In addition to speaking with hundreds of prospective students from grades 9 - 12 and their parents during the four day exhibit, I visited one private high school in Kwai Chung, N.T. which offers classes

including "Form 7", the highest level in the Hong Kong secondary system. The Principal explained that while most of his students are highly motivated and achieve excellent academic results only 2% will be able to attend one of the six degree granting institutions in Hong Kong. The rest will enter the job market upon graduation. Lack of parental funds prevents most of these students to attend overseas universities.

I also toured a pre-vocational private school in the same area. The Principal outlined that in addition to a rigorous academic secondary program his students also take vocational courses to prepare them for Hong Kong's vital industries. e.g. electronics, cotton spinning, etc. This program has been copied by various school boards in the PRC.

I visited the Delia School of Canada and met with Prefect of Studies and Discipline and the Assistant Principal. Both raised the question why Nova Scotia universities insisted on a TOEFL score of 550 when the language of instruction is English, the Nova Scotia high school curriculum is taught and teachers from Nova Scotia are teaching. Time constraints did not permit a tour of the Ontario section of the Delia School which is located in the same building. Because many visitors to the exhibition were from the PRC I decided to visit the Canadian Education Visa Unit in Hong Kong to discuss visa requirements for students from PRC. The following criteria were outlined:

-bona fide application: must be temporary, proof of funds, preferable second degree or specialization which cannot be obtained in PRC

-processing time: 4 month minimum, 7 month average (no difficulties encountered); southern provinces require

de s'adresser aux étudiants des cégeps et des écoles secondaires pour les inciter à se préoccuper de leur avenir. Grâce à la collaboration du ministère de l'Éducation, des affiches et des dépliants ont été distribués dans les 906 écoles secondaires et les 47 cégeps de la province. Les 125 radios étudiantes ont également été invitées à diffuser, tout au cours de la semaine, un message faisant la promotion des universités...une question à étudier. Enfin un placard promotionnel intitulé "L'Université, c'est important" a été distribué aux journaux universitaires qui l'ont publié au cours de cette semaine. . Publications CREPUQ 1989-90

Du collège à l'université - 1989-90 (en collaboration avec le ministère de l'Enseignement supérieur et de la Science).

Étudier en Europe, Study in the U.S.A. et Étudier aux États-Unis, édition 1989-90. (En collaboration avec le ministère des Affaires internationales).

Table des programmes de maîtrise et de doctorat offerts dans les établissements universitaires du Québec.

Unités de recherche reconnues dans les établissements universitaires du Québec.

Statistiques générales des bibliothèques universitaires québécoises 1988-89.

Statistiques d'admission au trimestre de l'automne 1989.

Info-CREPUQ, vol. 3, no 1

Prévenir ou guérir Actes du colloque sur la conservation des collections, Montréal, 16-17 novembre 1989 (en collaboration avec la Bibliothèque nationale du Québec).

Enquête sur le personnel enseignant des universités québécoises. Manuel de procédures préparé à l'intention des responsables institutionnels de l'EPE, 1988-89.

Tableau comparatif de notation dans les universités québécoises. □

more time

-language requirements: basic ability to speak, read and write English; applicants are interviewed; assumption is to up-grade English in the first instance in PRC; if offer of admission by a Canadian university is based on successful completion of intensive ESL training, language requirement may be reduced but never waived completely.

-financial requirements: amount not fixed; source of funding important, e.g., fellowship offers carry lots of weight; therefore, scholarship and fellowship offers should be made at the same time as offers of admission to graduate programs; in case of sponsorship the relationship to sponsor, place and source are important

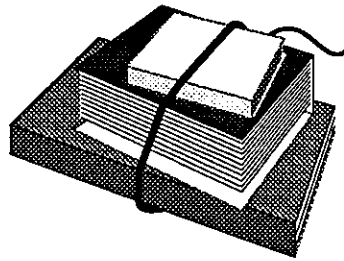
-offers of admission: should be valid for a relatively long period, e.g., first term of the 1990/91 session; if a specific starting date has expired, e.g. September 30, 1990, a new offer of admission must be made. No further action is taken by the Visa Unit until the new offer is received which can easily delay the process by an entire academic year.

The major problem facing Visa Units is the lack of staff. The number of applications has risen sharply due to the events in June last year. The Unit is simply not staffed to handle the huge increase. Although a new office has opened in Taipei, Canadian Education Visa Units are overwhelmed. In contrast, students visas for Hong Kong citizens can be obtained in 8 - 10 weeks. Only approximately 10% are refused.

Hong Kong itself is fast, clean and efficient. People are hard working and ambitious. Canada is the number one country for immigration. This is particularly true now with 1997 approaching fast. People do not necessarily want to leave Hong Kong but want to ensure their safety and future. Possessing resident status in another country provides a safety net for many Hong Kong citizens.

Canadian universities are familiar

with the academic rigor of Hong Kong secondary programs. We also know that Hong Kong students are highly motivated to succeed academically and that only a small percentage will be accepted to one of the six degree granting universities in Hong Kong. Therefore, it is my view that we follow the example of our sister institutions in Great Britain and Australia and recruit students from the crown colony. □



REPUBLIC OF HUNGARY TRANSLATES ACADEMIC WORK

The growing internationalism in the educational arena underlines the necessity for accurate placement information, as students move from the academic institutions of one country to another. During a time of political change and educational reform in Hungary, advice on how to place Hungarian students in American institutions is needed. The Admission and Placement of Students from the Republic of Hungary gives

YUGOSLAVIA EASES TRANSITION OF STUDENTS IN U.S. SCHOOLS

Political changes in Eastern Europe have opened the doors for Yugoslavian students who may choose to study in the United States. The Admission and Placement of Students from Yugoslavia is a valuable reference for college officials, filling the need for accurate placement information.

Yugoslavia is a comprehensive study of the country's educational system, including a general overview of history and geography. The report describes the structure of the current educational program from preschool through university, with an examination of each level, supplemented by sample documents. In addition to the appendix profiling institutions, the text is supported by a glossary and index. Further aid is supplied in the Charts and Tables which serve as at-a-glance reference tables.

The American Association of Collegiate Registrars and Admissions Officers, in conjunction with NAFSA: Association of International Educators,

published The Admission and Placement of Students from Yugoslavia. Sponsored by Projects for International Education Research (PIER), Yugoslavia is the most recent international education workshop report.

The PIER Workshop was directed by Karlene N. Dickey of Stanford University. The team leader of the project was Desmond C. Bevis, Associate Workshop Director of PIER from University of Manitoba. He was assisted by the Yugoslavian Team: Rodney Ballard, TOEFL Program; John Deupree, College Board International Office; Margery Ismail, Purdue University; Susan Iwamura, University of Hawaii, Manoa; Patricia Smith, International Education Research Foundation and Kathleen Zanotti, University of Illinois.

To order copies of Republic of Yugoslavia, send payment of \$15.00 plus \$2.50 for shipping and handling to AACRAO, One Dupont Circle, NW, Suite 330, Washington, DC 20036-1171, (202) 293-9161. □

college officials this invaluable information.

Republic of Hungary comprehensively describes the educational system of Hungary, including the general structure of their programs, grading scale, academic calendar, and an examination of each level of education. For admissions officers, the report supplies sample certificates earned by Hungarian students, illustrating the types of awards and degrees conferred. This review of Hungary's educational system supports and explains the reasoning behind advice given for placing Hungarian students in U.S. institutions.

Supplementing the text of the report are two appendixes, an extensive glossary for Hungarian terms and a bibliography. Appendix A lists the names and addresses of institutions which are either state or privately controlled. Appendix B profiles the institutions.

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NAFSA: Association of International Educators are the publishers of *The Republic of Hungary*, which is a workshop report sponsored by Projects for International Education Research (PIER).

Karlene N. Dickey of Stanford University was the PIER Workshop Director. Team leader C. Sari Halasz, Assistant Dean and Director of Graduate Admission at the University of California at Los Angeles, was assisted in this project by the Hungarian team, Mario Caruso of CUNY-University Application Process Center and Patricia Grossman of the University of South Florida.

To order copies of *Republic of Hungary*, a recent addition to AACRAO's World Education Series, contact AACRAO, One Dupont Circle, N.W., Suite 330, Washington, DC 20036-1171, (202) 293-9161. The cost is \$15.00; please include \$2.50 for shipping and handling. □

VISIT TO KATHMANDU / NEPAL OCTOBER 2 TO OCTOBER 15, 1990

Gudrun Curri, Registrar, Dalhousie University

The trip to Kathmandu/Nepal by Gudrun Curri, Registrar, and Dr. Renata Kartsaklisk, Space Planning, was initiated and organized jointly by the Dalhousie University Nepal project and CEDA (Center for Economic Development and Administration), Tribhuvan University, Kirtipur in Kathmandu. The visit was in support of a CEDA organized manpower training seminar for all campus chiefs of Tribhuvan University.

I. OBJECTIVE

The seminar was "to create an environment for discussing different management related problems faced by the campus chiefs". The management challenges, as identified by CEDA, were:

- a) student enrolment problems,
- b) the quality of university education,
- c) dissatisfied faculty,
- d) lack of authority to make decisions.

The group of approximately 60 campus chiefs, which came together for the seminar, was hardly a homogenous group. If they had anything in common, it was the hope that the changed political climate would allow the Tribhuvan University administration to direct more financial support towards the university, to give them more autonomy in making decisions for their campus, and to address the admission and enrolment crisis.

In this spirit, the intended results of the seminar were "to provide the participants with sufficient pragmatic knowledge on the various issues of campus administration and management". It was also anticipated to provide

the central offices of Tribhuvan University with input for future policy making and program administration.

The seminar techniques, through a combination of lectures and workshops, were aimed at fostering as much interaction as possible among participants and speakers.

II. DELIVERY

Resource persons were, apart from the Dalhousie representatives, one program coordinator from CEDA and several Tribhuvan University faculty members as well as the CEDA Executive Director. The Dalhousie team was requested to deliver three lectures:

- Academic and Administrative leadership
- Motivation
- Communication

In addition, introductory remarks for the opening of the seminar were delivered by G. Curri. Both Dalhousie representatives participated in the workshops addressing admission/physical resources (classrooms) and resource mobilization issues. In question period, responses were given to specific issues from a Canadian perspective. Over breaks and at lunch, informal discussions with individual campus chiefs, the Vice-Chancellor, Rector and Registrar of Tribhuvan University took place. □

Publication Available

There are still a number of copies of the 1987 PIER study on Latin America, available from the ARUCC Secretariat. *The Admission and Placement of Students from Central America* can be obtained for 20\$ from Ken Clements, 151 Slater Street, Ottawa, K1P 5N1

U.S.A. HAS STUDENT LOAN CRISIS AS WELL

The mounting cost of U.S. student loan defaults is raising fears of a new bailout to join the thrift crisis, prompting officials and lawmakers to consider cutting back on the huge government-backed loans program.

Nearly 14% of all student loans made since the program's inception in 1965 have defaulted, with the amount increasing six-fold through the 1980's. Defaults now total US\$12.8 billion (C\$14.8 billion), including an expected US\$2.4 billion in sour loans this year, according to the Department of Education. Despite the Bush administration's attempt to play down the scope of the problem, critics compare it to the savings and loan scandal, which steadily grew into what has now become a US\$500-billion bailout.

Investors, watching the S&L price tag mount each day, are growing increasingly skittish about the health of the student loan system. News of an FBI fraud probe into an office of the Student Loan Marketing Association, which buys the government-backed loans from commercial lenders and sells them to investors, hit its stock sharply. Despite denials of wrongdoing by the Student Loan Marketing Association - often referred to as Sallie Mae - its shares dropped.

As one solution, lawmakers are considering cutting back the amount of loan money available to students. In the current budget negotiations, lawmakers are mulling cuts as high as US\$2 billion over the next five years and they may focus on schools with the worst default rates. But the plan is controversial. Low and middle-income students who attend many of the U.S.'s trade schools and community colleges with the highest de-

fault rates would be the hardest hit. The default rate for students in trade schools was 33% compared with 7% for four-year colleges in 1987.

Educators say default rates soared as the Reagan and Bush administrations cut back on direct student aid, forcing more students to borrow money from the government. The government had shifted from grants to loans in order to hold the line on education spending in a time of soaring budget deficits. There is now US\$48.5 billion in outstanding student loans. Financial troubles in the student loan system first surfaced this year at the Higher Education Assistance Foundation. The Education Department was forced to devise a bailout proposal for the foundation and brought in Sallie Mae. Under the plan, Sallie Mae will take over the foundation's US\$9-billion student loan portfolio, a third of which is in default. The bailout of the foundation is expected to cost the government about US\$30 million, according to the Education Department

STUDENT LOAN DEFAULTS

YEAR	DEFAULTS
1981	US\$335 million
1982	US\$286 million
1983	US\$486 million
1984	US\$749 million
1985	US\$1.16 billion
1986	US\$1.32 billion
1987	US\$1.27 billion
1988	US\$1.39 billion
1989	US\$1.91 billion
1990	US\$2.41 billion (estim.)

Publication disponible

Des exemplaires du volume *The Admission and Placement of Students from Central America*, publié par P.I.E.R. en 1987 peuvent être obtenus, au prix de 20\$ le volume, au secrétariat de l'ARUCC. Contactez Ken Clements, 151 Slater Street, Ottawa, K1P 5N1

Universities and Colleges and the Law: More of What you Need to Know

The above publication represents edited papers which were presented at a conference in Victoria on June 6-7, 1990. It was a follow-up to a similar session held at McMaster University in June 1987. As indicated by the title, useful advice is provided to administrators and faculty on the campuses of postsecondary institutions on how to cope with the increasingly complex issues which involve the law and the courts. Topics covered include sexual harassment, copyright and patents, dismissal of students, alcohol policies, employment issues, and recent developments in the Province of Quebec.

It should also be noted that a third conference in this series on legal issues will be held in Montreal in June 1991.

\$30 Members
\$60 Non-members

N.B. Fewer than 5 copies, payment must accompany order. U.S. orders add \$2.50 per copy for postage. Other countries add \$4.00 per copy for postage.

Les universités et collèges et la Loi: plus que ce que vous devez savoir

Il s'agit d'un recueil de communications présentées lors de la conférence qui s'est tenue à Victoria les 6 et 7 juin derniers. Cet atelier se voulait un suivi à une rencontre similaire tenue à l'Université McMaster en juin 1987. Tel que le laisse entendre le titre de la publication, les administrateurs et professeurs d'établissements postsecondaire y trouveront de judicieux conseils qui les aideront à faire face aux problèmes de plus en plus complexes où le recours au droit et aux tribunaux est inévitable.

Au nombre des sujets abordés: le harcèlement sexuel, le droit d'auteur et la question des brevets, les politiques relatives à l'alcool, des questions relatives à l'embauche et l'évolution récente au Québec.

Veuillez noter qu'un troisième atelier portant sur des questions d'ordre juridique se tiendra à Montréal, au cours du mois de juin 1991.

30 \$ Membres
60 \$ Non-membres

N.B. Le paiement doit accompagner les commandes de moins de cinq exemplaires. Pour les commandes en provenance des Etats-Unis, il faut ajouter 2.50\$ par exemplaire pour les frais de poste; dans le cas des autres pays, il faut ajouter 4.00\$ par exemplaire pour les frais de poste.

Membership News Nouvelles des membres

RYERSON POLYTECHNIC

Keith Alnwick, formerly Associate Registrar Admissions at the University of Guelph has been named Registrar at Ryerson for a five year term which began July, 1990.

UNIVERSITY OF WINNIPEG

A one-step video system for creating Identification Cards was implemented this year at the University of Winnipeg. The system was designed by Bar Code Systems of Winnipeg. A video camera freezes an image into a micro computer and through a laser printer the image is produced. This system proved very effective and functional since additional class card images were produced at the same time the ID was created.

This new digitized imagery system is more environmentally safe since no more black/white or colour film is used. The University decided to use this new technology as a cost saving measure in money as well as in time. The time to take an ID image is 30 seconds. The cost of supplies is minimal. In the future the ID card will be used to access certain areas at the University.

SIAST

Bruce Dawson has been appointed Registrar at Kelsey.

UNIVERSITY OF SASKATCHEWAN

Bill Churchman, Director of Systems and Records and a long-time employee within the Office of the Registrar, has resigned to become Manager, Information Technology Services, at the corporate office of SIAST in Saskatoon.

UNIVERSITY OF ALBERTA

Dorte Sheikh replaces Cheryl Dunbar as Assistant Registrar (Records). Cheryl is now Assistant to the Associate Dean in the Faculty of Arts.

Sally Sit has been appointed Assistant Registrar (Information Systems, Production). Sally replaces Sharon Henricks who returned to her position with Husky Oil in Calgary.

As well, within Information Systems, Mala Beharry will be replacing Linda May Wong as Assistant Registrar (Development) for the next eight months. Linda May is working toward completion of her M.Ed. (Education Administration).

Greg Affolder has assumed the duties of High School Liaison Officer. He was Liaison Officer at Grant MacEwan Community College.

Ada Schmude is now Supervisor in Examinations and Timetabling. Ada replaced Anne Tory who retired.

UNIVERSITY OF CALGARY

March 1st, 1990 Mr. David Hinton joined the Registrar's Office as Assistant Registrar and Director of Admissions. Mr. Hinton replaced Ms. Sheila Devine who became the new Assistant to the Vice-President (Finance and Services).

UNIVERSITY OF BRITISH COLUMBIA

The University of British Columbia is considering introducing a card or other technology system which could be used for a variety of purposes - identification, information storage, library borrowing, cash card, secure building entry, parking, etc. The configuration could be one uniform system or a variety of inter-related systems.

If you have experience with or are investigating such systems yourself, please send a contact name (including e-mail, phone, and fax), institution name and enrollment, and a brief description of the system to:

Diane Kent, Director of Information Systems Management

University of British Columbia
2011 West Mall, Vancouver, BC, Canada

V6T 1W5

Phone 604/228-4791; fax 604/228-6057

USERKENT@UBCMTSA.BITNET

RED DEER COLLEGE

Marilyn Withage has left the University of Lethbridge and assumed the position of Registrar at Red Deer College.

University of Waterloo

Ms. Bonnie Fritz has been appointed Assistant Registrar, Mathematics and Science.

MEMORIAL UNIVERSITY

Three new Assistant Registrars have been appointed. They are Joe Byrne, Elizabeth Hillman and Regina Bruce.

McGILL UNIVERSITY

Alison Verkade, whose appointment as Associate Registrar at McGill University was announced eighteen months ago, has accepted a position in McGill's Department of Human Resources where she will have duties for staff records and systems development similar to those she had in student records. Alison has been the driving force behind the implementation of MARS (McGill's Automated Registration System) our new TouchTone Telephone System. Her track record in the Registrar's Office bodes well for our colleagues in Human Resources.

Alison Verkade de l'Université McGill, dont la nomination au poste de vice-registraire avait été annoncée il y a environ dix-huit mois, a accepté un poste à la direction des ressources humaines de McGill où elle s'occupera des dossiers du personnel et du perfectionnement des systèmes, remplissant des fonctions semblables à celles dont elle s'acquittait au service des dossiers des étudiants. Alison Verkade est à l'origine de la mise en place de MARS (le système d'inscription automatisé par téléphone à clavier de l'Université McGill). Le bilan de ses activités au registrariat est de bon augure pour nos collègues des ressources humaines.

Université du Québec à Montréal

Manon Charron-Ducharme a été nommée coordonnatrice des inscriptions, incluant l'inscription par téléphone. Le système d'inscription par téléphone de l'UQAM fonctionne avec succès depuis la session d'automne 1990.

Manon Charron-Ducharme was appointed coordinator of registrations, including Touch Tone Telephone Registration. Since the spring of 1990 registration, UQAM is operating successfully the first Touch Tone Telephone Registration System in a Quebec university.

Electronic Data Interchange

Editor's Note: *The following article was written by Jeanenne Rothenberger, Associate Registrar at Purdue University in West Lafayette, Indiana. It was part of a session on the electronic transcript that AACRAO held in Scottsdale Arizona in November 1990. That session was one of several put on by the SPEEDE task force during its workshops on the newly evolving message standard. The task force is chaired by John T. (Tom) Stewart from Miami-Dade Community College in Florida.*

ELECTRONIC DATA TRANSMISSION IN ADMISSIONS AND REGISTRAR OFFICES (CIRCA 2000)

Jeanenne Rothenberger, Associate Registrar, Purdue University

Electronic data transmission will change the way we work. We must act to shape the future to meet the needs of our organizations, rather than running to catch up. Imagine admissions and registrar functions in the year 2000.

I. Applications for admission will be entered by the student.

The student will use a program available in the school counselling office (perhaps a generic one or a more elaborate one supplied by your admissions office) to page through the application and enter his/her data into a standard format.

If the college asks for an essay, the student will follow instructions to insert a diskette, supply the name of the wp package used, and copy the essay onto the application. He/she will supply credit card information, if needed, to pay the application fee.

The guidance office system will pick up the application, attach the academic record data, and set up the file for transmission later that night. The guidance system will also log the application into their own tracking system, and note whether a follow-up record needs to be sent after graduation.

II. The college receiving the application will feed it directly into their application files, to be matched up with test scores, transcripts, and other supporting data.

The student's electronic address will be noted so that confirmation, reminders, encouragement, etc. can be sent back. If the student has previously attended a university, a request for a transcript may be sent back to the student, or perhaps, directly to the institution. Some students will be admitted without any paper changing hands. Staff will be freed to concentrate on the applicants needing special handling. When action is taken on the application, the student and the high school will receive the information electronically. The school will probably add the information to the student record.

Admitted students will use the electronic messaging systems to keep in touch with the university. Documents will be exchanged to apply for housing, etc.

Electronic messaging may also be used to solicit applications from students with high test scores or to get promotional information out to the high school counsellors.

III. Incoming transcripts from high schools and colleges will be received electronically in standard formats and fed directly into the credit evaluation systems of the university.

In the case of a college transcript, a query will be directed to a central AACRAO/TRACE? data base to supply institutional characteristics, as well as download specific course equivalency information. Those that can be handled routinely will be, while more unusual or complicated ones will be flagged for attention by your staff. Your office will also be sending out transcripts to support applications your own students are making to other schools.

IV. The FAF (financial aid) form is on-line.

The student will probably go through a worksheet with his/her parents preparing the information. The FAF data entry, transmission, and confirmation is handled just as in the college application. FAF evaluation information will be supplied electronically to the schools requested by the student.

Financial Aid offices will forward an electronic financial aid transcript which will follow the student through his/her academic career, in much the same way the academic transcript is maintained.

V. Vendors will love standardized formats.

Regardless of internal processing systems, the existence of standard formats and the ability of our systems to use them

will make system changes and upgrades a breeze compared to today's painful and costly conversion. With the ability to bring your data, which you can convert to standard format, into their packages, vendors will find that even customers who bought someone else's product can easily make use of their new developments. Vendors, with larger markets possible, will find more justification to develop more elaborate software.

VI. Advantages, Concerns and Pitfalls

- Increased speed and accuracy.
- Reduced costs: few paper handlers,

less postage, less waste paper to dispose of.

- Better interfaces to data about colleges.

- Easier tracking of college-bound students by high schools.

- Routine chores handled quickly to allow more time for counselling responsibilities.

- Depersonalization possible - at both high school and college.

- Privacy issues with all that data being passed around and held in local data bases.

- Need to keep paper channels open dual systems. □

EDI Progress Report

*George Hammond
Queen's University*

George Hammond of the OURA Systems Standing Committee has continued to represent OURA on the AACRAO task force called SPEEDE (Standardization of Post-Secondary Education Electronic Data Exchange). Work being done by this group is progressing steadily on the draft of a message standard for transmission of transcript data elements using ANSI (American National Institute Standard).

The CSA/CGSB Joint Working Group on EDI strongly recommends that OURA develop a message standard using EDIFACT, which will accommodate multilingual messages, rather than ANSI (which is unilingual).

Although the SPEEDE group has not been receptive to this suggestion,

George has been given to understand that all U.S. ANSI messages must be "re-aligned" to EDIFACT by 1994. That being the case, the Systems Standings Committee has endorsed the recommendation to develop a pilot project with an EDIFACT message standard.

A consultant has been recommended

by the CSA/CGSB to translate the draft ANSI standard to EDIFACT for an estimated cost of \$3000. The Systems Standing Committee is currently pursuing funding for this effort through OURA, ARUCC and OUAC.

The next stage of the pilot will involve the effort of two participating institutions to develop translation/interpretation software for converting to and from their own transcript data base to the message standard.

A representative of the Association of Computing Services Directors has met with George Hammond and Karen LeDrew to discuss network and security issues. They have been assured that there should be no problem making use of ONET (at no extra cost to participating institutions) for this type of transmission.

George and Karen are hopeful that transcript transmissions will be taking place between these two local systems by April 1991.

Contact

THE ARUCC NEWSLETTER
BULLETIN DE L'ARUCC
Vol.9, no.1, March / Mars 1991

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ARUCC 1990: ETAT DES REVENUS ET DES DEPENSES

Pierre Allard

Président du Comité organisateur et trésorier

REVENUS		Sous-total	
Frais d'inscription	67 385,00 \$	Frais généraux	18 116,37 \$
Fête champêtre	1 800,00 \$	Comités	2 137,94 \$
Droit des exposants	3 168,96 \$	Messagerie	341,00 \$
Avance des universités québécoises	9 500,00 \$	Personnel d'accueil	268,48 \$
Commandites:		Graphisme	375,00 \$
- TOEFL	2 556,25 \$	Fournitures et reprographie	636,70 \$
- Université Laval	1 520,00 \$	Télécommunications	204,72 \$
- Université du Québec	600,00 \$	Pochettes	1 520,00 \$
Intérêts sur placement	1 353,28 \$	Frais bancaires	67,60 \$
TOTAL:	87 883,49 \$	Sous-total	5 551,44 \$
DÉPENSES		Remboursements	
Hôtel		Inscriptions	1 200,00 \$
Restauration	12 999,70 \$	Avance des universités québécoises	11 400,00 \$
Cocktail d'ouverture	2 556,25 \$	Sous-total	12 600,00 \$
Heure joyeuse	504,00 \$	Surplus enregistré	
Location de salles	496,00 \$	Fonds québécois pour le dév. prof.	5 000,00 \$
Sous-total	16 555,95 \$	Remise à l'ARUCC	5 112,05 \$
Fête champêtre		Sous-total	10 112,05 \$
Ferme J.-P. Verret	10 820,00 \$	TOTAL:	87 883,49 \$
Société des Alcools	1 412,40 \$		
Autobus Québec-Métro	875,00 \$		
Sous-total	13 107,40 \$		
Services bilingues			
Traduction simultanée	4 040,25 \$		
Interprètes	460,00 \$		
Sous-total	4 500,25 \$		
Location			
Kiosques pour exposants	1 325,00 \$		
Matériel audiovisuel	2 044,67 \$		
Sous-total	3 370,11 \$		
Conférenciers			
Honoraires	1 500,00 \$		
Déplacement, héb.	1 481,90 \$		
Cadeaux-souvenirs	988,02 \$		
Sous-total	3 969,92 \$		
Communications			
Conception	2 874,75 \$		
Impression	8 874,70 \$		
Expédition	6 366,92 \$		

Nous tenons à souligner l'excellent travail du comité des programmes et à le remercier de sa participation. Enfin, le comité organisateur s'est fort bien acquitté de sa mission, coordonnant parfaitement l'hébergement, les spectacles et les mille autres détails qui contribuent au succès d'un congrès; il a notamment assuré la préparation d'une édition "souvenir" d'un ouvrage sur la ville de Québec qui a été remis à chacun des conférenciers. Pour couronner ce beau palmarès, le Comité organisateur a remis au Comité exécutif de l'ARUCC un bilan faisant état d'un surplus de plus de 10,000\$. Le bureau a convenu de consacrer la moitié de cette somme au perfectionnement professionnel des registraires et des employés des services d'admission au Québec et l'autre moitié à des fins similaires dans d'autres régions du pays et plus spécifiquement à la tenue d'une conférence nationale.

Somme toute, le colloque s'est révélé une expérience fructueuse et fort enrichissante pour tous ceux qui y ont participé. □

ARUCC 1990: A Success Story

The ARUCC conference in Quebec City this past June was a resounding success in every way. Over 200 delegates participated in a series of sessions whose content, we have been told, was consistently of the highest order. Many sessions were so well attended that space was sometimes at a premium. We must dispel any idea that the somewhat damp weather had anything to do with such diligence on the part of conference registrants. The keynote speakers gave thought provoking addresses which were very well received and our exhibitors and sponsors contributed to the overall success. A particular word of thanks goes out to Russell Webster for sponsoring the opening reception on behalf of TOEFL and ETS.

Having noted the excellent work of the Program Committee, and hastening to thank them for it, we have kept the best for last. The Local Arrangement Committee did a superb job. Accommodations, entertainment and the 1,001 other details were just perfect, including the marvellous souvenir book on Quebec City given to each speaker. As though this were not enough the local arrangement committee returned to the ARUCC executive financial statements indicating a surplus of some \$10,000. The Executive has agreed to make half of this amount available for the professional development of registrars and admissions personnel in Quebec and earmark the other half for similar purposes in other regions and, more specifically, in relation to the hosting of a national conference.

Looking back on the event we are convinced that those who attended enjoyed a very profitable experience from all points of view. □

ARUCC 1990: une réussite

Jean-Paul Schuller
McGill University

Le colloque de l'ARUCC qui s'est tenu dans la ville de Québec en juin dernier a remporté un succès sans précédent. Plus de 200 délégués ont participé à une série de séances de tout premier ordre. De nombreuses séances ont été si courues qu'il a parfois été difficile d'y trouver de la place. N'allez surtout pas imaginer que le temps pluvieux que nous avons connu pendant le colloque y a été pour quelque chose. Les conférenciers invités ont donné des exposés fort stimulants qui ont suscité l'enthousiasme de tous et exposants et organisateurs ont eux aussi contribué au franc succès de notre colloque. Nous tenons à remercier tout spécialement Russell Webster qui a si bien su organiser la réception d'ouverture au nom du TOEFL et de l'ETS.

Contact Contact Contact Contact Conta

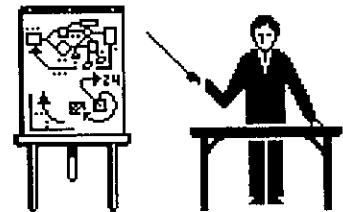
1992 ARUCC BIENNIAL CONFERENCE MONCTON, NB

- The Organizing Committee has been chosen
- The Program Committee is already hard at work
- The Crystal Palace has been reserved
- A waterfront cottage is awaiting us
- Even the lobster has been notified

Moncton is getting ready to accommodate all the Registrars and their team of the Universities and Colleges of Canada, from June 23 to the 26th 1992.

Members of the organizing committee are:

Viateur Viel, president
Noëlla Arsenault
Yoland Bordeleau
Carol Doucet
Paul-Alfred LeBlanc
Nicole Savoie



Even with an accent put on the conference itself, the organizing committee is equally interested in making this event a "family affair" where cultural & social activities will be organized for the spouses and their children. The Maritimes are an ideal summer vacation spot. Why not stay longer and take advantage of it.

Mixing business with pleasure, including a variety of activities - this is what we have in mind. Members of the programme committee are already working hard to put together conferences and workshops most interesting for all of us. Members of this committee are:

Juddy Redden, president, Dalhousie University
Larry Batt, St. Thomas University
Deanne Dennison, University College of Cape Breton
Jeff Hollett, Mount Allison University
Luc G. Levesque, Université de Moncton
Mary MacGillivray, Dalhousie University

Do you have any new ideas or suggestions? Let us know and we'll see what we can do!

Don't delay, mark the week of June 22 with an "X". We'll keep you up-to-date of all our future developments.

Viateur Viel, president
Organizing committee
ARUCC 1992

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CONGRES BIENNAL DE L'ARUCC 1992

MONCTON, NB

- Le Comité organisateur est en place
- Le Comité du programme est à l'oeuvre
- Le Palais Crystal est réservé
- Un chalet près de la mer nous attend
- Même le homard a été prévenu

Moncton se prépare à accueillir tous les registraires et leur équipe de travail immédiate des universités et collèges du Canada, du 23 au 26 juin 1992.

Le Comité organisateur est composé de:

Viateur Viel, président
Noëlla Arsenault
Yoland Bordeleau
Carol Doucet
Paul-Alfred LeBlanc
Nicole Savoie



Sans oublier le sérieux de ce congrès, ce comité veut également faire de cet événement une fête familiale où des activités culturelles et sociales seront organisées pour les conjoints, les conjointes et leurs enfants. Les Maritimes sont un lieu idéal pour des vacances d'été. Pourquoi ne pas y demeurer alors un peu plus longtemps ... t'as qu'à ouère!

Le plaisir ira donc de pair avec toutes les activités sérieuses et formatives que nous "mijote" actuellement le Comité du programme formé de:

Juddy Redden, présidente, Dalhousie University
Larry Batt, St. Thomas University
Deanne Dennison, University College of Cape Breton
Jeff Hollett, Mount Allison University
Luc G. Levesque, Université de Moncton
Mary MacGillivray, Dalhousie University

Vous avez des idées ou des suggestions? Faites-nous les connaître. On verra bien!

Sortez immédiatement votre calendrier de l'année 1992 et placez tout de suite un "X" sur la semaine du 22 juin. Et nous, on vous gardera au courant des progrès réalisés dans l'organisation.

A bientôt,

Viateur Viel, président
Comité organisateur
ARUCC 1992

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

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

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

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New Appointments / Nominations

Name / Nom _____

Title/ Titre _____

Date Effective/ Date d'entrée en fonction _____

Name / Nom _____

Title/ Titre _____

Date Effective/ Date d'entrée en fonction _____

Name / Nom _____

Title/ Titre _____

Date Effective/ Date d'entrée en fonction _____

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

Institution / Établissement _____

Address / Adresse _____

City/ Ville _____ Province _____ Postal Code postal _____

Phone / Téléphone (____) _____