



THE ASSOCIATION OF REGISTRARS OF THE UNIVERSITIES AND COLLEGES OF CANADA  
L'ASSOCIATION DES REGISTRAIRES DES UNIVERSITÉS ET COLLÈGES DU CANADA

# CONTACT

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FEBRUARY 1986 FEVRIER

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## 1. ASSOCIATION ACTIVITIES

### 1.1 President's Message

"HAPPY NEW YEAR!"

A few months back in this column, I strived to lay out some procedures that we all may adopt in hope of retaining our sense of direction and also preserve some value in our lives. This time I want to extend that theme a bit more by attempting to give some insight into why we often feel that our contributions to the institute are regarded so lightly and why we are often frustrated in our workplace.

A few weeks ago I had a chance to be part of a 200+ person group assembled to hear Ken Blanchard of "The One Minute Manager" fame. It was a good day! Here are two experiences that I want to share with you. We all were given a 20 question test, focusing on how we would handle a series of office management situations. Approximately 75% of us answered in such a way as to indicate that we were highly democratic managers. That is, we would meet with our subordinate on an equalitarian basis and discuss the problem and then let the subordinate get on with the problem. Great? Not really! Because the subordinate may be inadequate to handle the project on their own due to a lack of experience or training.

What is more important to this article is that 75% of the group saw themselves as loveable, democratic managers! They may have arrived at this belief for a variety of reasons. I'll postulate on two. First of all, these "loveable" managers may have started out their careers prepared to tackle their jobs in as tough a manner as the situation demanded. They may have been as directive, as authoritative, as supportive or as democratic as the solutions and the problems required, but because they were in the middle management range, they were rebuffed by employees, or not supported by their supervisors, and as a result, they have now adopted a more laissez-faire approach to office management.

The second reason could be that we have been acculturized to believe that we are equal to all others. This is a nice concept to have when one is walking down the street, but in an office your employees are equals as persons but not necessarily equal in relation to the work to be accomplished. Therefore, while it is necessary to give each person full value on a personal level, it is equally necessary to be directive, or authoritarian, etc. in inverse proportion to the employees skill or knowledge level.

The full time democratic manager creates confusion in both his/her mind as well as in the minds of those being supervised. In the manager's mind, he or she is a nice person but is frustrated by not being accepted by the group nor is the group responding all the time, nor is he/she being given much recognition by the group responding all the time, nor is he/she being given much recognition by the next level of supervision. In the meantime, the subordinates are wandering through a maze of indecision, sketchy direction, and a haze of vague goals. No one is happy! But the manager lives a quieter life.

The second idea from Ken Blanchard's workshop that I'm going to share related to the pyramidal hierarchy that persists in all our places of learning. You know the one with the president or principal at the top, the student at the bottom and various layers of peons arrayed in between. Blanchard suggests the pyramid be inverted and students be at the top, the president at the bottom and the layers of peons in between are now placed in reverse order. "Good heavens," you say, "This is an anarchical statement," but think again! What are the objectives of the institution you work for? Are they not about students, research, scholarship, etc? And think again about your new position in the revised hierarchy. You would be practically at the top. The Kings and Queens of the peons because your jobs are so student focused that you would have to be given super priority in the total decision making process.

As I conclude these thoughts, I want you to again reflect on all the democratic concept as it applies in your institution. First of all, the hierarchical structure is not democratic. You didn't vote in your president, principal, vice presidents, vice principals, etc. they were all appointed without your input. But remember they probably had input into your appointment. The fact is that the rules of the game are dictated by the nature of the organizational structure. We must accept that! Therefore, if the organizational structure of your institution has limited capacity to utilize input from all ranks, it can be personally stressful if you fail to recognize this, or in other words conflict can exist between your personal equalitarian expectations and the institution's expectations of your contribution. This conflict can lead to considerable personal stress. The conflict can be transformed to frustration when senior management appears to act in a democratic manner and solicits "grass roots" input from all levels and then resorts to arbitrary usage of the collected data. Aside from this being a clumsy management ploy, it is demoralizing and generally engenders responses such as "What did I really expect?" or "Why should I get involved again?"

But speaking of the inverse pyramid, you know, because of your position in the action, what the needs of students are and what the new students are demanding. You also know where a great many of the weak spots in the organization are. You are as we say in the Prairies at the spot "where the grass-hoppers hit the radiator". But you are frequently frustrated because your first hand knowledge does not receive the importance that you think it should.

Are there solutions? These are decisions which you will have to make:

- 1) Be more assertive, try to get from your supervisor a clear statement of your role and the support you can expect from him.
- 2) Go to your subordinates and ask for their support, lay out their roles, and state what support you can give them.
- 3) For your own mental preservation, invert that pyramid and say to yourself "Look here Dick/Jane, I am one of the most important people around here! I do a ---- good job! And if it wasn't for me and others like me this pile of bricks, mortar and books would collapse around all our collective heads."
- 4) If you are truly prepared to study the bureaucratic structure of your institution and you still want to have input you will begin to recognize how your proposals should be formed. The style of presentation frequently has more impact than the subject matter at hand. While rejection may still be possible, acceptance is more likely if you strike the right cord with the recipient of your proposal. All human beings are not necessarily as rational as you are!

It's really a matter of perception, isn't it? But one must always check out his perception against the "realities" of the world we work in and the perceptions of the significant others in our institutions.

"There's a story of three strings that went into a saloon. The first string left the table and went to the bar and ordered Rye and water. The bar keep said, "Hey you're a string, aren't you? We don't serve strings here!" The first string went back to the table and sat down, next the second string went up to the bar and ordered Scotch and soda. This string got the same treatment. Meanwhile, the third string is tying itself into a kind of bow and trying to fluff out the threads as much as possible. The third string approaches the bar and asks for a Scotch and water and gets served. However, the bar tender thinks he's been tricked and goes over to the table and says to the third string, "You're a string aren't you?" To which the string replied "No, afraid not!!" (a frayed knot).

It's not my job to run the train  
The whistle I can't blow

It's not my job to say how far  
The train's allowed to go

It's not my job to shoot off steam  
Or even clang the bell

But let the dam thing jump the tracks  
And see who catches hell

I have been informed that the Latin graffiti in the last CONTACT was not strictly correct. Henceforth, I will refrain from using local sources such as the washroom walls - Grey Hound Bus Depot - for my quotes!

I am in the last six months of my term as president of ARUCC and I want to assure you that while this is not a totally democratic organization, it is extremely sensitive to the wishes of its membership. All membership input is reacted to and a great deal has been consolidated into studies, reports, etc. ARUCC is certainly one place where your talents will be recognized.

**Best wishes for a successful 1986. I look forward to meeting you at Minaki.**

## 1.2 Simon Fraser Honors Harry Evans With Doctor of Laws

In June 1984, Harry Evans, retiring Registrar at Simon Fraser University was honored by ARUCC with an Honorary Membership in recognition of his outstanding contributions to the Association. In June 1985 he was further honored by Simon Fraser University when he was conferred the degree, Doctor of Laws, honoris causa.

In the citation that was read at the presentation, Harry was presented as a steadfast and tireless servant of Simon Fraser for more than 16 years. Through exciting, challenging and sometimes stressful years, Harry Evans stood resolute and serene, consistently and graciously offering the university community his impressive energies, his unfailing good nature and his much-needed measure of common sense.

Prior to becoming Registrar at Simon Fraser University, Harry Evans served in the Royal Canadian Signal Corps during World War II and for over twenty years was Assistant Registrar and Registrar in the provincial Department of Education.

## 1.3 ARUCC Executive - Call for Nominations

The term of office of the following members of the ARUCC Executive will expire this summer:

<u>Position</u>	<u>Present Encumbent</u>
Member at large and Editor of CONTACT	Jim Boniface (University of Waterloo)
Quebec representative	Ygal Leibur (Université du Québec)
Atlantic representative	Larry Batt (St. Thomas University)
Western representative	Des Bevis (University of Manitoba)
Member at large	Bernard Liengme (St. Francis Xavier University)

The nominations committee will present a slate of candidates at the general meeting during the Association's conference in June 1986. The committee would greatly appreciate nominations for members. Please send nominations to B.V. Liengme, Registrar, St. Francis Xavier University, Antigonish, Nova Scotia B2G 1C0.

#### 1.4 Membership News

Algonquin College - Elise Beauregard assumed the position of Director of Admissions in April 1985.

Queen's University - Patricia Bogstad is now Assistant Registrar, Student Awards.

University of British Columbia - As of November 1985 Jo-Anne Albright became Assistant Registrar, Admissions.

St. Mary's University - As of September 1985 the following appointments were made: Greg Ferguson, Director, Admissions; Barbara Rose, Assistant Director, Admissions; and Jim Sharpe, Director, Continuing Education.

Memorial University of Newfoundland - Sheila Devine has returned to Memorial having completed her Law degree. She is Associate Registrar and as well will serve as Assistant Legal Counsel to the office of the Vice President (Administration and Finance) and Legal Counsel.

Toronto Institute of Medical Technology - In September 1985 Cecil Canteewalla's position changed from Registrar to Director of Student Services/Registrar.

Dalhousie University - A number of new appointments have taken place: Mary MacGillivray has been named Acting Registrar. She was previously Associate Registrar and has been with Dalhousie for 16 years; Judy Redden is the new Associate Registrar moving from the position of Assistant Registrar; and William Courier has moved from Associate Registrar to Director of Admissions.

#### 1.5 ARUCC Salary Survey

In case you missed it, the ARUCC salary survey was sent out in the fall of 1985. If you did not receive a copy and would like to do so, please contact the ARUCC Secretariat, 151 Slater St., Ottawa, Ont. K1P 5N1 (613) 563-1236 Ext. 269.

## 2. **CONFERENCE CALENDAR**

### 2.1 Communications Technology in Higher Education

Plans are well underway for the preparation of the Communications Technology in Higher Education Conference, a joint effort between l'éducation permanente at l'Université de Moncton and the Office of Educational Communications. A call for papers has already been issued. The dates are April 30-May 1-2, and the place is Moncton, New Brunswick. A lively program is lined up, which includes a live videoconference, hands on workshops, research and policy papers.

For more information, contact Lorraine Bourque at (506) 858-4548 or Jocelyne Picot or any number of people on the conference organizing committee, who include Marilyn Noble (UNB), Therese Melanson (U. de Moncton), A. Gibson (Dalhousie), M.F. Laughton of the DOC, and Rheal Bérubé of U. de Moncton.

## 2.2 Fifth Canadian Symposium on Instructional Technology

This symposium, to be held May 5-7 in Ottawa, sponsored by the Associate Committee on Instructional Technology of the National Research Council of Canada, is described fully in the associate committee's newsletter of October 1985. Information about this symposium is available from L. Forget, Conference Services, National Research Council, Ottawa, Ont. K1A 0R6.

## 3. GOVERNMENT RELATIONS

### 3.1 Ontario Budget Pledges Two-Year Funding

Ontario colleges and universities can count on operating grant increases of four percent for each of the next two years, the provincial government announced in its October budget. The grants are in addition to the \$50 million "excellence fund" promised Oct. 17 by Colleges and Universities Minister Gregory Sorbara. The operating grants were announced earlier than the usual spring date to allow universities to plan more effectively, the budget stated. Other budget highlights include funding for the University of Waterloo to complete construction of a new computer research centre and an eight per cent increase in student aid funds for 1986-87. Tuition fee increases are to be held at four per cent.

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### Le budget de l'Ontario promet des fonds pour deux ans

Les collèges et universités de l'Ontario peuvent compter sur des augmentations de quatre pour cent, en chacune des deux prochaines années, au chapitre des subventions au fonctionnement, ainsi que le gouvernement provincial l'annonçait dans son budget d'octobre dernier. Les subventions s'ajoutent au "fonds d'excellence" de \$50 millions annoncé le 17 octobre par le ministre des Collèges et Universités, M. Gregory Sorbara. Les subventions au fonctionnement ont été annoncées plus tôt qu'à date ordinaire, au printemps, afin de permettre aux universités de planifier avec plus d'efficacité, était-il mentionné dans le budget. Entre autres faits saillants du budget, il y a lieu de mentionner l'octroi de fonds à l'University of Waterloo, aux fins de l'achèvement de la construction d'un nouveau centre de recherche automatisée, et une augmentation de huit pour cent des fonds destinés à l'aide aux étudiants pour 1986-1987. Les hausses des droits de scolarité seront maintenues à quatre pour cent.

### 3.2 Foreign Students Face Higher Cash Needs

The federal government has significantly increased - in some cases, more than doubled - the amount of money foreign students must have available to them while attending university in Canada. The move, published as an immigration policy guideline, has been strongly criticized by some immigration lawyers, who say it will discourage foreign students from coming to Canada and ultimately hurt the universities. David Matas, a Winnipeg immigration lawyer, said that the new guidelines fly in the face of Ottawa's intention to significantly increase - by up to 115,000 - the number of immigrants it accepts next year.

In Ontario and Quebec, foreign students now are supposed to have from \$6,000 to \$12,000 (not including tuition and transportation to and from Canada) for living expenses during the eight-month school year. In the other provinces, the requirement is: \$6,000 to \$8,000 in Alberta; \$6,500 to \$8,500 in British Columbia and Newfoundland; \$7,000 to \$9,000 in Manitoba; \$5,000 to \$7,000 in New Brunswick and Nova Scotia; \$6,000 to \$7,000 in Prince Edward Island; and \$5,000 to \$6,500 in Saskatchewan. Previously the students were required to have from \$4,960 to \$5,440, depending on rental costs.

Len Westerberg, a spokesman for the Employment and Immigration Department, said the Government has not tried to reduce the number of foreign students. The department had been receiving a growing number of complaints that foreign students were unable to pay for their keep, promoting them to ask the universities for help, Mr. Westerberg said. The department has decided to adopt the financial requirement guidelines for foreign students issued by the Canadian Bureau for International Education, a non-governmental service organization for universities and colleges, Mr. Westerberg said.

### 3.3 Copyright Revision

The report of the Sub-committee on the Revision of Copyright, A Charter of Rights for Creators, was released on October 10. If implemented, the recommendations of the sub-committee would have serious financial implications for universities. The report does not recommend an exception for reproduction by libraries nor for educational use except in limited cases such as the reproduction of a work as part of an examination question. The sub-committee is of the view, however, that the unique nature of scholarly works should be reflected in the licencing fees charged by collectives for the reproduction of these works. The licencing of photocopiers and the royalties on tapes and other materials will result in significant costs to universities and to students using certain computer software. The voluntary nature of the collectives recommended in the report could easily lead to infringement problems. For further information on the effect of the report's recommendations on universities, contact Pierre-Yves Boucher, AUCC Associate Executive Director/Legal Counsel (613) 563-1236 Ext. 232.

### 3.4 OISE Fights Transfer to U of Toronto

A budget commitment made last fall by the Ontario government has sparked a disagreement between the Ontario Institute for Studies in Education and the University of Toronto. At a recent OISE board of governors meeting, institute officials asked Ontario to withdraw its pledge to transfer OISE to the U of T. OISE must retain an "appropriate degree of autonomy" in order to serve the best interests of the institution, says its director, Bernard Shapiro. OISE reports directly to the provincial government, although it also serves as the U of T's graduate department of education. The current affiliation agreement between the two institutions runs out in June 1986. U of T President George Connell has told the university's governing council that a merger would be advantageous to both institutions, and that OISE programs will not suffer if the merger goes through. The government has not yet responded to OISE's request to withdraw the proposal. The situation, says Dr. Shapiro, is at "somewhat of an impasse".

### L'OISE ne veut pas appartenir à l'U of T

Un engagement dans le cadre de son budget pris l'automne dernier par le gouvernement de l'Ontario a suscité un différend entre l'Ontario Institute for Studies in Education et l'University of Toronto. Lors d'une récente réunion du conseil d'administration de l'institut, ses membres ont demandé à la province de retirer sa promesse de transférer l'OISE à l'U of T. Il doit conserver "une juste mesure d'autonomie" pour servir au mieux ses intérêts, affirme le directeur Bernard Shapiro. L'OISE relève directement du gouvernement provincial mais sert également de département d'études avancées en éducation pour l'U of T. L'accord d'affiliation entre les deux établissements explorera en juin 1986. Le recteur de l'université, M. George Connell, a déclaré à son conseil d'administration qu'une fusion serait à l'avantage des deux établissements et que les programmes de l'OISE n'en souffriraient pas. Le gouvernement n'a pas encore répondu à la demande de l'OISE et la situation, au dire de M. Shapiro, "ressemble quelque peu à une impasse".

### 3.5 Ontario Revamping Student Aid Plan

Changes to the Ontario Student Assistance Program (OSAP) for 1986-87 will provide about \$600 more in government grants for the province's neediest college and university students; larger grants for married students; more jobs on campus for students in financial need; and a 4% increase in the personal and living allowance component of the plan. The provincial government is placing more emphasis on grants, rather than loans, for students from low-income families by reducing parental contribution amounts, and increasing assistance for part-time students and students taking upgrading. Overall, funding for OSAP will rise by 8% over 1985-86 levels. Colleges and universities minister Gregory Sorbara announced mid-January that OSAP is currently under review to determine how it can be improved and updated in light of today's changing economy and student population, and that another phase of changes would be implemented following the review.

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### L'Ontario réorganise l'aide aux étudiants

Les changements apportés au Régime d'aide financière aux étudiants (RAFEO) pour 1986-1987 augmenteront d'environ \$600 la subvention aux étudiants les plus nécessiteux des collèges et universités; de plus fortes subventions aux étudiants mariés; plus d'emplois sur le campus pour les étudiants dans le besoin et un relèvement de 4% de l'allocation personnelle et de subsistance comprise dans le régime. Le gouvernement provincial met d'avantage l'accent sur les subventions que sur les prêts pour les étudiants venant de familles à faible revenu, en réduisant la contribution des parents et en augmentant l'aide aux étudiants à temps partiel et à ceux qui font du rattrapage. Dans l'ensemble, le budget du RAFEO dépassera de 8% celui de 1985-1986. M. Gregory Sorbara, ministre des Collèges et Universités, a annoncé à la mi-janvier qu'on cherche actuellement à améliorer et rajeunir le RAFEO en fonction de l'évolution économique et de la population étudiante d'aujourd'hui et qu'une autre étape de changements suivra l'étude.



#### 4. READING OR REFERENCE

##### 4.1 Canadian Occupational Projection System Education Surveys

COPS has been given the responsibility for surveys pertaining to education which were previously undertaken by Statistics Canada and the Secretary of State . The surveys in which COPS will now be involved are: The Follow-up to 1984 National Graduate Survey, The Longitudinal Survey of Education, The Entry Requirements and Program Quotas, the Part-time College Enrolment Survey, the Trade Vocational Enrolment Survey, The Private Business School Enrolment Survey, The Survey of Canadian Students Studying Abroad, The Continuing Education Survey, the integration of the Statistics Canada Projections Methodology with the COPS Student Flow Model, and the Training in Industry Survey.

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##### Enquêtes du Système de projections des professions au Canada relatives à l'éducation

Le SPPC est maintenant responsable pour les enquêtes relatives à l'éducation, lesquelles relevaient précédemment de Statistique Canada et du Secrétariat d'Etat. Les enquêtes qui relèveront maintenant du SPPC sont: Le Suivi de l'Enquête nationale des diplômés de 1984, l'Enquête longitudinale sur l'Education, Les Critères d'entrée et les quotas dans les programmes d'éducation, L'Enquête sur les effectifs à temps partiel dans les collèges, l'Enquête sur les effectifs pour les cours de métiers, l'Enquête sur les effectifs dans les écoles commerciales privées, l'Enquête sur les étudiants canadiens à l'étranger, l'intégration de la méthodologie des projections de l'éducation de Statistique Canada avec le sous-modèle de l'offre des étudiants du SPPC, et l'Enquête sur la formation en industrie.

##### 4.2 University Spending Slowing, Study Shows

Spending by Canadian universities almost tripled over the 10-year period ending in fiscal 1983-84, but the growth has slowed markedly over the past few years, Statistics Canada reported. And when the spending is taken as a percentage of the country's gross national product, expenditures remained stable over the period in the narrow range between 1.6 percent and 1.4 per cent. The 10-year survey of revenues and spending in universities seems to back the contention of faculty groups and student organizations which have complained that the provinces have not kept pace with the financial requirements of higher education.

Despite their unbending claims of constitutional jurisdiction over education, the provinces' contribution to operating revenues of the universities decreased steadily to 79.3 per cent in 1983-84 from 82.8 per cent in 1976-77. That decline represents a decrease of about \$3.3 billion. Meanwhile, students paid an additional \$600 million into the pot. Statscan said the contribution of tuition fees to total operating revenues increased over the period to 15.3 per cent from 13.5 per cent. But some provinces kept up a robust level of spending increases over the 10-year period. Alberta universities nearly quadrupled their spending to \$663 million.

#### 4.3 B.C. Update: Poll Shows Strong Support

Vancouver area residents say that government cuts have affected the quality of B.C.'s universities. An opinion poll conducted in the greater Vancouver area by an independent firm for the Confederation of University Faculty Associations of British Columbia showed strong support for universities: 67 per cent of those surveyed say cutbacks have affected quality; 66 per cent say universities should increase programs and admit more students; 73 per cent disagree with the province's decision to provide less money to universities. A full 93 per cent of those polled agree that qualified B.C. residents should be able to attend university whatever their income. Despite the fact that only the respondents knew that university professors could be granted tenure, almost four-fifths of the sample state that the concept of tenure is important to society because it allows professors to criticize government policies. When asked which programs could be cut to allow the government to spend more on universities, responses included Expo 86, politicians' expenses or "megaprojects" such as Tumbler Ridge. Gordon Shrimpton, past president of the confederation, terms the survey results "very encouraging".

#### 4.4 Universities and IBM Join Forces

The University of British Columbia and IBM Canada Ltd. are combining resources in an effort to find ways of using computer technology to help judges and lawyers. One of the goals of the project is to develop a database of all provincial and court of appeal sentences. Using such a database, B.C. judges would be able to quickly review past sentences. Project officials expect this will lead to greater consistency and fairness in sentencing. Other aims include the development of computer systems for legal clinics and computer-assisted legal instruction for secondary and postsecondary students. Under the three-year, \$2 million cooperative agreement, IBM is providing computers, software and personnel assistance while UBC is contributing faculty research time and facilities.

IBM has contributed more than \$40 million worth of equipment and expertise through cooperative agreements with universities across Canada since 1982.

A new device to allow the disabled to use computers is the goal of research being conducted by the University of Toronto. IBM has given researchers at the U of T's department of rehabilitation medicine and the Hugh MacMillan Medical

Centre \$600,000 to fund a three-year trial project. Researchers hope to develop a device that could be attached to microcomputers, with programs geared specifically for particular disabilities. Research results will be the property of IBM for six months after the project concludes.

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#### Les universités et IBM unissent leurs efforts

L'University of British Columbia et IBM Canada Ltd. unissent leurs efforts pour tenter de trouver des façons d'utiliser la technologie des ordinateurs pour venir en aide aux juges et aux avocats. Un des buts de l'entreprise consiste à établir une base de données concernant tous les jugements rendus par les tribunaux

provinciaux et les cours d'appel. En utilisant une telle base de données les juges de la C.-B. pourraient revoir rapidement les jugements rendus par le passé. Les dirigeants de l'entreprise s'attendent à ce que cette initiative permette d'en arriver à plus d'uniformité et d'impartialité dans les jugements rendus. Entre autres buts visés il y a l'établissement de systèmes informatiques pour les cliniques judiciaires et pour l'enseignement informatisé du droit aux étudiants des niveau secondaire et postsecondaire. En vertu de l'entente de coopération comportant une somme de \$2 millions et valable pour trois ans, IBM fournit les ordinateurs, le logiciel et le personnel de soutien tandis que l'UBC fournit le temps de recherche des professeurs et les installations.

IBM a contribué une valeur de plus de \$40 millions en équipements et en compétences, dans le cadre d'ententes de coopération avec les universités d'un bout à l'autre du Canada, depuis 1982.

Un nouveau dispositif visant à permettre aux handicapés d'utiliser les ordinateurs fait l'objet de recherches présentement menées à l'University of Toronto. IBM a fait don d'une somme de \$600,000 aux chercheurs du département de la réadaptation fonctionnelle de l'U of T et au Centre médical Hugh MacMillan, pour le financement d'un projet d'essai de trois ans. Les chercheurs espèrent mettre au point un dispositif qui pourrait être relié aux micro-ordinateurs, avec des programmes adaptés expressément à des handicaps particuliers. Les résultats de la recherche seront la propriété d'IBM durant une période de six mois après l'achèvement de l'entreprise.

#### 4.5 University Education at a Distance: Opportunities in Ontario 1985-86 Calendar of Distance Education Courses

This calendar of degree credit distance education course offerings has been prepared at the initiative of the Committee on Distance Education of the Council of Ontario Universities. One of the objectives of the Committee is to promote inter-university cooperation and coordination in the expanding area of distance education. Order from the Office of Communications, Council of Ontario Universities, Suite 8039, 130 St. George Street, Toronto, Ont. M5S 2T4.

#### 4.6 York Invites Students to "Log On"

York University's faculty of science has set up an electronic bulletin board to provide science news and up-to-date information about the faculty's programs and seminars. The system, aimed mainly at Ontario high school students and teachers, can be accessed by anyone in the world who has a microcomputer equipped with communications software and a modem. The bulletin board is designed to replace information which York normally mails to high schoolers about its science speakers bureau, upcoming seminars and science-related events on campus. Electronic bulletin boards are used extensively by home computer owners, says Keith Aldridge, associate dean of science, who saw a way of promoting York and providing "instantaneous information" at the same time. The bulletin board currently contains regular updates on Halley's Comet, provided by a graduate astronomy student, and in future will list entrance requirements, scholarships, careers and jobs in the science field as well as science quizzes and games. Access to the York bulletin board is through Telecom Canada's Datapac.

### York invite les étudiants à "entrer dans le système"

La faculté des sciences de la York University a installé un système d'information électronique pour communiquer des nouvelles intéressant le domaine scientifique et des renseignements à jour sur les programmes et colloques de la faculté. Le système est destiné principalement aux élèves et aux professeurs des écoles secondaires de l'Ontario, mais n'importe qui dans le monde peut y accéder à la condition d'être pourvu d'une micro-ordinateur doté de logiciel en communications et d'un modem. Le système vise à remplacer les renseignements que York adresse normalement par la poste aux élèves et aux professeurs des écoles secondaires, au sujet de son service de conférenciers pour les sciences, des colloques à venir et des événements sur le campus dans le domaine des sciences. Tous ceux qui possèdent un ordinateur à leur foyer font un ample usage des systèmes électroniques d'information, d'affirme M. Keith Aldridge, doyen associé des sciences, qui y voit un façon de promouvoir la York University tout en assurant des "renseignements instantanés". Le système présente actuellement, à intervalles réguliers, des renseignements à jour sur la comète Halley, lesquels sont fournis par un étudiant en astronomie au niveau des grades supérieurs et, dans l'avenir, il présentera des renseignements sur les conditions d'admission, les bourses d'étude, les carrières et les emplois dans le domaine des sciences, de même que des jeux et des devinettes concernant les sciences. On accède au système d'information de York par l'intermédiaire du DATAPAC de Telecom Canada.

### 4.7 Medicine, Natives Benefit From Estate

A businessman's generous legacy is continuing to help two Canadian universities. Contributions from the estate of the late Joseph Stauffer, who graduated from Queen's University in 1920, have gone recently to both Queen's and the Saskatchewan Indian Federated College. Queen's has received \$250,000 from the estate to aid the work of a multidisciplinary group of surgeons and technicians who are developing artificial joints to aid arthritis victims and a further \$1 million to establish a chair in cancer research in the department of pathology. SIFC received a bequest of \$600,000, intended, according to a spokesperson for the college, "to assist Canadian Indians in cultivating self-help activities". The college will invest the money in an endowment fund in order to generate interest.

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### La médecine et les autochtones profitent d'une succession

Un legs généreux fait par un homme d'affaires continue d'aider deux universités canadiennes. Des contributions, provenant de la succession de feu M. Joseph Stauffer, diplômé de la Queen's University en 1920, étaient versées récemment à Queen's et au Saskatchewan Indian Federated College. Queen's a reçu une somme de \$250,000 laissée en héritage pour aider aux travaux d'un groupe multidisciplinaire de chirurgiens et techniciens qui sont à mettre au point des articulations artificielles pour soulager les personnes atteintes d'arthrite, en plus d'une somme de \$1 million aux fins de l'établissement d'une chaire de recherche sur le cancer, au département de pathologie. Le SIFC, pour sa part, a bénéficié d'un legs de \$600,000 versé, selon un porteparole, dans l'intention de permettre au collège "d'aider les Indiens du Canada à poursuivre des activités favorisant la débrouillardise". Le collège placera l'argent dans un fonds de dotation pour en retirer de l'intérêt.

#### 4.8 Publications

**Academic and Administrative Officers at Canadian Universities 1985-1986** - This directory lists the names, titles, degrees and individual telephone numbers of senior university administrators, deans, directors of research institutes and department heads for the 1985-1986 academic year. It includes, in addition, the addresses and telephone numbers for affiliated or related institutions as well as the names, titles and individual phone numbers of the senior officers of the provincial and regional university associations and grants commissions, the ministers and senior officials of both provincial and federal government bodies responsible for education of the Association of Universities and Colleges of Canada. 1985. Bilingual. Annual. \$6.50. Available from AUCC Publications, 151 Slater St., Ottawa, Ont. K1P 5N1 prepaid.

**Canadian Campus Accommodation and Convention Facilities** - This comprehensive 1985 guide may be obtained for \$2 from David H. Butler, Director of Alumni Affairs, Ryerson Polytechnical Institute, 350 Victoria St., Toronto, Ont. M5B 2K3.

**Accessibility to Ontario Universities** - The Council of Ontario Universities has published a study of qualified applicants from Ontario secondary schools who did not register at the province's universities in 1984. The study, similar to one carried out for 1983, found that most students who failed to register did so because they were undecided about their future. Other reasons for not attending university included not being accepted into the program or institution of their choice or needing a break from studies. Available for \$4 prepaid from COU, 130 St. George Street, Suite 8039, Toronto, Ont. M5S 2T4 (416) 979-2165.

**Transition Learning** - a new quarterly digest published by the Atlantic Association of Co-operative Education, is aimed at educators, employers and those ;involved in co-operative education. One-year subscriptions are available for \$20 from the Atlantic Association of Co-operative Education, c/o Mount Saint Vincent University, 166 Bedford Highway, Halifax, N.S. B3M 2J6.

**Réflexions sur l'avenir de l'Université du Québec, de la CREPUQ** - Un groupe d'étude indépendant a publié à la demande de la Conférence des recteurs et principaux des universités du Québec un rapport sur l'avenir des universités de la province. Il y est notamment question de la mission de l'université, de l'évolution de

la fréquentation et des méthodes favorisant la flexibilité de l'université. On peut obtenir gratuitement le rapport à C.P. 952, Succursale Place du Parc, Montréal, Qué. H2W 2N1 (514) 288-8524.

**The Canadian University Distance Education Directory** - Published annually by the Canadian Association for University Continuing Education. The 1985 issue is now available at a cost of \$15 per copy from AUCC Publications, 151 Slater St., Ottawa, Ont. K1P 5N1.

#### 4.9 Freshman, 36, Flunks Program, Sues Ryerson

A student who failed the first year of a photography course at Ryerson Polytechnical Institute can sue the institution for breach of contract, a provincial court judge has ruled.

The student is taking the unusual route of suing Ryerson because, he says, the instructor did not teach or follow the course outline as offered and advertised. He was given the chance by Ryerson to repeat his year but wanted a refund and had exhausted all internal college appeal procedures, his lawyer said.

Judge Pamela Thomson Sigurdson ruled that Ryerson's purpose is to provide programs and courses of study - not to adjudicate complaints arising from student-university relations. The school's academic council would have no jurisdiction under its rules to decide whether there was a breach of agreement, nor would it have authority to return the money paid for the course, the judge ruled. Ryerson is concerned that the case "would open up the situation for students to make claims against universities and colleges if the students are dissatisfied with the instruction they are getting." However, the judge said in her ruling that she was not "swayed by the arguments of the defendant (Ryerson) that allowing this action to proceed will open the floodgates of unhappy students."

The student, a professional photographer living in Quebec City who had attended Ryerson to try to advance himself, is seeking damages for tuition fees and a student loan he took out for his studies. Alison Young, lawyer for Ryerson, said in an interview that courts have been reluctant to interfere with decisions made by universities. Courts are not in the position to assess students' performance, Young said. "Would university professors be looking over their shoulders as they mark papers?" she said. She added that she sees no cause for alarm. The student has a tough case to provide, she said.

#### 4.10 Grants to Laval

Hon. Benôit Bouchard, Secretary of State of Canada, on September 23rd participated in the inauguration of two projects of the Laval University for which the federal government contributed \$1,005,000 and also announced the contribution of \$500,000 to establish a Chair of Women's Studies. This project, sponsored jointly by Mr. Bouchard and Hon. Walter McLean, Minister Responsible for the Status of Women, was inspired by the national action plan of the Government of Canada. The program to help establish chairs of women's studies encourages university research on questions touching the status of women and foresees the establishment of a chair of studies in each of the five regions of the country.

The second contribution of \$500,000 is to establish a Chair of Studies on French Culture in North America. Laval University, which already plays a primary role in this area, will be able to intensify its research and publicize its work on the language, literature, arts and traditions of the francophones of America.

The remaining \$505,000 will enable the creation of a multidisciplinary centre for greenhouse production. Besides ensuring the training of a large number of specialists, this project will help intensify both fundamental and applied research in sectors of priority such as agro-food, forestry, energy, information and electronics.

#### 4.11 Manitoba to Extend Correspondence Program

The University of Manitoba has received a \$1 million grant from the provincial government to expand its correspondence course offerings. The funds, to be paid over five years, will allow the university's continuing education division

to increase the number of credit courses available by correspondence, enabling students in the near future to complete a bachelor of arts degree by correspondence. The university currently offers a range of first-year and elective courses through the mails. In addition to the U of M grant, the government recently announced × funding for distance education programs at a Manitoba community college and a Winnipeg television station.

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#### Expansion des Cours par Correspondance au Manitoba

L'University of Manitoba a reçu du gouvernement provincial une subvention de \$1 million pour élargir son programme de cours par correspondance. Grâce à ces fonds, qui seront étalés sur cinq ans, la division de l'éducation permanente pourra augmenter le nombre de cours crédités offerts par correspondance, ce qui permettra bientôt aux étudiants d'obtenir un baccalauréat ès arts uniquement par ce moyen. L'université offre actuellement divers cours de première année et de cours au choix par la poste. D'autre part, le gouvernement a annoncé récemment qu'il financerait des programmes de télé-enseignement dans un collège communautaire du Manitoba et une station de télévision de Winnipeg.

#### 4.12 AUCC Warns Underfunding a Disaster

Another statement from the Association of Universities and Colleges of Canada has warned about underfunding of colleges and universities, this time saying that changes proposed by the federal government could be "nothing short of disastrous".

The statement, from AUCC president Dr. David Johnston, is a protest against Ottawa's plan to put a limit on the amount of money it transfers to provincial governments for higher education and health. Such "transfer payments" are the biggest single source of funding for universities in Canada.

Universities are suffering already, and will suffer worse if prime minister Brian Mulroney goes ahead with his plan to cut the transfers, Johnston said. He said that in recent years university funding has declined even as universities are faced with record numbers of students and new demands for research.

The protest echoes a statement issued by AUCC in August for the benefit of a senate committee studying education funding. That statement spoke of the importance of youth to Canada's development and said that underfunding "has endangered the quality" of Canadian education and has limited the "opportunities for outstanding students", Canada's "intellectual capital". The report also outlined the contribution universities make to the social, cultural and economic prosperity of Canada.

The report, given in August to the Special Senate Committee on Youth, maintains youth is of "utmost importance to the future of our country". AUCC argued that because universities transmit knowledge and skills to students and develop students' analytical thinking processes and intellect, universities benefit both the individual and society.

Since Canada is moving to a "mature mixed economy" - from resource to manufacturing to service and knowledge based economy - Canadians will need to be highly educated and trained, the report continues, and typically graduates will change careers several times. In addition, further emphasis on research will be required.

It pointed to statistics that show how women account for an increasing percentage of the student body at all levels of study since 1950. By 1983-84 full-time women enrolment rose to 46.3 per cent, and in 1982 women received 51 per cent of the bachelor's degrees.

Although registering mainly in traditional fields, women were increasingly enrolling in non-traditional areas of agriculture, pharmacy, law and veterinary medicine.

In summation, the report says "adequate funding of Canada's universities is a public priority and a matter of urgent and pressing necessity if young people are to be properly served for the years ahead". The unemployment rate for the total population is 11.3 per cent and for those with a university degree is 5.3 per cent, it noted.

#### 4.13 Enrolment in the U.S.

College and university enrolment in the United States is 1 per cent lower than it was last year, preliminary reports say, but the number of first-year students is up, now down. "We knew that the applicant pool was down for 1985," says a spokesman for the American Association of Collegiate Registrars and Admissions Officers, but the number of full-time freshmen rose 1.4 per cent anyway. Public institutions had a bigger gain in the number of freshmen - and a bigger loss in total enrollment - than private ones.

#### 4.14 Two Charged After Fraud Hits OSAP

Two former University of Waterloo students have been charged with defrauding Ontario student loan programs, after a man and a woman registered and collected loan money under false names at some two dozen universities across Canada.

Just before Christmas, Paul Neville Schuler and his wife Lena were charged with two counts of "fraud over \$200". Now free on bail, they have been remanded to appear in Kitchener provincial court.

In the two academic years 1981-82 and 1982-83, the couple is alleged to have obtained \$175,000 from 23 different universities in Ontario and western Canada by impersonating 61 people, said Corporal Nelson Kinkaid of the Ontario Provincial Police anti-rackets squad.

In each case, a man and a woman applied for university admission as "mature students". To support the applications, social insurance numbers and forged documentation of work histories and high school transcripts were provided, said David Payne, from the ministry of colleges and universities.

The two people then applied for student loans from the Ontario Student Assistance Program. When the loans came in, the couple allegedly signed for them and paid tuition fees, but they never attended classes.



A typical loan would be for \$3,600 and would net approximately \$2,500 after payment of about \$1,100 in tuition fees.

Only two of Ontario's 15 universities were not used in the scheme - UW and the University of Windsor.

Both Schulers were officially registered at UW, where they obtained legitimate loans for their studies - Lena in 1979-80 and 1980-81 for studies in arts, and Paul in 1979-80 for a program in optometry.

Police first began investigating the fraud in February 1982 after a student, who applied for student assistance for academic work at a community college, was told he had already been issued a loan, Payne said.

Shortly after that, a woman hounded by collection agencies for an outstanding loan she never applied for inspired Payne to look for similarities. Only in May 1985, after 11 more similar default files turned up, was Payne able to run a computer program. From that he discovered another 47 instances which looked similar.

The ministry will now insist on stricter endorsing of rules of identification, Payne said. He was unable to say whether, in the fraud cases, other identification besides student ID cards was requested.

#### 4.15 It Wasn't His Day

The following article was found recently in a Fredericton newspaper.

"We don't know his name, but we do know Tuesday wasn't his day.

The unknown UNB student's day started badly when he overslept with an exam scheduled for 9 a.m. and it just kept getting worse. His bad luck continued when he ran out of gas on the Westmorland Street Bridge.

He decided to jog to class and was doing fine until he neared the southend of the walkway where the cement curbing juts sharply to the left for a future ramp addition. To save time the student put both hands on the otherside. The problem is there is no otherside there, just air and then a long drop.

The very surprised student fell feet first into the St. John River. He quickly swam to shore very wet, embarrassed and extremely shocked, but not injured."

#### 4.16 Poll Shows Nova Scotians Concerned With University Funding

Nova Scotians are "seriously concerned" about the effects of government financial cutbacks on both the quality and accessibility of university education according to the results of a province-wide poll commissioned by Dalhousie University and carried out by Evaluation Research Associates last November. Among the findings: 60% of respondents do not believe that universities can suffer further erosion of financial support without jeopardizing the quality of education they offer to students; 66% expressed a willingness to pay higher taxes to maintain the quality of university education; 75% think that a university education is more important now in preparing for the job market than it was five years ago;

and more than 50% of those polled do not think that provincial universities are being unreasonable in their expectations of funding from the provincial government. Results of the Nova Scotia poll parallel findings of a recent poll conducted in British Columbia that showed substantial public apprehension about cutbacks in postsecondary education in B.C. and a similar public willingness to support the system through higher taxes.

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#### Sondage: le financement des universités inquiète en Nouvelle-Ecosse

Les Néo-Ecossais sont "sérieusement inquiets" des répercussions des réductions effectuées par le gouvernement, tant sur la qualité que sur l'accessibilité de l'enseignement universitaire, selon un sondage commandé par la Dalhousie University et réalisé à l'échelle de la province par Evaluation Research Associates en novembre. Entre autres conclusions: 60% des répondants ne croient pas que les universités puissent subir d'autres réductions financières sans que la qualité de l'enseignement ne soit compromise; 66% seraient disposés à payer plus d'impôt pour préserver la qualité de l'enseignement universitaire; 75% croient que les études universitaires sont plus nécessaires qu'il y a cinq ans pour se préparer au marché du travail et plus de 50% estiment que les demandes de subventions des universités au gouvernement provincial ne sont pas déraisonnables. Ces conclusions sont parallèles à celles du sondage effectué en Colombie-Britannique, où le public a manifesté passablement d'apprehension à propos des réductions imposées à l'enseignement supérieur en C.-B. et s'est aussi montré disposé à accepter des impôts plus élevés pour soutenir le système.

## 5. HELP WANTED

### 5.1 Litigation Cases

Many of our members would be greatly appreciative of reading about recent cases involving students and academic institutions. If your university or college is or has been involved in some sort of legal action that you would like to share, please send the appropriate information to the editor of CONTACT or to any of the regional representatives.

### 5.2 Future Task Force Projects

Suggestions for information that would be of interest to the membership would be most welcome by the ARUCC Executive. We want to serve you. Please forward any such request to our President, Dave Halstead, Director, Student Services, Saskatchewan Technical Institute, Moose Jaw, Saskatchewan, S6H 4R4.

**ARUCC MEMBERSHIP INFORMATION FORM**

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

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Waterloo, Ontario  
N2L 3G1

**New Appointment(s)**

Name \_\_\_\_\_

Title \_\_\_\_\_

Date Effective \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Date Effective \_\_\_\_\_

**News of Interest**

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\_\_\_\_\_

**Institution** \_\_\_\_\_

**Address** \_\_\_\_\_

**City** \_\_\_\_\_ **Province** \_\_\_\_\_ **Postal Code** \_\_\_\_\_

**Telephone** ( ) \_\_\_\_\_

**NOUVELLES DE INSTITUTIONS MEMBRES DE L'ARUCC**

Disposez-vous d'information susceptible d'intéresser les membres de l'ARUCC?

Le cas échéant, prière de remplir la rubrique ci-dessous et de l'adresser soit à l'éditeur de CONTACT soit à votre représentant régional.

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**Nominations**

Nom \_\_\_\_\_

Titre \_\_\_\_\_

Date d'entrée en fonction \_\_\_\_\_

Nom \_\_\_\_\_

Titre \_\_\_\_\_

Date d'entrée en fonction \_\_\_\_\_

**Nouvelles d'intérêt général .**

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**Etablissement** \_\_\_\_\_

**Adresse** \_\_\_\_\_

**Ville** \_\_\_\_\_ **Province** \_\_\_\_\_ **Code Postal** \_\_\_\_\_

**Téléphone** ( ) \_\_\_\_\_