



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

CONTACT

OCTOBER 1986 OCTOBRE

1. ASSOCIATION ACTIVITIES

1.1 President's Message

As we begin a new term there are many activities that the ARUCC executive will be involved in, on behalf of the membership. One of the initiatives begun during the 1984/86 term was a commitment to international education. Des Bevis, David Green, Kelvin Andrews, Peggy Sheppard and Stan Galt participated in the 1985 PIER (Projects for International Education Research Committee of AACRAO) Workshop on the Admission and Placement of Students from Southeast Asia. This was a first for ARUCC and we have been asked to continue the association. As a result, there will be seven more ARUCC members participating in the 1987 PIER workshop to Central America and Panama, May 1-19, 1987. In recognition of the importance of this commitment, the position of second vice-president will have special responsibilities for international education.

A special Task Force has been formed to work with Statistics Canada on updates to the USIS system and to review changes to specific elements. The committee will consist of Diane Morris, Yves Jodin, Bob Auger, Gail Thompson and myself to work with Doug Lynd and his colleagues. Some other areas of concern to be addressed this year are the ubiquitous T2202A, photo ID cards, retention of records, Netnorth communications and the 1988 Conference.

Speaking of conferences, I wish to extend a heartfelt thanks to Des Bevis and Brian Salt for a well organized and profitable 1986 conference. Those who were able to attend found it beneficial and although a deviation from the regular site of a university campus or a large city, Minaki was a good choice. Attendance at the sessions was excellent with, in some cases, a free-wheeling exchange of ideas. As Gail Thompson put it, Doug Lynd deserves an award for the person best able to keep his cool while under fire. USIS always generates a good deal of discussion giving delegates an opportunity to speak freely of their concerns. One of the excellent sessions was presented by Dave Morphy, Director of Student Affairs and Christine McKee, Ombudsman, both from the University of Manitoba. They gave a presentation on

how to cope with Stress in Registrar's Office. Dave discussed structural stresses which affect individuals. In the university setting, fiscal restraints, special needs groups, emphasis on high tech and unclear directives all contribute to this kind of stress. Individuals under stress can be identified by fast, short or jerky speech, by conversations in which they dominate or withdraw, by being inept at listening or by expressing strong opinions on how things should be. The role of the ombudsman in alleviating stress was discussed by Christine. The ombudsman is an independent person who assures a fair resolution of the problem. Such a person investigates and facilitates, knows what procedures and policies apply to the situation and attempts to effect prescriptive change. In an informal process, the facts in each case are marshalled through discussion with the people concerned and a solution amenable to all parties is attempted. In minor cases it is simply an attempt to get at the facts and in others one becomes the wailing-wall to get the anger out in the open and channel it in more constructive ways. It is important to realize that this is not necessarily an anti-administrative task but is client-oriented and often vindicates administrative decisions. While we may not all be fortunate in having an ombudsman to help with the resolution of problems due to stress, we often are the people that must assist. In such situations, by developing and applying these skills, we will be able to identify the causes of stress and successfully effect a resolution.

The executive would appreciate your input to activities of the organization. Your suggestions for task forces, topics for discussion or areas of concern will be addressed as quickly as possible. We can all keep each other informed of changes or of items of interest via CONTACT. If you have a topic about which you feel strongly or something which you feel should be aired, please share your comments with Jim Boniface, the editor of CONTACT. Finally, I want to express our thanks to Dave Halstead for his leadership as president during the last two years. During his term the salary survey was completed, the incidental fees schedule was circulated and the Report of the Task Force on Student Records was published. Again, many thanks Dave.

1.2 Executive Committee/Comité exécutif 1986-1988

<u>Position</u>	<u>Name</u>	<u>Business Address</u>
President/ Président	Ainsley Towe	Associate Registrar Brock University St. Catharines, Ontario L2S 3A1 (416) 688-5550 Ext. 3444
Past President/ Président sortant	David Halstead	Director, Student Services Saskatchewan Technical Institute Moose Jaw, Saskatchewan S6H 4R4 (306) 694-3266
1st Vice-President/ 1er Vice-président	Ygal Leibou	Registraire Université du Québec à Montréal C.P. 8888, Succ. A Montréal, Québec H3C 3P8 (514) 282-6113

<u>Position</u>	<u>Name</u>	<u>Business Address</u>
2nd Vice-President 2 ^e Vice-président	Des Bevis	Director of Admissions 424 University Centre University of Manitoba Winnipeg, Manitoba R3T 2N2 (204) 474-8810
Secretary-Treasurer Secrétaire-trésorier	Ronald Health	Registrar Simon Fraser University Burnaby, B.C. V5A 1S6 (604) 291-4176
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Western Region	Lou Ariano	Registrar Saskatchewan Indian Federated College CW 127, University of Regina Regina, Saskatchewan S4S 0A2 (306) 584-8333 Ext. 56 Toll Free 1-800-667-8060
Ontario	Jim Boniface (Editor of CONTACT/ Rédacteur de CONTACT)	Associate Registrar, Records University of Waterloo Waterloo, Ontario N2L 3G1 (519) 885-1211 Ext. 3215
Quebec	Peggy Sheppard	Director, Admissions Office McGill University 845 Sherbrooke Street West Montréal, Québec H3A 2T5 (514) 392-5298
Atlantic Region	Geraldine Wilson	College Registrar Office of the Registrar Sir Wilfred Grenfell College Memorial University Corner Brook, Newfoundland A2H 6P9 (709) 637-6311
ARUCC Secretariat	Ken Cleménts	ARUCC 151 Slater Street Ottawa, Ontario K1P 5N1 (613) 563-1236

1.3 Membership News

University of Western Ontario - Gordon Smiley former Registrar at the University of Victoria has been appointed assistant vice-president (student affairs) and Registrar at Western.

Wilfrid Laurier University - James Wilgar, Registrar and Co-ordinator of Academic Services, has been promoted to the newly created post of associate vice-president, taking on responsibilities in personnel and student affairs. Peter Tron, formerly the Associate Registrar, Admissions at the University of Guelph has been appointed the Registrar at Wilfrid Laurier University.

University of British Columbia - Jo-Anne Albright has been appointed Assistant Registrar, Admissions replacing Mr. Peter Hennessy who has moved east and is working for the Ministry of Education in Ontario. Also, Ann J. Marantz has been named Assistant Registrar, Records.

Douglas College - Patricia H. Angua has been appointed to the position of Registrar.

1.4 PIER - Projects for International Education Research

An AACRAO/NAFSA Workshop on Canadian Education sponsored by PIER is scheduled for September 1937. The workshop will provide an opportunity for a team of U.S. Admissions Officers to study the Provincial educational systems of Canada and write a report which will be available to all AACRAO/NAFSA institutions and assist Admissions Officers in the admission and placement of students from Canada.

A number of Canadian organizations are assisting in covering the workshop costs. Thus far, the Canadian Bureau for International Education, Air Canada, the Government of Quebec, and the University of Manitoba have all offered their support. U.S. supporters include The College Board, the International Education Research Foundation, the Canadian-American Studies Program at the University of Maine-Orono, and the Graduate Management Admissions Council.

David Glen, Director of Admissions Services at the University of Victoria is Administrative Director in charge of workshop logistics. He can be contacted if anyone is interested in assisting this workshop with additional funding, furnishing food, lodging and meeting space.

Last year over fifteen thousand Canadian students were studying in colleges and universities in the United States. The workshop will help U.S. Admissions Officers make more informed judgements about the admission and placement of these students and should also serve to stimulate further Canadian-American educational exchange.

1.5 Fee Reminder

It's membership fee time again; membership fee statements were mailed in August along with information about updating the ARUCC Directory. Your speedy attention to your renewal and directory update would be greatly appreciated.

2. CONFERENCE CALENDAR

2.1 ARUCC Biennial Conference, 1988

The organizing committee under the co-chairmanship of Kelvin Andrews, University of Toronto and Sandy McNeil, York University has a number of arrangements in place for the Biennial Meeting to be held in Toronto in June, 1988. The organizing committee has a good representation from the institutions in the Toronto area and there is considerable enthusiasm for the project. The theme will be "The Challenge of the Year 2000 - Will Your Office be Ready?". A potential list of topics has been identified, but others, along with suggestions for appropriate speakers, will be solicited.

2.2 AACRAO Annual Meeting Program Opportunity

The Automated Information Support Systems Committee of AACRAO is offering the membership an opportunity to share information with other AACRAO members. The Committee invites submission of ideas in automated systems related to operations in admissions, registration, records or related areas. These procedures should be those you consider to be unique and useful, currently being used, and that can be presented to the membership in "five minutes or less." This might be an enhancement that is an integral part of a larger automated system. Twelve persons will be selected by the Committee to present their ideas to the membership at the 73rd Annual Meeting in Las Vegas in April 1987.

Please submit information and supporting documents no later than November 15, 1986, to Robert Leahy, Registrar, University of Northern Iowa, Cedar Falls, Iowa 50614-0006. All those submitting ideas will be notified of the results of the selection process by December 15. Those selected to present their ideas will receive a token of appreciation from AACRAO at the Annual Meeting.

2.3 CUMREC '87

"Optimizing Data Delivery" is the theme for the May 1987, CUMREC Conference which will convene in Atlanta, Georgia. A Call for Papers has recently been sent out by the organizing committee. Presentations will center around one of six areas that relate to the theme of Optimizing Data Delivery:

- Track 1:** Application development which represents state-of-the-art approaches like relational data base management systems and fourth generation languages.
- Track 2:** Use of Personal and Departmental Computers in Administrative Systems.
- Track 3:** Networking and Communications, Office Automation, Office of the Future, and Connectivity.
- Track 4:** Data Center and University-wide management and planning considerations- decision support systems, information centers.
- Track 5:** The development and implementation of Innovative Administrative Systems.
- Track 6:** Systems and services provided by vendors.

3. GOVERNMENT RELATIONS

3.1 Revenue Canada Meeting

A form for combining the tuition fee receipt and the education deduction certificate (form T2202A) has been developed by the University of Calgary. Approval for use of this joint form has been obtained from the Calgary District Office. A meeting was held with Revenue Canada head office personnel on 6th of May to extend the use of this form to other postsecondary institutions. It is expected that approval can be obtained by writing to Mr. G.F.B. Wilkie, Director, Assessing Division, Revenue Canada, Room 2000, 400 Cumberland Street, Ottawa, Ontario. K1A 0X5.

Further information on the form itself, or the likelihood of obtaining a quantity discount through using the same form, albeit with separate institutional identification, can be followed up by contacting Art Kirk, Manager, Business Office, The University of Calgary, 2500 University Drive N.W., Calgary, Alberta. T2N 1N4. (Tel. (403) 220-6560).

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Réunion avec Revenu Canada

L'University of Calgary a établi une formule qui réunit le reçu des frais de scolarité et le certificat pour la déduction relative aux études (formule T2202A). La formule a été approuvée par le bureau de district de Calgary. On a étudié la possibilité d'étendre son utilisation à d'autres établissements d'enseignement postsecondaire au cours d'une réunion tenue le 6 mai avec le personnel de l'administration centrale de Revenu Canada. On peut probablement obtenir l'approbation nécessaire en écrivant à M. G.F.B. Wilkie, directeur de la Division des cotisations, Revenu Canada, pièce 2000, 400, rue Cumberland, Ottawa (Ontario) K1A 0X5.

On peut obtenir de plus amples renseignements sur la formule elle-même, ainsi que sur la possibilité d'obtenir une remise sur la quantité grâce à l'utilisation de la même formule (mais avec une identification distincte pour chaque établissement), en communiquant avec Art Kirk, directeur, Bureau de l'administration, University of Calgary, 2500 University Drive N.W., Calgary (Alb.) [tél. (403) 220-6560].

3.2 Provincial Funding for 1986-87

The following are the operating grant increases announced to date:

Alberta - Budget estimates for operating grants increased by 4.5%

British Columbia - General purpose operating grants remain the same in 1985-86. However, a new Excellence in Education Fund had been set up which will provide \$110 million for all levels of education. This amounts to an increase of 6.25 percent over the total of \$1.76 billion allocated to education spending in 1985-86. So far, \$13.1 million has been allocated to universities.

Manitoba

The Manitoba government has provided its Universities Grants Commission with a funding increase of 3.8 percent for 1986-87. Manitoba's four universities will also receive \$4 million in miscellaneous capital grants for repairs and renovations of

buildings and for teaching and scientific equipment. In addition, the government has authorized the University of Manitoba to take out a \$10 million debenture to cover more capital costs in the areas of teaching and scientific equipment and building repair and renovation. The debenture will be repaid by the province through the grants commission.

Newfoundland - According to the provincial budget, Memorial will receive a \$78.9 million operating and furnishing/equipment grant for the 1986-87 fiscal year, an increase of 9.6 percent. Memorial's faculty of medicine will receive \$12.97 million in grants and subsidies, up from \$12.154 million in projects in 1986-87 as well as about \$4.5 million for special building projects through the recent federal-provincial agreement on off-shore development. Memorial officials point out, however, that the increase over funds actually spent in 1985-86 is only 6.6 percent. Memorial balanced its budget this year by withholding \$2 million from its pension fund contributions. Thus, although the university received \$72 million from the government, it spent \$74 million. Memorial, faced with a large enrolment increase in 1985-86, is expecting about 10 to 15 percent more students again in 1986-87, university officials note.

New Brunswick - In the last week of April, an overall operating grant increase of 4.8% was announced.

Nova Scotia - Total of unrestricted and restricted operating grants increased by 3.0%. Albeit, there appears to be a large variance per institution from 1.7% to over 6.5%.

Ontario - As already announced in the prior year, 1986-87 operating grants will increase by 4.0%. In addition, universities will receive \$50 million from a new University Excellence Fund. Adding the two amounts together results in an overall increase of 8 percent. However the monies from the Excellence Fund is only a one-time commitment.

In the Ontario budget announcement on May 14th, reference is made to a \$15 million fund for joint industry-academic research projects.

Prince Edward Island - University operating grants in Prince Edward Island will increase by 3.37 percent in 1986-87. The university, which received news of the funding levels earlier this summer, was expecting to receive an overall grant increase of about four percent. The university has raised tuition fees by 9.6 percent in the coming year to make up for the lower than expected funding.

Quebec - An announcement was made in the last week of April which provides a preliminary increase of 2.7%. Some additional funding is expected however.

Saskatchewan - Operating grants increase by 3.2%. In addition, universities receive \$18 million from a University Renewal and Development Fund.

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Financement par les provinces, 1986-1987

Voici les augmentations qui ont déjà été annoncées:

Alberta - Les prévisions budgétaires relatives aux subventions de fonctionnement ont augmenté de 4.5 p. 100.

Colombie-Britannique - Les subventions de fonctionnement à usage général demeureront les mêmes en 1985-1986. Toutefois, on a créé un nouveau Fonds d'excellence en éducation de 110 millions de dollars, qui s'appliquera à tous les niveaux d'enseignement. Ce montant représente une augmentation de 6.25 p. 100 par rapport au total de 1,76 milliard de dollars affecté à l'éducation en 1985-1986. Jusqu'à présent, 13,1 millions de dollars ont été alloués aux universités.

Manitoba - Le gouvernement du Manitoba a accordé à sa Commission des subventions aux universités une augmentation de 3.8 p. 100 dans les fonds qu'il lui destine pour 1986-1987. Les quatre universités du Manitoba recevront également \$4 millions en subventions diverses à l'immobilisation pour des travaux de réparation et de rénovation aux immeubles et pour le matériel didactique et scientifique. De plus, le gouvernement a autorisé l'University of Manitoba à prendre une débenture de \$10 millions pour couvrir d'autres frais.

Terre-Neuve - D'après le budget provincial, Memorial recevra pour l'exercice 1986-1987 une subvention de \$78.9 millions, soit une hausse de 9.6 p. 100. Sa faculté de médecine recevra \$12.97 millions, soit en subventions diverses, comparativement à \$12.154 en 1985-1986. Les projets d'immobilisations bénéficieront de \$5.4 millions en 1986-1987 et les constructions spéciales de \$4.5 millions, dans le cadre du récent accord fédéral-provincial sur le développement du littoral. Les autorités de Memorial font toutefois valoir que la hausse n'est que de 6.6 p. 100 par rapport aux dépenses réelles de 1985-1986, l'université ayant équilibré son budget en retenant \$2 millions de sa contribution à la caisse de retraite. Ainsi, elle a bien reçu \$72 millions du gouvernement mais en a dépensé \$74. Elle a aussi absorbé en 1985-1986 une forte hausse des inscriptions et s'attend à recevoir encore 10 à 15 p. 100 d'étudiants de plus en 1986-1987, signalent ses dirigeants.

Nouveau-Brunswick - Au cours de la dernière semaine d'avril, on a annoncé une augmentation globale des subventions de fonctionnement de 4.8 p. 100

Nouvelle-Écosse - Le total des subventions de fonctionnement, avec et sans restrictions, a augmenté de 3.0 p. 100. Toutefois, l'écart entre les divers établissements varierait considérablement, soit de 1.7 p. 100 à plus de 6.5 p. 100.

Ontario - Comme on l'a annoncé l'année dernière, en 1986-1987 les subventions de fonctionnement augmenteront de 4.0 p. 100. En outre, des universités recevront 50 millions de dollars du nouveau Fonds d'excellence universitaire. Si on additionne les deux montants, l'augmentation globale s'établit à 8 p. 100. Toutefois, les crédits provenant du Fonds d'excellence constituent un versement ponctuel

Le budget de l'Ontario du 14 mai fait mention d'un fonds de 15 millions de dollars pour des projets de recherche réalisés conjointement par l'industrie et les universités.

Île-du-Prince-Édouard - Les subventions au fonctionnement des universités dans l'Île-du-Prince-Édouard augmenteront de 3.37 p. 100 en 1986-1987. L'Université, qui a été informée des niveaux de financement au début de l'été, comptait bénéficier d'une augmentation globale d'environ 4 p. 100 pour l'année qui vient afin de compenser le financement inférieur à ce qu'elle attendait.

Québec - On a annoncé au cours de la dernière semaine d'avril une première augmentation de 2.7 p. 100. Toutefois, on s'attend à ce que d'autres crédits soient approuvés.

Saskatchewan - Les subventions de fonctionnement augmentent de 3.2 p. 100. En outre, les universités reçoivent 18 millions de dollars du University Renewal and Development Fund.

3.3 Universities Gain from B.C. Job Funds

British Columbia graduate students and students enrolled in cooperative education programs may find job hunting easier in the fall, with the help of new provincial government funding. The B.C. government has pledged \$3 million of its recently announced \$25 million "JobTrac" job creation program to universities. Under the program, the government will spend up to \$2.4 million to help the three publicly funded B.C. universities to create teaching assistantships for graduate students. Up to 800 assistantships will be funded, with the government matching university contributions up to \$3,000 per assistantship. The province will also provide universities with \$600,000 to create jobs for cooperative education students. The funds are expected to create about 155 new co-op job placements and are aimed at allowing universities to expand their co-op education efforts and to provide matching grants to small businesses to help them pay salaries to co-op students.

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Les Universités profitent des fonds pour les emplois en C.-B.

Les étudiants au niveau des grades supérieurs et les autres étudiants inscrits aux programmes d'alternance université-industrie en Colombie-Britannique trouveront peut-être la recherche d'un emploi plus facile, à l'automne, grâce à de nouveaux fonds accordés par le gouvernement provincial. Le gouvernement de la Colombie-Britannique s'est engagé à verser aux universités \$3 millions dans le cadre du programme "JobTrac" de \$25 millions récemment annoncé pour la création d'emplois. En vertu du programme, le gouvernement accordera jusqu'à \$2.4 millions aux trois universités de la Colombie-Britannique financées à l'aide des deniers publics, pour leur permettre de créer des assistantats d'enseignement à l'intention des étudiants au niveau des grades supérieurs. Jusqu'à 800 assistantats seront financés alors que le gouvernement accordera des fonds équivalents aux contributions des universités jusqu'à concurrence d'une somme de \$3,000 par assistantat. La province accordera également aux universités une somme de \$600,000 pour créer des emplois à l'intention des étudiants participant au programme d'alternance. Les fonds sont censés créer ainsi environ 155 nouveaux emplois et visent à permettre aux universités d'accroître les efforts qu'elles déploient au chapitre de l'alternance de l'enseignement et à assurer des subventions équivalentes aux petites entreprises pour les aider à acquitter le coût des traitements des étudiants dans le cadre du programme d'alternance.

4. READING OR REFERENCE

4.1 Those Darn Computers

With a 100-per-cent average in Grade 13, you wouldn't think an applicant should have trouble getting admitted to university. But that's not what happened to a graduate of Forest Hill Collegiate Institute in Toronto.

The University of Western Ontario rejected the 17-year-old whiz, and even suggested the student go to summer school to raise marks.

An embarrassed Western official says the admissions system wasn't programmed to process a high school average higher than 99.9 per cent. So instead, the computer figured the average to be 0.0 and decided the student had a lot of work to do. A Western official says the university has a high standard, but admits an error did occur.

4.2 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.

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Expansion des cours par correspondance

L'University of Manitoba a reçu du gouvernement provincial une subvention de \$1 million pour élargir son programme de cours par correspondance. Grace 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 es arts uniquement par ce moyen. L'université offre actuellement divers cours de première année et de cours au choix par la poste.

4.3 Foreign Students

Foreign students now pay more than Canadians in seven provinces. Across Canada, foreign student enrolment has dropped 9.4 percent since 1982, to a figure of just over 58,000 students. The decline has been more dramatic in Ontario where the decrease has been 20.5 percent over the past two years - from 18,749 in 1983 to 14,898 in 1985-86. The fee increases are also greater, with foreign Engineering students at one Ontario university paying \$7,580 in 1985-86 and Arts students paying \$4,693 versus Canadian student fees of \$1,429 and \$1,324 respectively. Another drawback for foreign students is a new immigration rule that they bring \$12,000 in addition to tuition fees, for every year they plan to stay in Canada.

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Étudiants étrangers

Dans sept provinces, les étudiants étrangers paient maintenant plus que les Canadiens. Au Canada, leur nombre s'établit à un peu plus de 58,000 ce qui représente une diminution de 9.4 p. 100 depuis 1982. C'est l'Ontario qui a enregistré la plus forte baisse, c'est-à-dire 20.5 p. 100 au cours des deux dernières années - de 18,749 en 1983 à 14,898 en 1985-1986. C'est également dans cette province que les frais de scolarité ont le plus augmenté; en effet, dans une université ontarienne, les étudiants étrangers inscrits à la Faculté de génie paient \$7,580 en 1985-1986 et ceux qui sont inscrits à la Faculté des arts \$4,693 comparativement à \$1,429 et \$1,324 respectivement pour les étudiants canadiens. Un autre désavantage pour les étudiants étrangers est un nouveau règlement de l'immigration qui les oblige à apporter, en plus des frais de scolarité, \$12,000 pour chaque année qu'ils ont l'intention de passer au Canada.

4.4 Scholarship Rejected on Principle

The University of Manitoba has given up a \$40,000 scholarship trust on a matter of principle. The fund would have been made available to a female of Polish or Ukrainian descent entering graduate studies in the field of zoology. The university failed in its bid to have a court strike out the sex and ethnic references in the gift to the school. Mr. Justice Bernard Coleman said the benefactor, who died in October 1984, was very specific in her will about where she wanted her money to go. "There's nothing morally wrong in the will," Coleman said. "I'm not going to grant the application."

4.5 CHERN (Canadian Higher Education Research Network)

CHERN is a network system which may be of interest to our readers. One of the main advantages in using CHERN is that it is more than just an electronic mail network. Though Netnorth is adequate if one just wants to exchange mail, CHERN provides the additional capability to set up conferences with your colleagues on any topics you wish. When more than just two people are communicating, a conference is ideal: all "attendees" can see all messages entered by all others. And as is true of electronic mail, users need not all be signed on at the same time to participate; a comment you enter at 8:30 can be responded to by someone at 11:00, someone else at 2:30 and you yourself might review all of these at 20:00 from a terminal or microcomputer in your home. If you want to send a private message, you, of course, still have electronic mail available.

CHERN services are provided through the COncferencing SYstem (CoSy) at the University of Guelph. Though this system is physically located in Guelph, no long distance calls are necessary. You can access CoSy with a local call to your Datapac number. If you are in doubt about access to CHERN a call to your institution's computer centre may provide the answer or contact CHERN's Network Information Centre (403-220-3348) which is open 24 hours a day.

Further information is also available from The Network Information Centre, 111 Scurfield Hall, 2500 University Drive N.W., Calgary, Alberta. T2N 1N4

4.6 Many Students Regret Choice

Nearly one-third of the country's students who graduated in 1982 regret studying their chosen subjects in university and college, a Statistics Canada survey shows.

The survey, intended to find out how the class of '82 fared in the workplace, found that 31 per cent of the college and university graduates wished they had chosen a different field of study or none at all.

Not surprisingly, the most dissatisfied students came from fields that also showed a high level of unemployment.

For example, graduates of university social science programs, who experienced unemployment rates of more than 10 per cent, were the most disillusioned with 37 per cent saying they wished they had chosen another field of study.

The survey of 153,550 students was carried out in 1984 - two years after graduation - giving statisticians a glimpse of the recession's effects on people fresh out of post-secondary institutions.

The graduates were asked: "Given your experience since completing the requirements for (your degree), would you have selected the same educational program, a different program, or not taken any program at all?"

Their answers show that regrets increased during the recession. In a similar survey of 1976 graduates, only a quarter of the respondents said they regretted their choice of study.

Doug Lynd, chief of the post-secondary education section of Statscan, said he had expected an increase in the 1984 study because those graduates had faced the leanest years of the recession.

"They probably had the toughest time finding a job," he said. "And I think that satisfaction with the educational program has to be related to how they can use their skills in the labor force."

However, Mr. Lynd said he had not expected the figures to be so high in either the 1978 study or the 1984 survey. "I would have expected maybe 10 per cent in '78 and then 15 per cent in '84," he said.

In some areas of the 1984 study, nearly half the alumni regretted the fields they had chosen. Graduates of college technical programs, such as chemical and transportation technology and mechanical and construction engineering, showed dissatisfaction rates of more than 43 per cent.

Medical and health science university graduates, on the other hand, were the least disgruntled. Only 18 per cent of the people surveyed wanted to be in another field and the unemployment rate for these graduates hovered near 5 per cent.

On the whole, the college graduates are the most unhappy with what their years of study yielded. Of the 50,000 graduates surveyed, 34 per cent regret the courses they took in school.

University graduates are a little more content, with 29 per cent saying they would have taken a different route to a degree.

Encouragingly, though, only a small percentage of all the students believe that post-secondary studies are an entire waste of time. Most of the disillusioned graduates, if they had to do their school years over again, would still pursue a higher education - in a different field.

4.7 No Differential Fee for Canadians at Vet College

Canadian students from outside the Atlantic region will pay the same fees as local students at the Atlantic Veterinary College, according to a press release issued by the three Maritime premiers following their meeting in Mill River, P.E.I. Nine of the 50 seats at the college, located at the University of Prince Edward Island, had been set aside for students from outside the Atlantic region. The fee for these students had earlier been set at \$26,685. The Maritime premiers blame the federal government for the higher fees. They say that Canada had agreed to fill the seats with qualified Third World students and to provide funding to pay the full cost of the seats. The premiers note they will be pressing Ottawa to fulfill this

commitment. Although two Canadian students had been accepted at the college this fall, they decided to attend veterinary school elsewhere. The nine seats are filled this year by visa students from the United States.

4.8 Canadian Students Hit Books Less Than Europeans, Study Says

Canadian students do less homework than students in European countries, with the exception of Great Britain, says a study for the Toronto Board of Education.

In most European countries, students, in their last year of high school do three to four hours of homework per school day. In Canada, Britain and the United States, the average is only one to two hours per day.

Furthermore, Grade 12 students in advanced level Toronto schools spend 15 minutes less on homework per day than their counterparts at comparable U.S. public schools.

The study, a review of existing literature on the topic of homework, cautions against jumping to conclusions about the impact of home study on academic standings.

The value of homework has been debated for decades and even recent studies fail to reach a consensus, says the 54-page report by board researcher Suzanne Ziegler.

In addition, statistics on the amount of time spent on homework are often based on student surveys and may not be entirely reliable.

But the report says there is strong support for the idea that homework does increase learning and suggests teachers should adopt a more creative approach to after-school assignments.

Teachers generally ignore individual differences in students and feel they don't have the time to "tailor assignments," Ziegler states.

But a "survey of a group of exemplary teachers found they provide for individual differences by giving optional assignments frequently, and also by letting students choose among several alternative approaches to a topic."

Among Ziegler's other findings:

- Parents expect homework "as evidence of the school's seriousness of purpose."
- Most homework involves "practising a skill already taught." While this may have some value it does not develop independent thinking or creativity and leaves little room for individual differences in "learning speed or prior achievement."
- Teacher feedback is essential. It is clear marks and comments reinforce what the child has studied.

4.9 Skills of Grads Satisfactory

Do corporate managers feel their university educated employees have received general education and technical training appropriate for the jobs they hold? And, on the other hand, do university graduates working in Canadian corporations feel they've had appropriate general education and technical training for the conduct of their work?

The answer is a qualified yes, says University of Western Ontario business professor Jim Rush who conducted a major research survey into these and related questions along with University of Guelph colleague Frederick Evers, a former Assistant Director in Western's Social Science Computing Laboratory and faculty member in the Department of Sociology.

Their results, published recently in a paper titled "Making the Match: Canada's University Graduates and Corporate Employers," indicate that managers generally feel they are getting the right kind of graduates into their firms and graduates generally feel adequately prepared for their jobs and are satisfied in them. However, both groups did note some deficiencies in skill development, and there were differences of opinion as to the ranking of the skills deficiencies.

Among the researchers' recommendations, based on their findings, are:

- A discussion in which university education and subsequent corporate training are thought of not as separate entities but rather as parts of a single process should be held between the vested interests. Higher education might be regarded as a six or eight year process that can be co-managed by both universities and employing organizations.
- More attention has to be paid to the development of communication skills, particularly for students enrolled in technical faculties. Corporations and universities should discuss ways in which this training can take place.
- Technical programs, such as engineering and computer science, should not sacrifice general liberal arts requirements as the fields grow more complex. In some cases, it may be necessary to lengthen programs to accommodate non-technical courses.
- Universities, in collaboration with corporations, should expose non-technical students to new technological innovations and international perspectives so that students can integrate these elements into their education and career decision-making.
- Universities and corporations should seek ways in which students can get much better information about career possibilities and entry requirements. Many students are making decisions on the basis of very limited information; some graduates find, after they are employed, that what is holding them back from greater responsibility at work is the lack of a skill that they could have developed at university, had they realized its importance.
- Rush, Co-ordinator of the Organizational Behaviour Group in Western's School of Business Administration, said the purpose of the study was to provide information where only opinion and anecdote, often expressed in the popular press, existed before. The research was conducted for the Corporate Higher Education Forum's Task Force on Human Resource Management and the Status of Higher Education. The Forum, bringing together 27 university presidents and 35 corporate chief executive officers to discuss cooperation and the need for rationalizing education and training roles, was founded in 1983. The Task Force, chaired by Dr. George Connell, President of the University of Toronto, was formed in May of 1984.

Through a contact person in each of 20 corporations, 15 managers of recent graduates and 30 graduates of one to five years were sent copies of a detailed questionnaire. Managers were asked to rate the average of their university educated subordinates on their adequacy for their current jobs in 13 skills and ability categories, while the graduates were asked to rate their university education in developing those skills and abilities. The graduates were selected to represent a cross-section of functional areas, years of work experience, and educational degree program. Six hundred and fifty-five questionnaires were returned, a return rate of 73 percent.

4.10 Do Canadian Universities and Colleges Encourage Fraud in Admissions?

TOEFL, the Test of English as a foreign language, is the most widely accepted evidence of English Language Proficiency of non-native speakers in the world. Much of the reason for this acceptance is the extensive programme undertaken to ensure the integrity and security of the tests. There has always been concern about impersonation, and stringent identification requirements have been introduced to deal with this problem.

In Canada over 40,000 examinees a year write TOEFL and the majority do so to fulfill admission requirements of colleges and universities. A survey conducted at a recent TOEFL administration given across Canada of several hundred examinees who had indicated that they were taking the test for admission purposes, showed that only approximately 17% requested that scores be sent directly to institutions. All TOEFL examinees receive two copies of their results and can request that reports be sent directly to three institutions or agencies. The mailing of these score reports is included in their TOEFL test fee. Additional reports can be ordered for an additional fee.

Most Canadian universities and colleges state that they will not accept score reports from candidates. But there is growing evidence that, in spite of published requirements, many institutions do accept scores directly from candidates.

One reason for the discrepancy between policy and practice appears to be that admissions office staff assume that an original copy of a score report is acceptable. There is a note on these reports that they have been supplied directly to the examinee and urging institutions to verify the scores through a toll free number. The problems of accepting such reports can be illustrated through a recent incident in Ontario. A candidate wrote TOEFL on four occasions and never scored above 500. He then hired an imposter to write for him. This score was 670. Because of a slight difference in the spelling of the name this was not picked up until after score reports had been mailed. This candidate has never requested that scores be sent to any institution and TOEFL are unable to advise recipients of this fraudulent score. This candidate provided fraudulent scores to three Ontario universities, all of whom accepted them.

TOEFL publish a Test and Score Manual on a regular basis to provide essential information to users about using TOEFL scores, but at a recent workshop for university admissions personnel who handle TOEFL on a regular basis, none had read the Manual. Yet, included in the Manual is information to help users spot fraudulent score reports as well as other suggestions on handling problems.

Canadians tend to be trusting and assume the honesty of applicants. But fraud, not only in TOEFL but in all situations that rely on documents, is growing. Examples of this are sessions at AACRAO and recent articles in the Globe and Mail and business

journals on resume frauds. Unfortunately our trusting natures are encouraging this. Personation is a criminal offence and there is a section of the criminal code of Canada which should be of special interest to admissions personnel. This is:

Personation at examinations.

Everyone who falsely, with intent to gain advantage for himself or some other person, personates a candidate at a competitive or qualifying examination held under the authority of law or in connection with a university, college or school or who knowingly avails himself of the results of such personation is guilty of an offence punishable on summary conviction. 1953-54, C51, S347.

A few successful and publicised prosecutions under this law could help to reduce the number of fraudulent documents now being used. Meanwhile, at least in the case of TOEFL, insistence on reports directly from E.T.S. and familiarity with the Bulletin will help to control this problem.

4.11 Quebec Standardizes Writing Skills Test

The Quebec education ministry plans to introduce a standard, province-wide composition exam this year to evaluate the writing skills of graduating francophone secondary school students. The same kind of test will be introduced in the anglophone schools next year. By 1989 grade 11 students will have to pass the examination in order to graduate. Marking of the standardized test will be done by the education department. At present, in both English and French schools, students must pass written and oral tests in their mother tongue in order to graduate. The composition component of the current testing is set and graded by individual schools. Content and evaluation will be standardized via the new test.

* * *

Québec uniformise l'examen de composition

Le ministère de l'Éducation du Québec a l'intention d'imposer cette année un examen uniforme de composition à l'échelle de la province pour évaluer l'aptitude à l'écriture des élèves sortant des écoles secondaires francophones. Un examen analogue sera introduit dans les écoles anglophones l'année prochaine. D'ici 1989, les élèves de 11^e année devront réussir cette épreuve pour être diplômés. La correction sera confiée au ministère. Actuellement, les élèves des deux langues doivent subir des épreuves écrites et orales dans leur langue maternelle pour obtenir le diplôme. L'élément composition est imposé et noté par l'école. Grâce au nouvel examen, le contenu et l'évaluation seront uniformisés.

4.12 Job Prospects May be Brighter for Liberal Arts Graduates Than MBAs

Future graduates may find those with arts degrees are sought after more than students of computer science, agriculture, forestry and those with master's degrees in business administration, the executive director of the University and College Placement Association says.

This trend runs against predictions made in the 1970s. In 1978, a Statistics Canada report predicted that links between liberal arts studies and career success would weaken and that humanities courses would be "viewed more in the traditional academic sense."

The forecast was that taking courses in English and philosophy might make a student a better person, but it would not guarantee a job in a society increasingly dominated by technology and business.

However, the placement association is finding this year that employers are seeking liberal arts graduates because they are more flexible and more capable of assuming management positions that graduates from specific areas of study.

In a survey of about, 1,900 businesses across Canada, the placement association found that arts graduates rank third among degree-holders being interviewed this year.

Based on the number of interview rooms and times scheduled by recruiting officers on campus, liberal arts graduates were behind only engineers and business students with bachelor's degrees. They ranked well above MBAs and graduates in other disciplines.

The re-awakening of interest in liberal arts graduates is a direct result of layoffs and hiring cutbacks in the early 1980s, when employers were forced to look closely at their staffs and stretch the resources among them.

Employers found that graduates from arts and social science studies appeared to have broader base of knowledge.

As well, a liberal arts education tends to bring about stronger communication skills through its emphasis on written and oral presentations.

As a result, the graduates' social perspective" makes them better able to deal with clients and colleagues.

4.13 ONTARIO UNIVERSITIES ISSUE "CONSUMER WARNING"

The Council of Ontario Universities has taken what it calls the "unprecedented step" of issuing a consumer warning to incoming first-year students. The council is distributing a four-page brochure to about 45,000 students on Ontario campuses, warning them that inadequate government funding has led to problems such as oversized classes and obsolete laboratory equipment. In an open letter to students, Alan Earp, president of Brock University and chairman of COU, says "the problems are real and they will affect you". Students are encouraged to help make the government aware of the consequences of a "decade of neglect" by discussing their concerns with university administrators, parents, friends and elected representatives. Dr. Earp's letter assures students, however, that Ontario universities will continue their efforts to give students a "world-class education".

* * *

LES UNIVERSITÉS DE L'ONTARIO PUBLIENT "UN AVERTISSEMENT AUX ÉTUDIANTS"

Le Conseil des universités de l'Ontario a pris ce qu'il appelle la "décision sans précédent" de publier un avertissement aux étudiants qui se présentent en première année. Le Conseil distribue une plaquette de quatre pages à quelque 45,000 étudiants des campus de l'Ontario les avertissant que l'insuffisance des fonds accordés par le gouvernement a créé des problèmes tels que des classes trop nombreuses et un matériel de laboratoire désuet. Dans une lettre ouverte adressée aux étudiants, le recteur de la Brock University et président du COU, M. Alan Earp,

dit que "les problèmes sont réels et ils vous toucheront". Les étudiants sont encouragés à participer aux efforts déployés pour sensibiliser le gouvernement aux conséquences d'une "décennie de négligence" en discutant de leurs préoccupations avec les administrateurs d'université, les parents, les amis et des représentants élus. La lettre de M. Earp assure les étudiants, cependant, que les universités de l'Ontario poursuivront leurs efforts pour offrir aux étudiants des cours de très haute qualité.

4.14 Poll Finds Support for More University Funding

Almost half of all Canadians say universities need more government funding to maintain their quality. The national Reid poll found support for increased funding strongest in British Columbia, where 58 per cent believe universities need more money. In Manitoba and Saskatchewan, however, only 41 per cent want the universities to be better funded and more than one-quarter say institutions should "learn to get by with less money". The poll questioned a cross-section of 1,675 Canadians about their attitudes toward education. Four-fifths of those polled say they think a good education is "more important than ever" today and three-quarters agreed that the current system whereby tuition fees cover a portion of the full cost of a university education is good because "almost everyone can afford to go to university".

* * *

Appui au financement accru des universités

Près de la moitié de tous les Canadiens sont d'avis que les universités ont besoin de fonds gouvernement aux accrus pour maintenir la qualité de leur rendement. Le sondage national Reid révèle que l'appui en faveur de fonds accrus est le plus vigoureux en Colombie-Britannique, où 58 p. 100 estiment que les universités ont besoin de plus d'argent. Au Manitoba et en Saskatchewan, cependant, 41 p. 100 seulement veulent que les universités soient plus généreusement financées et plus du quart affirment que les établissements devraient "apprendre à se tirer d'affaire avec moins d'argent". Le sondage a été effectué auprès d'une tranche de 1,675 Canadiens et a porté sur leurs attitudes à l'égard de l'enseignement. Les quatre cinquièmes des personnes interrogées ont dit qu'un bon enseignement "revêt plus d'importance que jamais", de nos jours, et les trois quarts conviennent que le système actuel en vertu duquel les droits de scolarité acquittent une partie du coût total d'un enseignement universitaire est satisfaisant parce que "la quasi-totalité des gens peuvent se permettre de fréquenter l'université".

4.16 Office Staff Practices - 113 years ago

Buried Deep in the demolition rubble of an elderly building in Lichfield, Staffordshire, England, was this gem: directed at clerical staff who had just "benefitted" from the new labour laws of the day.

1. Godliness, cleanliness and punctuality are the necessities of a good business.
2. This firm has reduced the hours of work and the clerical staff will, now, only have to be present between the hours of seven a.m. and six p.m.
3. Daily prayers will be held each morning in the main office. All clerical staff will be present.

4. Clothing must be of a sober nature. The clerical staff will not disport themselves in raiment of bright colours.
5. Overshoes and top coats may be not worn in the office, but neck scarves and head wear may be worn in inclement weather.
6. A stove is provided for the benefit of the clerical staff. Coal and wood must be kept in the locker. It is recommended that each member of the clerical staff bring four pounds of coal each day during the cold weather.
7. No member of the clerical staff may leave the room without permission from Mr. Rogers. The calls of nature are permitted and clerical staff may use the garden below the second gate. This area must be kept in good order.
8. No talking is allowed during business hours.
9. The craving of tobacco, wines or spirits is a human weakness and, as such, is forbidden to all members of the clerical staff.
10. Now that the hours of business have been drastically reduced, the partaking of food is allowed between 11:30 a.m. and noon, but work will not, on any account, cease.
11. Members of the clerical staff will provide their own pens.
12. Mr. Rogers will nominate a senior clerk to be responsible for the cleanliness of the main office and the private office. All boys and juniors will report to him forty minutes before prayers and will remain after closing hours for similar work. Brushes, brooms, scrubbers and soap are provided by the owners.

The owners recognise the generosity of the new Labour Laws, but will expect a great rise in output of work to compensate for these near Utopian conditions.

ARUCC MEMBERSHIP INFORMATION FORM

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

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Date d'entrée en fonction _____

Nom _____

Titre _____

Date d'entrée en fonction _____

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