

# CONTACT

ARUCC

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

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March 1990

## Mot du président

## President's Message

**Des défis pour les  
années 90**

**Opportunities for a New  
Decade**

*Ygal Leib*

*Université du Québec à Montréal*

L'année qui vient de s'écouler a vu se concrétiser deux projets d'envergure nationale et internationale, ayant une importance majeure pour les membres de l'ARUCC.

La Commission canadienne pour la reconnaissance des études et des diplômes.

C'est en septembre 1989 que les gouvernements fédéral, représenté par les ministères des Relations extérieures et du Secrétariat d'Etat, et provinciaux, représentés par le Conseil des Ministres de l'Education, annonçaient la création de la Commission canadienne pour la reconnaissance des études et des diplômes. C'était là l'aboutissement de longues discussions et d'un long processus de négociation entamés depuis plusieurs années, à l'occasion de l'adhésion du Canada à la Convention de l'UNESCO sur la reconnaissance des études, des diplômes et des grades. On trouvera dans ce numéro l'information disponible sur le mandat, la composition et le fonctionnement de la Commission. L'ARUCC est membre de la Commission. Actuellement, on en est à la planification des travaux de la Commission et à la détermination des objets précis de son travail et de son mode de fonctionne-

Two recent developments provide ARUCC members with new opportunities as well as with new challenges for the 90's.

The Commission for the International Recognition of Studies, Degrees and Diplomas

You'll find in this issue information regarding the establishment last September, by the federal and provincial governments, represented by the Ministry of External Affairs, the Secretary of State and the Council of Ministers of Education, of the Canadian Commission for the International Recognition of Studies, Degrees and Diplomas. This body and its mandate are the result of a long process of negotiation aimed at finding a viable mechanism for the implementation in Canada of the Unesco Convention, of which Canada is a signatory, on the recognition of studies, degrees and diplomas. ARUCC is a member of this Commission and we were invited to attend the second planning meeting which will take place at the end of March. The Vice-President for International Activities, Desmond C. Bevis, will present ARUCC's position on the matters related to the Commission's mandate and its operations.

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ment. Une première rencontre de planification à ce sujet a réuni à l'hiver les représentants des organismes gouvernementaux. Une rencontre élargie aura lieu à ce sujet à la fin mars, lors de laquelle le Vice-président aux activités internationales, Desmond C. Bevis, fera part du point de vue de l'ARUCC à ce sujet.

## TRACE

J'ai transmis aux membres de l'ARUCC, avec mon rapport semestriel de janvier 1990, le rapport de mission que j'ai rédigé à l'intention du Comité exécutif, concernant la fondation de TRACE. Ce rapport contient de l'information concernant les caractéristiques de TRACE et son intérêt énorme pour les membres de l'ARUCC qui sont impliqués dans l'évaluation de grades et d'études internationales.

Le Comité exécutif a endossé le rapport et a demandé de faire connaître l'existence de TRACE aux membres de l'ARUCC. L'ARUCC devrait elle aussi entreprendre une campagne d'information et de sensibilisation à ce sujet dans les prochaines semaines.

Ces entreprises, l'une d'envergure nationale, l'autre ayant une dimension internationale, auxquelles on peut ajouter le projet d'échange électronique de données (EDI) ayant une dimension nord-américaine et auquel plusieurs de nos membres s'intéressent, à en juger par la participation élevée qu'a connu le séminaire ayant eu lieu à ce sujet en février à Ottawa, constituent pour les membres de l'ARUCC des occasions privilégiées, en même temps que des défis de taille, tant pour contribuer au développement de la profession que pour rendre service aux étudiants canadiens et aux étudiants étrangers. □

## TRACE

I have distributed to the membership the report I prepared for the Executive Committee on the foundation, in October 1989, of the TRACE Consortium-Trans Regional Academic Mobility and Credential Evaluation - , of which Canada is a member. The Executive Committee endorsed the report's recommendations and asked that the existence of TRACE be made known to the members. ARUCC is also in the process of informing various interested parties of the existence of TRACE, and asking their collaboration in fulfilling Canada's obligations regarding the communication to TRACE of relevant information concerning postsecondary Canadian institutions, programs of studies and requirements for admission. ARUCC members will be among the chief beneficiaries of this project, which will result in universal access to up-to-date information on these aspects of all participating countries in TRACE.

In my opinion these valuable projects offer ARUCC members the opportunities they have looked for for a long time, in order to create, update and have reliable access to a knowledge base on postsecondary education systems at home and abroad. Projects like these, as well as a project like the Electronic Data Interchange which has a North American scope and which generated a lot of interest in February in Ottawa, will no doubt provide our members with new professional challenges as they enter a new decade. □

**Take your next coffee  
break with Contact.**



**Un bon café et Contact:  
ils vont bien ensemble.**

# Contact

THE ARUCC NEWSLETTER  
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## Feature Article

## Article de fond

### FIGHT OR FLIGHT? HOW WILL WE RESPOND TO THE CHALLENGE OF NEW TECHNOLOGIES?

Thomas P. Keenan

Faculty of Continuing Education  
Department of Computer Science  
The University of Calgary

**Editor's Note:** This article is based on a talk given by Professor Keenan at the 1989 Alberta Registrars' Workshop in Calgary

Every time a new technology is introduced, someone, somewhere, starts looking for ways to abuse it. Computers and communications systems are prime targets for "hackers" because they are:

- interesting
- challenging
- offer a degree of anonymity
- often poorly understood by those managing them.

Let's take a look at what computers actually do to information. One obvious function is to concentrate it. Suppose, for some perverted reason, you wanted to steal your doctor's patient files. Twenty years ago, you would have needed a truck to haul away several file cabinets. Ten years ago, a shoebox full of floppy disks might have done the trick. Now, all the information in those files could fit on a few compact disks or laser memory cards. You could make copies and carry them away in your pocket. As an added bonus for the thief, the theft would be invisible, since the original files would be left intact!

Meeting the challenge of securing technology requires vigilance and care, particularly when we are talking about sensitive information such as health, financial, and, yes, academic records. A recent transaction on a New York City "hacker bulletin board,"

(a kind of electronic forum,) asked the question:

"Does anybody have a password for the city school system? I don't want to change my grades, just fix up my attendance."

Is technology making privacy obsolete?

"Privacy is no longer possible — if somebody wants to expend enough effort they can find out anything about you." That provocative statement, in one form or another, is being heard more often. It has some basis in fact. Orbiting spy satellites and computerized image processing can photograph nude sunbathers on an isolated beach in Hawaii. The best demonstration of this capability involved reading the time on a Soviet leader's watch. (The satellite also revealed that he wears a Seiko.) Junk phone calls made by machines roust people from their beds and bathtubs. Unwanted fax messages pour into offices. It seems harder and harder to be left alone.

The same technology that is invading privacy provides a basis for protecting it. New telephone features will arrive in the next few years. Among other things, Call Management Services will allow you to disallow phone calls from people or companies you don't want to talk to, or at least from certain phone numbers. You might be able to program your phone to reject unwanted telemarketing calls. The technological capability is there. Of course, having YOUR phone number displayed when you make a call makes some people uneasy. So far, the phone companies have not indicated plans for a computer version of the "unlisted number" in this context. However, there is pressure from everyone from bill collectors to social service agencies to let them have "anonymous calling."

The implications for computerized aca-

ademic registration systems are significant. In the future, it will be possible to pull up the file of a student who calls in, while the phone is still ringing. American Express has been testing this capability with some of its cardholders. Many callers seemed shocked when the person answering the phone knows their name. So the customer service representatives have reverted to "This is American Express, how may I help you." Having access to the calling phone number may also help to route the call to the appropriate person. Having the phone number might also give us greater confidence that the caller is legitimate (though this is not a foolproof method) and may cut down on prank calls.

#### Identification Technology

We are becoming increasingly dependent on surrogate identifiers. Years ago, you could walk in to a store and buy a candy bar on credit because the store owner knew your mother would be in later during the week to pay. Don't try that today at the local convenience store! However, you can walk up to a machine that has never seen you before and take out cash money in the middle of the night. The key, of course, is the combination of Something You Have (your electronic banking card) and Something You Know (your Personal Identification Number.) Those are two of the three major categories of Surrogate Identifiers, and are apparently adequate (though, again, by no means foolproof) in the banking context.

The other category of identifier is biometrics. Something You Are. The most obvious choice is fingerprints, but these are messy to obtain in a good form. More importantly, there are such negative social connotations to being fingerprinted that this is an unlikely candidate for business transactions. Technology comes to the rescue with at least two other biometric identifiers, Hand Ge-

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ometry, and Retinal Scan technology. The former reads the shape of the hand, and encodes it on a card. Subsequent attempts to open a protected door, enter a cafeteria line, or log on to a computer spark a comparison of the currently presented hand with the previously recorded one. Retinal scan works in a similar fashion, except that you have to look into an eyepiece instead of having your palm read. In general, the use of biometric identifiers has been confined to applications where security is of paramount interest.

## A Whole New Area to Worry About Statistical Specification

Many databases contain "quasi-public" information. For example, a friend of mine automated the court records in one of the U.S. state capitals. These files were always publicly accessible, but to search them required lots of page turning in a dusty basement. Now, they are instantly available by computer. The main intended purpose was to allow judges and lawyers to access case

files. However, as the word got out, requests started to come in for information such as:

- Which judge gives the lowest penalties for marijuana possession?
- What are the names and addresses of widows who have had estates valued over \$100,000 probated in courts?

In a similar fashion, the supposedly innocuous data released in censuses and other surveys can potentially be used to draw conclusions about people. One Ottawa company is selling an expert system that uses the census data to select certain products. Statistics Canada takes precautions to prevent its data from being used to find out about individual persons or companies. But are all

survey databases that security conscious? Or could someone ask something like:

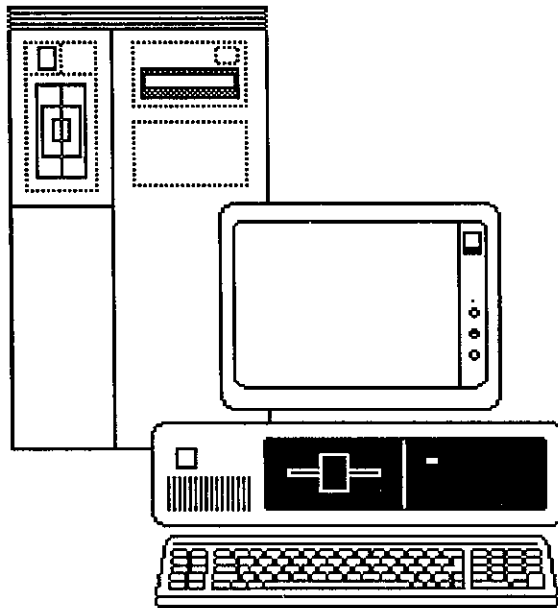
Print the average salary of computer programmers who:

- live in Calgary
- have red hair
- drive a BMW
- attended Harvard

and get the actual salary of an individual? This vulnerability should be on the minds of anyone who collects and disseminates "statistical data".

## The Legal Framework

A common response to tales of technology abuse and "hacking" is that "there ought to be a law". There is, sort of. Tampering



with computers first became a crime in Canada in 1985, when several new crimes were placed in the Criminal Code. However, there have been hardly any prosecutions under these provisions. In essence, the law forbids someone from accessing an unauthorized computer or changing a date on it. However, if the user can raise doubts about possibly having legitimate access, that can be a defense. This is why it is important to put a notification on the logon screen of systems indicating that they are private and, for example "only for the employees of XYZ." This would strengthen the evidence base for a case against an intruder.

There are also civil provisions which

may be invoked in Computer Capers. However, it's important to note that what might make "common sense" does not always make "legal sense" in the world of computers. For example, an Ontario court ruled that stealing information is not really stealing at all, since the owner is not deprived of his valuable property. It will be many years before the courts catch up with current technology. Then, of course, there will be new technologies!

## The Future

We'll have video phones, which raise interesting implications for privacy. Holographic images may make it very hard to tell the real person from an imposter. And the same hacking mentality that has hit computers might strike others fields. I'm waiting, with both apprehension and some curiosity, for the day when toy stores sell "Junior Scientist Recombinant DNA Kits" next to the video games. Then, we'll see some really "lively" hacking.

## Further Readings on Computers and Society

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Beizer, B.k., The Frozen Keyboard: Living with Bad Software, New York: tab Books, 1986.

Haugeland, J., Artificial Intelligence: The Very Idea. Cambridge, Ma: Mit Press, 1985.

Lucky, R., Silicon Dreams, New York: St. Martin's Press, 1986.

Roszak, T., The Cult of Information: The Folklore of Computers and the True Art of Thinking, New York: Pantheon Books, 1986.

Shafer, D., Silicon Visions, New York: Prentice Hall, 1986.

Turkle, S., The Second Self: Computers and the Human Spirit, New York; Simon and Schuster, 1984.

Vallee, J., The Network Revolution: Confessions of a Computer Scientist, Berkeley, Ca: AND/OR Press, 1982.

Whiteside, T., "The Computer Capers," series of articles in the New Yorker, also published in book form.

Wurman, R., Information Anxiety, New York: Doubleday, 1989. □

## Membership News Nouvelles des membres

### An Alberta Comment

*Alex Reed  
Athabasca University*

**Helping Others to Help Ourselves!** That was the theme of this year's Alberta Registrar's Workshop held October 20 at the University of Calgary. The Workshop was a tremendous success, due largely to the work of the organizers, Gary Krivy, Sharon Gauthier, Sheila Devine, Fred Rosmanitz and their staff. With a registration fee of only \$18.00 (thanks in part to the WARUCC subsidy) and an interesting and informative programme, 155 delegates attended (107 last year) with representation from twenty-seven institutions.

The conference programme was quite well-rounded and afforded delegates a sampling of information sharing, professional development and, an entertaining albeit foreboding glimpse at the vulnerabilities created by new computer information handling technologies (our keynote address). Topics included: The Development and Maintenance of Professionalism in the Office, Policies Concerning Name changes, Service Management, Post-Secondary Institutions and the Law, Paper Reduction in the Office, Dealing with Disturbed Students, Enrolment Management policies: Increasing and Decreasing Numbers and International Student Immigration Policies. This programme, with presentations new and old, gave delegates numerous opportunities to address topics of interest or converse with institutional representatives.

This, the fourth consecutive Alberta Workshop, was extremely successful and

we look forward to meeting again in one year's time. Clearly, the Workshop is a beneficial enterprise and provides an opportunity for registry staff at all levels to meet with colleagues and examine the issues which confront us daily.

And now, in another vein, Alberta post-secondary institutions continue to be concerned with enrolment management. While our private institutions are continuing in their efforts to expand their programmes and increase enrolments, many of our public institutions are curtailment enrolment. Efforts by several Alberta institutions to limit 1989-90 enrolments were unsuccessful and many of our registrars are working with faculty deans to sort out the problems and the issues. Notably, the University of Alberta will introduce Faculty of Education quotas for third year admission and more stringent standards for transfer students into the arts faculty. Other institutions are considering similar responses to the enrolment crunch. The provincial Department of Advanced Education has relented somewhat in its funding equations for the current year but rumours suggest that we should be concerned about 1990-91. Clearly, more people are returning to pursue post-secondary studies and are staying longer, our provincial economy is encouraging people to stay in school and consequently, enrolments are rising. The ramifications of these factors are becoming more and more clear - solutions are not. □

### The University of Calgary

Sheila Devine, formerly Director of Admissions at The University of Calgary, has been appointed Assistant to the Vice-President (Finance & Services) at The University of Calgary. Prior to her job at The University of Calgary, she was Associate Registrar & Asst. Legal Counsel at Memorial University of Newfoundland.

### University of Guelph

Bob Auger has been appointed Associate Registrar-Records. Bob was previously Associate Registrar-Systems.

Ross Garbig has been appointed Associate Registrar-Systems.

Chris Goody has been promoted to the position of Admissions Officer in Graduate Studies.

Cyndy Forsyth replaces Donna Reimer as Admissions Co-ordinator. Donna is now Assistant to the Academic Counsellor in the B.A. program and the new mother of twins.

Christine Toews has been hired as Secondary School Liaison Officer.

Marnie (Souter) Denton has been promoted to Admissions Counsellor.



## Lakehead University

Sarena Knapik, Andrea Duckert and Donna Piovesana are the new Liaison Officers at Lakehead University.

## Laurentian University

Mr. Jack Porter, Registrar and Secretary of State, has been appointed Chair of the Ontario Universities' Application Centre (OUAC) Board of Management until June 1990.

Appointed by the Council of Ontario Universities (COU), the Board of Management is responsible for overseeing the operations and management of the Application Centre. This includes establishing operational priorities, resolving any conflicts among the user groups, ensuring that the various user groups are provided with satisfactory service, and evaluating the service provided by the Centre.

## University of Lethbridge

1989-90 promises to be an exciting year at the University of Lethbridge. A projected enrolment increase of 10%, the beginning of the implementation of a new Student Information System (BANNER from SCT Corporation), and several major construction projects are all changing the operation and face of the campus.

The new Student's Union Building is scheduled for completion in August 1990, at which time the Student Affairs offices (Admissions and Recruitment, Advising, Counselling, Financial Aid, Registrar, etc.) will move to new space in this building. The offices will have a view of the present University Hall and beyond to the Oldman River and the city of Lethbridge.

The university is also looking at projects which will promote less impact on the environment. Purchasing recycled paper, and attempting to recycle some paper internally are two areas of interest.

## McGill University

Professor Abbott Conway was named Dean of Admissions as of June 1, 1989. He will be responsible for admissions to most undergraduate programs. Professor Conway teaches in the English Department.

Linda Christensen, formerly the Associate Registrar, has been named Director of Human Resources at McGill. The new Associate Registrar is Alison Verkade, until then the Manager of Records and Registration. The latter position will be filled by Anna Walsh, also of the Registrar's office, where she was timetable and student exchange coordinator.

Le Professeur Abbott Conway détient depuis le 1er juin 1989, le poste de Doyen des Admissions. Il est responsable de la sélection des candidats pour la majorité des programmes de premier cycle. M. Conway enseigne au Département d'Anglais.

Madame Linda Christensen, jusqu'à récemment Registrare adjointe, vient d'accéder au poste de Directrice des ressources humaines pour l'ensemble de l'Université. C'est Mme Alison Verkade qui assumera le poste vacant, tout en cédant son poste de Responsable des dossiers et de l'inscription à un autre membre du Bureau du registrare, Mme Anna Walsh. Cette dernière y coordonnait les programmes d'échanges d'étudiants ainsi que les horaires.

## Ryerson Polytechnical Institute

Registrar Dennis Mock has been appointed Vice-President Academic. Acting Vice-President Academic Paul Nowack will be on special assignment to the Vice-President Faculty and Staff Affairs.

Assistant Registrar, Registration and Records, Dawn Little has been named as Acting Registrar until a regular appointment is made.

## Mount Royal College

Patti Knopp recently joined the Registrar's Office as Supervisor of Admissions. This position reports to Jean Madill, Assistant Registrar (Admissions and Liaison). Patti comes from the Southern Alberta Institute of Technology (SAIT) in Calgary where she worked in the timetabling section of the Registrar's Office at Lethbridge Community College and was closely involved with both the Admissions and Registration/Records functions there.

## Université d'Ottawa

André-Pierre Lepage occupe depuis le 14 août dernier le poste de Directeur des Admissions et Registrare Associé. Il apporte à ses nouvelles fonctions une solide expérience de travail et une excellente connaissance du monde étudiant où il oeuvre depuis 1970. Monsieur Lepage était auparavant responsable des programmes d'études au Collège Algonquin et agissait aussi par intérim comme Directeur des Admissions.

Le nouveau directeur succède à Gregory Marcotte qui occupe depuis peu le poste de Directeur du Centre des demandes d'admission aux universités de l'Ontario, à Guelph.

## Collège de Saint-Boniface

Marlène L. Cormier a été nommée Registrare. Elle succède à Lucie Demers qui est retournée au Québec.

Marlène L. Cormier has been appointed to the position of Registrar. She replaces Ms. Lucie Demers who will pursue her career in Quebec.

## Trent University

Don Giles has left Computer Services at Trent to work for the Registrar's Office. He has been appointed Assistant Registrar Scheduling and Registration effective September 1, 1989.

## University of Toronto

Karen McLeister who was selected to be Assistant Registrar beginning January, 1989 has been promoted to Associate Registrar. Karen came from Victoria College, University of Toronto, and has been a valuable addition to the team.

Terry McClintock who has served as Assistant Registrar, is beginning her last year before retirement in June 1990. Terry has given many years of hard work and devotion to the College and to the University.

Isabel Murray has been made Assistant Registrar-Student Records. Isabel has been a member of the management team for some time. Her new title recognizes her contributions and the significance of her function.

The recruitment programme has become one of the operations of the Registrar's Office. Doug Leeies is now Assistant Registrar-Recruitment.

The February Admissions programme and its Co-ordinator, Tamar Nelson, also join the Office of the Registrar.

## The University of British Columbia

The Registrar's Office has reorganized its management team under Registrar Richard Spencer. The Office has been organized into five sections: Systems, Admissions, Registration and Records, Faculty and Secretariat Services, and Scheduling and Office Services. The new management team includes:

Richard Spencer, Registrar

Alan McMillan, Associate Registrar, Systems

Joanne Albright, Associate Registrar, Admissions

Mary Cooney, Assistant Registrar, Admissions

Gaylea Wong, Associate Registrar, Records and Registration

Jane Robinson Bond, Assistant Registrar, Records & Registration

Maureen Elliott, Administrative Supervisor, Records and Registration

Alvia Branch, Administrative Supervisor, Scheduling and Office Services

## University of Alberta

Effective July 1, 1989, the Office of Student Awards began reporting to the Associate Vice-President and Registrar, Brian Silzer. Prior to this new arrangement, the Director of Student Awards, Ron Chilibeck reported to the Dean of Student Services.

Student Services will continue to handle emergency loans and financial counselling.

Sharon Henricks has been appointed to the position of Assistant Registrar, Information Systems Production. Sharon comes to the University of Alberta from Turbo Resources in Calgary where she was the Co-ordinator of Systems Administration.

## York University

Noel Berman is the new Associate Director of Admissions/Transcripts. Prior to his appointment, Noel was the Manager of York's Transcripts Office.

Patti-Jo McLellan Shaw is the new Associate Director of Admissions/Liaison. Patti-Jo comes to Liaison with extensive marketing in the not-for-profit sector and post-secondary school experience.

A.E. (Sandra) Millar is the new Assistant Director of Admissions/Transcripts. Sandra has been with York for 14 years, most recently as the Operations Officer in the Registrar's Office.

Penny Bissett, York's Co-ordinator of New Initiatives and Liaison Officer for the past two years, is the new Assistant Director of High School Liaison. Penny brings many years of liaison experience at Ryerson to her new position.

Lucy Fromowitz has been promoted to Manager of Informational and Special Services from her position as Co-ordinator of On-Campus Liaison. Lucy continues to be an integral member of the liaison team.

Sharon Harrison is the new Co-ordinator of On-Campus Liaison. Sharon's ten years of experience in York's Faculties of Law, Environmental Studies and Education, and the Robarts Centre for Canadian Studies will serve her well in her new role.

Debra Glass has been promoted to Assistant Director of York's Student Affairs. Debbie leaves Admissions/Liaison after nine years as Co-ordinator of Publications and Senior Liaison Officer.

## University of Winnipeg

After many years of dedicated service to the University of Winnipeg, John Freisen retired as Director of Admissions/Awards. He has accepted a position with the Mennonite Foundation of Canada. Nancy Latocki has been appointed Acting Director of Admissions and Judith Dyck has been appointed Director of Awards and Financial Aid.

## University of Victoria

For the first time in fifteen years, the University of Victoria will have a new President. Dr. David F. Strong of Memorial University of Newfoundland has accepted a five-year term beginning on 1 July 1990. He has been described as having exciting ideas, tremendous energy, and a great passion for the environment and the oceans.

Keith Clamp, Records Officer, Professional Programs was recently selected as the new Director of Admissions Services.

## University of Waterloo

Ken Lavigne has been appointed Associate Registrar, Admissions and Student Awards. Ken has been Assistant Registrar for the past eight years. Previously Ken served as Registrar of St. Jerome's College for five years.

Norma Walker, who was Director of Admissions and Student Awards has been appointed Assistant Director of Personnel in charge of staff relations and salary administration.

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## Université Laval

Depuis la mise en place d'une nouvelle structure de fonctionnement, le 10 octobre dernier, le poste de Directeur de l'admission n'existe plus comme tel au Bureau du registraire.

C'est maintenant le registraire adjoint, monsieur Jacques Loiselle, qui coordonne toutes les opérations relatives à l'admission des candidats, à l'inscription des étudiants et à la gestion des dossiers. Il est secondé, dans cette fonction, par une équipe de six professionnels chargés d'admission et d'inscription.

Pour sa part, monsieur Simon Montminy, qui occupait le poste de Directeur de l'admission, assume maintenant les responsabilités de coordonnateur à l'admission des adultes.

## Ecrivez pour Contact !



## Write for Contact !

## Bishop's University

Ann Montgomery is the new Registrar at Bishop's University. Her predecessor, Donna Côté, is now Associate Producer with Mark Rubin Productions Inc. in Toronto. Before being appointed to this position on January 1st 1990, Ann Montgomery was Liaison Coordinator at Glendon College, York University in Toronto.

Sandra Gallichon was appointed Director of Systems and Records, effective January 1990.

Jane Wilson was appointed Director of Admissions, effective January 1990.

Madame Ann Montgomery remplace Madame Donna Côté comme registraire depuis le 1er janvier 1990. Madame Montgomery était, jusqu'à sa récente nomination, coordonnatrice du Service de liaison à Glendon College (York University) de Toronto. Elle avait travaillé auparavant à Science-Nord (Sudbury) comme agente d'éducation.

Madame Sandra Gallichon a été nommée Director of Systems and Records. Elle occupe ce poste depuis le 1er janvier 1990.

Madame Jane Wilson a été nommée Director of Admissions. Elle occupe ce poste depuis le 1er janvier 1990.

### Just for Fun...

**Editor's Note:** This piece appeared in *INFO-BITS*, Volume 10, Number 8, November 1989. *INFO-BITS* is published by Indiana State University Computer Center, Terre Haute, Indiana.

Have you ever wanted to send an electronic mail message complete with a picture of yourself smiling or sticking your tongue out? Well here is the next best thing.

Emoticons are icons used in electronic mail as a replacement for body language and voice inflection. They show up frequently in Bitnet mail files. The following icons should be viewed by rotating the page clockwise 90 degrees. (If you wear glasses substitute "8" for ".").

Icon	Meaning
:o	Wow!
:~)	Happy Face
:-(	Sad Face
'-)	Sardonic incredulity
%-]	Drunk
:-1	Grim
:-v	Speaking
:-u	Shouting
:-w	Speaking with forked tongue
:-b	Sticking tongue out
:-\$	Tongue-tied
:-*	Oops!



## Higher Education News

### La scène de l'enseignement supérieur

#### University of British Columbia Systems Development Update

*Alan McMillan  
University of British Columbia*

##### Admissions Voice Response Application

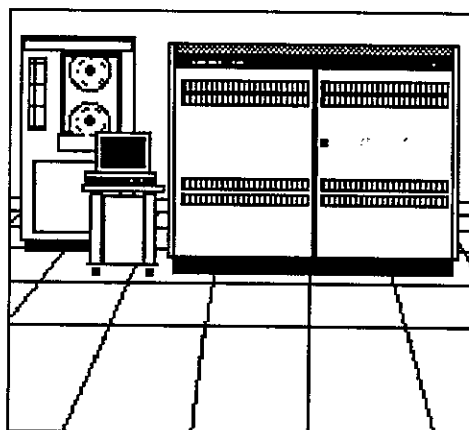
The University of British Columbia will install an 8 line Voice Information System this Spring. The system is expected to significantly reduce the amount of time Admissions Staff spend handling telephone inquiries. Applicants to the University will be able to obtain the current status of their application by entering their application number and a PIN number. Design will include the ability to advise applicants of the outstanding requirements needed to complete their application (eg. transcripts, test scores, application fee etc.).

The system will also allow non-applicants to obtain more general information regarding Faculty/School admission requirements, application deadlines, application procedures, as well as, transfer to other offices on campus, for example, Housing and Awards. Callers will be able to transfer their call to a staff member in the event they are encountering difficulties or have a special request.

The system CPU is a single 80286 microprocessor operating at 14 MHZ, connected with 8 telephones thru a SL-1 switch. The host communicates on an asynchronous serial port with the system software (Firstline).

##### Integrated Student Information System

In the spring of 1988, the initial phase of a five year Student Information System Development Plan was introduced. TELEREG, University of British Columbia's Touch-Tone Telephone Registration system was installed on March 15, 1988. Subsequent phases of the project will see the integration of electronic grade reporting, on-line transcript production, automated progress evaluation and reporting, conversion of the grading system, awards tracking, graduation and redesign of the on-line admission system. Plans include the possible introduction of laser technology and ATM machines for student access.



#### Continuing Education in Canadian Universities: 1987-88 Survey

In 1987-88, there were almost 323,300 course registrations in university continuing education programs.

Approximately 248,400 individuals accounted for the course registrations in 1987-88, assuming that the average number of continuing education courses taken by any one individual was 1.3. This number compares to the 294,500 individuals registered for university credit programs on a part-time basis in the same year.

Together the part-time students in degree credit programs and in continuing education programs outnumbered the full-time enrolment of 486,000 by 27%.

□ Although Ontario had the largest number of registrations, almost 126,400 or close to 40% of the total for Canada, Alberta had the highest participation on a per capita basis.

The number of registrations has increased by about 7% since 1976-77. This compares to increases of 29% for full-time enrolments in universities and 54% for part-time enrolments in credit programs.

For further information contact R. Lortie, Postsecondary Education Section, Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ontario, K1A 0T6, telephone (613) 951-1525. □

# Contact Contact Contact Contact Conta

## A Taxing Lesson for Education

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**Editor's Note:** *The following is the brief presented to The Blenkarn Finance Committee of the House of Commons by a group of economists of the University of Toronto, on the application of the government's proposed goods and services tax to colleges and universities.*

The federal government hopes its proposed goods and services tax will strengthen the economy by stimulating greater investment in physical capital. However, few would maintain that the key to Canada's future lies in the number of buildings or the amount of equipment it can muster. What counts most is the quality of the people in the buildings and running the equipment, so the new tax should provide at least as many incentives for greater investment in education, training and research.

The financial woes of universities and colleges, the impending shortages of university teaching and research staff, the growing difficulties of attracting and keeping professional scientific and technical staff in Canadian industry, and the country's relatively low intensity of research have all been well documented. The need for additional investment in education and research seems clear.

In the GST proposal, universities and colleges fall, along with schools, municipalities and hospitals, in the tax-exempt category. This may seem incentive enough for investment in people, but it is not the bonanza it might appear to be.

As tax-exempt suppliers, universities and colleges will not be allowed to charge the GST on the services they provide to students or other non-commercial clients, but they will be compelled to pay the federal tax, without refund, on whatever supplies they purchase.

To offset the increased operating costs this will entail, the government proposes to introduce a special rebate scheme for universities and colleges, municipalities, schools and hospitals. This rebate will be calculated according to a formula

that will leave each of these sectors paying on balance the same tax it would have paid under the current federal sales tax.

By maintaining this tax burden, the proposed rebate scheme does not address the issue of incentives for investment in people and ideas. It is simply an expedient recognition that these institutions have neither the resources to pay the increased cost of being tax-exempt, nor the ability to raise the price of their services.

The lack of logic here is illustrated by the fact that colleges and universities would be better off

activities will be lost. In effect, additional taxes will be levied on the more heavily research-oriented institutions, which now make a high proportion of tax-free purchases. Thus, the proposed scheme not only denies an equal incentive to investment in research and researchers; it actually imposes an extra financial burden on this investment.

Compounding this distortion for tax-exempt institutions will be the administrative costs and complexity associated with categorizing and tracking the use of taxable supplies.

There are many unanswered questions. Will fees for non-credit courses and continuing education be taxable? Will taxes on supplies for those activities be refundable? How will patented and copyrighted research used by the private sector be treated? (In an odd reversal of the current situation, tax paid on equipment and supplies used by tax-exempt institutions to generate commercial income will be eligible for credit, but not other purchases.)

A better plan would be to place education and publicly supported research institutions into the GST's tax-free or zero-rated category. A zero-rated educational institution would collect no tax on the goods or services it sells, but would be able to claim a full refund for any tax paid on the things it buys, thereby lowering its costs.

Ottawa should be trying to increase investment in education and research by reducing their associated costs, just as it is planning to increase investment in physical capital by reducing the cost of capital goods. Zero-rating education under the GST would do just this - and be much more consistent with the logic and stated purpose of sales tax reform. □



if they were taxable like most other sectors. Students would be charged the GST on tuition fees and the institutions would be given refundable credits for tax paid on supplies. But this is not a feasible solution if governments are unwilling to allow fees to rise, or if the higher cost of tuition could not be offset by grants or tax rebates to students.

Indeed, far from improving incentives for education and research, a tax exemption with partial rebate worsens the situation. Because purchases for research purposes are exempt from the current federal sales tax, universities pay no tax on such things as books and journals, and laboratory and other research equipment.

Under the proposed rebate scheme, however, the same rebate percentage will apply across the whole university and college sector. The distinction between research and other university

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## Pour la première fois en plus de vingt ans, Québec augmente les frais de scolarité dans les universités

*Note de la rédaction: L'événement marquant de la fin de 1989 et du début de 1990 dans l'enseignement supérieur au Québec aura été l'annonce, par le gouvernement, de la majoration des frais de scolarité dans les universités. On sait que les frais de scolarité n'ont pas été augmentés au Québec depuis le milieu des années 60. Pour rendre compte de cet événement important, Contact publie trois textes: la déclaration du ministre de l'Enseignement supérieur et de la Science, Claude Ryan, le communiqué de la Conférence des Recteurs et des Principaux des Universités du Québec (CREPUQ), qui regroupe, sur une base volontaire, l'ensemble des établissements universitaires au Québec et la déclaration de l'Assemblée des gouverneurs de l'Université du Québec accompagnant sa décision d'augmenter les frais de scolarité payables par les étudiants de cette institution.*

### Les droits de scolarité: une hausse nécessaire

*Claude Ryan*

*Ministre de l'Enseignement supérieur et de la Science*

Aux prises depuis son arrivée au pouvoir avec le problème du sous-financement des universités, le gouvernement du Québec a décidé de franchir au cours des prochains mois deux étapes majeures sur la route qui doit conduire à un financement plus satisfaisant des établissements québécois de haut savoir. En premier lieu, les frais de scolarité versés par les étudiants inscrits dans les universités seront augmentés en moyenne de 350 \$ par an pour chacune des deux années scolaires 1990-1991 et 1991-1992, et ce à compter de septembre 1990. En second lieu, la réforme des prêts et bourses définie dans l'Énoncé d'orientation, publié en avril dernier par le gouvernement, entrera en vigueur à compter de l'année scolaire 1990-1991, c'est-à-dire après qu'un projet de loi déposé le 19 décembre à l'Assemblée nationale aura été examiné en commission parlementaire et approuvé par l'Assemblée nationale. Dans le cadre du régime renouvelé de prêts et bourses, les frais accrus découlant, pour l'étudiant

universitaire, de la hausse des droits de scolarité seront reconnus à titre de dépenses admissibles dans le calcul de toute demande soumise au titre du Régime des prêts et bourses; de la sorte, aucun étudiant ne se verra refuser l'accès aux études universitaires par suite de l'augmentation des frais de scolarité.

La hausse des frais de scolarité exigés des étudiants inscrits dans les universités québécoises sera la première à être instituée depuis plus de vingt ans. Tandis que dans les autres provinces canadiennes, les frais de scolarité ont connu de nombreuses hausses pendant cette période, ils sont demeurés gelés au Québec au niveau de 1969; c'est-à-dire à un niveau moyen de 540 \$ par année. Si le montant des frais de scolarité avait été ajusté au rythme de l'augmentation du coût de la vie, il serait aujourd'hui en moyenne de 2 156 \$ par année au Québec.

La politique de gel observée par tous les gouvernements qui se sont succédé à Québec a contribué à une hausse très importante du taux de fréquentation universitaire au Québec. Elle a aussi engendré, par contre, une situation de sous-financement qui crée de graves dangers pour la qualité de l'enseignement et de la recherche universitaires. Les

universités du Québec reçoivent en effet du gouvernement, chaque année, des subventions d'équilibre budgétaire qui sont parmi les plus élevées du Canada. Depuis 1987, ces subventions ont augmenté de plus de 30%. Malgré cette hausse, nos universités sont encore largement sous-financées par comparaison avec les universités du reste du Canada. L'écart était en 1986-1987 de 189 M\$ par rapport à la moyenne canadienne et de 162 M\$ par rapport à l'Ontario. A la suite des mesures budgétaires instituées en 1989-1990, cet écart demeure largement supérieur à 100 M\$. Il ne saurait être maintenu sans que la qualité de l'enseignement et de la recherche accomplis dans les universités en souffre une détérioration qui ne pourra aller qu'en s'aggravant. Les conséquences d'une stagnation en ce domaine risqueraient d'être désastreuses pour l'avenir du Québec.

S'il on examine les sources de l'écart qui sépare le Québec des autres provinces canadiennes, une explication majeure s'impose à l'attention. Tandis que dans l'ensemble du Canada, les frais de scolarité fournissaient en 1986-1987 plus de 16% des revenus de fonctionnement des universités, ils ne fournissaient au Québec que 6,6% des mêmes revenus. L'explication de cet écart se trouve dans l'évolution des droits de scolarité depuis



vingt ans. Au Québec, les droits de scolarité sont demeurés au même niveau depuis près d'un quart de siècle; pendant

le même temps, ils ont augmenté d'environ trois fois dans les autres provinces canadiennes. Aussi, en 1989-1990, les droits de scolarité s'établissent ainsi, selon les provinces:

Alberta	1 640
Colombie-Britannique	2 414
Ile-du-Prince-Edouard	1 749
Manitoba	1 489
Nouveau-Brunswick	1 813
Nouvelle-Ecosse	1 808
Ontario	1 576
Saskatchewan	1 481
Terre-Neuve	1 280
Québec	540

Source: Statistique Canada Frais de scolarité et de subsistance dans les universités canadiennes 1988-89 et 1989-90 Cat. 81-209

La politique des années passées avait pour objet de favoriser le rattrapage du Québec en matière de fréquentation universitaire et d'ouvrir les portes de l'université à toute personne apte à poursuivre des études supérieures, sans égard à sa fortune ou à celle de ses parents. Nous avons certes accompli des pas majeurs dans cette double direction. En contrepartie, des études montrent cependant que les politiques d'accessibilité pratiquées jusqu'à maintenant au Québec et dans d'autres sociétés n'ont exercé qu'un impact mineur sur l'accès des personnes de condition modeste à l'université. Nous savons aussi que le taux de fréquentation n'a guère été affecté dans les autres provinces canadiennes par les hausses successives instituées en matière de droits de scolarité.

Dans ce contexte, le gouvernement du Québec devait faire un choix entre les trois options suivantes:

1) Laisser se creuser l'écart entre le Québec et les autres provinces en matière de financement universitaire, et se rendre ainsi responsable d'un inéluctable recul de la qualité de l'enseignement et de la recherche universitaires;

2) augmenter ses subventions aux universités et priver ainsi d'autres secteurs de la société des moyens dont ils ont grandement besoin en cette période de rareté de ressources;

3) inviter les étudiants à assumer leur juste part du financement de leurs études, et procurer ainsi un supplément appréciable de ressources aux universités.

La première hypothèse est carrément inacceptable: le gouvernement n'a pas le droit de condamner le Québec à la médiocrité en matière universitaire. La deuxième hypothèse est hors de portée pour le gouvernement dans l'état actuel de ses ressources. Le gouvernement a déjà haussé les subventions d'équilibre aux universités de plus de 30% depuis 1987 et il est démontré que le Québec verse à ses universités des subventions plus élevées que la moyenne canadienne. Le gouvernement a donc retenu la troisième voie, parce que c'était la seule qui pouvait raisonnablement être retenue dans les circonstances.

Des études faites ces dernières années par diverses commissions d'enquête au Canada et aux Etats-Unis ont conclu que la contribution des étudiants universitaires au financement de leurs études devrait défrayer entre 25% et 33% du coût de celles-ci. Le Québec compte cette année quelque 155 000 étudiants universitaires équivalence temps complet et un coût moyen de quelque 8 100 \$ par an est encouru pour chaque étudiant. S'il fallait retenir l'orientation énoncée ci-dessus, les droits de scolarité devraient se situer quelque

part entre 2 000 \$ et 2 700 \$.

Conscient de l'impact négatif qu'une hausse aussi élevée des droits de scolarité risquerait d'exercer sur le taux de fréquentation universitaire, le gouvernement a retenu un taux d'augmentation qui paraît à la fois équitable et réaliste. Les droits de scolarité exigés des étudiants d'université augmenteront donc, au cours des deux prochaines années scolaires, de 350 \$ en moyenne par étudiant équivalence temps complet, et ce dans tous les établissements et dans toutes les facultés, écoles ou départements rattachés aux universités du Québec. Le niveau moyen des frais de scolarité exigés des étudiants universitaires passera ainsi de 540 \$ en 1989-1990 à 890 \$ en 1990-1991 et à 1 240 \$ en 1991-1992. Même à ce dernier niveau, ils demeureront parmi les moins élevés de tout le pays.

Le gouvernement a en outre décidé qu'à compter de l'année 1992-1993, les droits de scolarité seront indexés annuellement selon une formule que le gouvernement mettra au point en consultation avec les universités. De plus, chaque université, à compter de cette année, pourra exiger de ses étudiants, selon des modalités qu'elle arrêtera elle-même, des frais de scolarité supplémentaires pouvant atteindre jusqu'à 10% du niveau autrement établi.

Le gouvernement a voulu s'assurer qu'aucun étudiant ne se verra refuser l'accès aux études universitaires par suite de la hausse des frais de scolarité. Aussi j'annonce dès maintenant que le plein montant des droits de scolarité versé par l'étudiant sera accepté comme dépense admissible dans le calcul de toute demande d'aide financière soumise par un étudiant dans le cadre du Régime des prêts et bourses. Environ 20% des revenus provenant de la hausse des droits de scolarité seront utilisés pour répondre aux besoins accrus d'aide financière qui en découleront pour des milliers d'étudiants.

En s'appuyant sur les données disponibles pour d'autres provinces ou Etats américains qui ont vécu cette expérience au cours des dernières années, le gouvernement prévoit que l'impact de la hausse des droits de scolarité sur l'accessibilité serait nulle ou marginale. A court terme, une faible diminution de la fréquentation, i.e. de la durée des études, est susceptible de découler de l'augmentation des droits de scolarité.

Compte tenu de ces prévisions, la hausse des droits de scolarité devrait procurer des revenus additionnels bruts de 52 M\$ en 1990-1991 et de 104 M\$ en 1991-1992. Environ le cinquième de ces revenus devra cependant être réservé pour le financement des prêts et bourses accrus auxquels auront droit les étudiants. Les ressources additionnelles nettes que les universités toucheront par suite de la double hausse des droits de scolarité seront donc de 41 M\$ en 1990-1991 et de 83 M\$ en 1991-1992. Il résultera de l'accroissement des ressources mises à la disposition des universités une amélioration directe de la qualité des activités d'enseignement et de recherche ainsi que des services offerts aux étudiants.

De concert avec les recteurs des universités, le gouvernement précisera au début de janvier les modalités de mise en oeuvre de la nouvelle politique en matière de droits de scolarité. Il incombera ensuite à chaque établissement de faire connaître à sa clientèle les modalités d'implantation de la nouvelle politique.

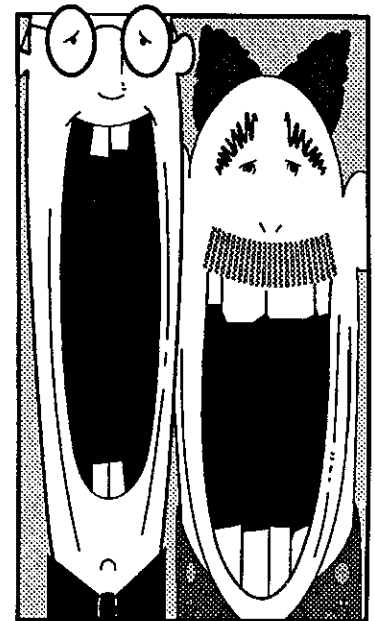
Convaincu que des efforts de rationalisation s'imposent dans le secteur de l'enseignement universitaire comme dans les autres secteurs de l'activité collective, le gouvernement entend poursuivre, par ailleurs, les démarches de rationalisation qu'il a entreprises de concert avec les établissements universitaires de manière à ramener dans toute la mesure du possible les coûts de l'enseignement et de la recherche universitaires à un niveau compatible avec

les ressources dont dispose la communauté québécoise. Le gouvernement envisage de poursuivre les efforts déjà entrepris afin d'instituer une plus grande rationalité dans l'aménagement des programmes d'études universitaires. Il étudiera aussi avec attention les suites à donner aux rapports soumis par deux groupes de travail chargés d'examiner le statut et le régime de travail des professeurs d'université et des chargés de cours. Les universités seront également invitées à resserrer les procédures d'évaluation, à tous les niveaux. Elles devront, là où ce n'est déjà fait, se doter de procédures permettant l'évaluation périodique de la qualité de leur enseignement et de leurs travaux de recherche par des pairs impartiaux et impliquant de façon appropriée la participation des étudiants. Enfin, des efforts seront entrepris afin d'assurer une meilleure harmonisation entre les programmes d'études des niveaux collégial et universitaire.

L'ajustement des droits de scolarité répond à une attente de plus en plus largement ressentie par la société québécoise. Déjà, le Conseil des universités et la Conférence des recteurs et principaux des universités du Québec avaient fait savoir à plusieurs reprises ces dernières années qu'ils favorisaient et souhaitaient une hausse des droits de scolarité. A ces voix autorisées étaient venues s'ajouter des voix de plus en plus nombreuses en provenance d'autres milieux. Le gouvernement a certes voulu tenir compte de ces attentes en prenant les décisions annoncées aujourd'hui. Mais il a surtout voulu faire oeuvre de justice et de réalisme. Les étudiants universitaires seront désormais appelés à défrayer une partie plus importante du coût de la formation reçue à l'université; cela n'est que justice si l'on considère qu'ils en retireront pendant toute leur vie des avantages intellectuels, professionnels et économiques auxquels n'auront pas accès la très grande majorité de leurs

concitoyens. Même après les ajustements annoncés, la participation des étudiants au financement de leurs études ne représentera que 15% du coût total de celles-ci.

Je signale enfin le rôle majeur que joue déjà et que continuera de jouer le milieu familial dans la décision que prend une personne d'entreprendre et de poursuivre des études universitaires. Selon les meilleures études disponibles, l'appui que l'étudiant reçoit de sa famille et de ses proches, sous diverses formes, demeure un facteur majeur dans les décisions qu'il est appelé à prendre en relation avec la poursuite de ses études. L'étudiant universitaire aura besoin plus que jamais d'être porté par son milieu familial afin de pouvoir entreprendre et poursuivre avec succès des études universitaires. Il pourra également compter sur l'appui plus efficace de la communauté, grâce aux réformes que le gouvernement entend apporter au Régime des prêts et bourses à l'aide du projet de loi qu'il a voulu déposer à l'Assemblée nationale en même temps qu'était annoncée la hausse prochaine des droits de scolarité universitaire. □



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## Communiqué de la CREPUQ concernant le dégel des frais de scolarité dans les universités, le 19 décembre 1989

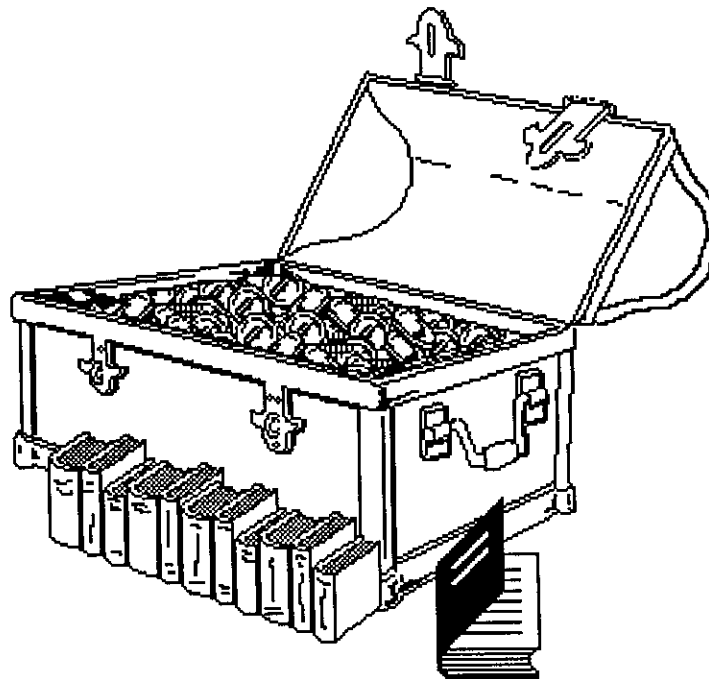
C'est avec satisfaction que les recteurs viennent d'apprendre l'annonce du dégel des frais de scolarité dans les universités par le ministre de l'Enseignement supérieur et de la Science, monsieur Claude Ryan. "Pour nous, il s'agit là d'une décision qui était devenue inévitable pour assurer un meilleur financement des universités", déclarait monsieur Patrick Kenniff, président de la CREPUQ et recteur de l'Université Concordia, en apprenant la nouvelle.

"Mais pour atteindre sa pleine efficacité, devait-il poursuivre, les recteurs ont toujours préconisé que cette décision soit accompagnée de deux mesures complémentaires: 1) une bonification marquée du régime de prêts et bourses aux étudiants, afin d'assurer que la hausse des frais de scolarité ne décourage pas les moins bien nantis financièrement d'entreprendre des études universitaires; 2) l'assurance que l'argent supplémentaire recueilli n'irait pas enrichir le fond consolidé de la province, mais constituerait, dans sa presque totalité, soit 80%, une contribution supplémentaire au financement des universités. Il faut souligner ici qu'il est prévu que 20% des sommes recueillies serviront à bonifier le système d'aide financière aux étudiants.

"Le dépôt, aujourd'hui à l'Assemblée nationale, du projet de loi bonifiant le régime de prêts et bourses constitue une réponse du gouvernement à la première mesure préconisée: la commission parlementaire sur le sujet prévue pour le mois de février prochain, devrait permettre de disposer de la question de façon satisfaisante, du moins sommes-nous les premiers à l'espérer. Quant à la deuxième mesure, tout aussi impérieuse, ce n'est que lorsque le gouvernement déposera son budget pour l'année 90-91, en avril ou mai prochain, que nous pourrons être pleinement rassurés. D'ici là, soyez assurés que mes collègues de la Conférence et moi mettrons tout en oeuvre

pour que cette exigence soit pleinement respectée."

Rappelons que les frais de scolarité n'ont pas été augmentés au Québec depuis 1968; oscillant autour de 540 \$ en moyenne par année; ils sont les plus bas de toutes les provinces canadiennes et les plus bas en Amérique du Nord. En dollars constants de 1968, ils ne représentent plus aujourd'hui qu'une valeur de 135 \$. A l'inverse, une simple indexation annuelle au coût de la vie



des frais de 540\$ de 1968, aurait représenté une augmentation les situant à 2 156 \$ en 1989-90. De plus, les frais de scolarité ne constituaient jusqu'à maintenant au Québec que 6,7% des revenus de fonctionnement des universités, contre 13,9\$ pour l'ensemble du Canada, 17,6% en Ontario et 19,5% au Nouveau-Brunswick.

"Dans le contexte actuel, la décision du gouvernement nous apparaît tout à fait raisonnable. Une fois en vigueur, les frais de scolarité du Québec seront encore les plus bas au pays", devrait conclure monsieur Kenniff.

## Déclaration de l'Université du Québec

Au cours d'une conférence de presse tenue le 19 décembre dernier, le ministre de l'Enseignement supérieur et de la Science, monsieur Claude Ryan, a fait connaître sa décision d'augmenter les droits de scolarité versés par les étudiants inscrits dans les universités de 350\$ par année en moyenne pour chacune des deux années scolaires 1990-91 et 1991-92 et ce, à compter de septembre 1990.

Le gouvernement a, en outre, décidé qu'à compter de l'année 1992-93, les droits de scolarité seront indexés annuellement selon une formule que le gouvernement mettra au point en consultation avec les universités. De plus chaque université, à compter de cette année, pourra exiger de ses étudiants des frais de scolarité supplémentaires pouvant atteindre jusqu'à 10% du niveau autrement établi, à l'exclusion des frais administratifs d'inscription, des frais de matériel pédagogique, des frais des services aux étudiants, des cotisations aux associations étudiantes, etc.

Il s'agit de la première hausse des frais de scolarité exigés des étudiants dans les universités québécoises depuis plus de vingt ans. Tandis que dans les autres provinces, les

frais de scolarité ont connu de nombreuses hausses pendant cette période, ils sont demeurés gelés au Québec au niveau de 1969; c'est-à-dire à un niveau moyen de 540 \$ par année. Si le montant des frais de scolarité avait été ajusté au rythme de l'augmentation du coût de la vie, il serait aujourd'hui en moyenne de 2 156 \$ par année au Québec.

La politique de gel observée par tous les gouvernements qui se sont succédé à Québec a contribué à créer un écart de plus de 100 M \$ entre le budget de nos universités et celui des universités canadiennes et ontariennes. Le sous-financement qui en résulte ne

saurait être maintenu sans que la qualité de l'enseignement et de la recherche accomplis dans les universités en souffre une détérioration qui ne pourra aller qu'en s'aggravant.

Tandis que dans l'ensemble du Canada, les frais de scolarité fournissent en 1986-87 plus de 16% des revenus de fonctionnement des universités, ils ne représentaient au Québec que 6,6% des mêmes revenus.

Des études faites ces dernières années par diverses commissions d'enquête au Canada et aux Etats-Unis, ont conclu que la contribution des étudiants universitaires au financement de leurs études devrait défrayer entre 25% et 33% du coût de celles-ci. Le Québec compte cette année quelque 155 000 étudiants universitaires équivalence temps complet et un coût moyen de quelque 8 100 \$ par an est encouru pour chaque étudiant. S'il fallait retenir l'orientation énoncée ci-dessus, les droits de scolarité devraient se situer quelque part entre 2 000 \$ et 2 700 \$.

Avec l'augmentation annoncée, le niveau moyen des frais de scolarité exigés des étudiants universitaires passera de 540 \$ en 1989-90 à 890 \$ en 1990-91 et à 1 240 \$ en 1991-92. Après ces ajustements, la participation des étudiants au financement de leurs études ne représentera que 15% du coût total de celles-ci et demeurera parmi les moins

élevées de tout le pays.

En s'appuyant sur les données disponibles pour d'autres provinces ou états américains qui ont vécu cette expérience au cours des dernières années, le gouvernement prévoit que l'impact de la hausse des droits de scolarité sur l'accessibilité serait nulle ou marginale. A court terme, une faible diminution de la fréquentation, c'est-à-dire de la durée des études, est susceptible de découler de l'augmentation des droits de scolarité. D'ailleurs, il est prévu que 20% des sommes recueillies serviront à bonifier le système d'aide financière aux étudiants.

En conséquence, l'Université du Québec augmentera ses frais de scolarité de 350 \$ dès septembre 1990. Ainsi au premier cycle, où le calcul des droits de scolarité est effectué sur une base de crédits, le montant de ces frais sera majoré de 11 \$ par crédit pour un total de 28\$ le crédit. Pour les programmes de classe A des deuxième et troisième cycles, le coût d'un crédit passera de 11 \$ à 23 \$. Pour les programmes de classe B, les frais encourus pour chaque session en vue d'obtenir un diplôme de deuxième cycle passeront de 250 \$ à 425\$, alors que pour les programmes de maîtrise et de doctorat, les frais pour chaque session passeront de 165 \$ à 340 \$. □

## L'éducation permanente dans les universités canadiennes: faits saillants de 1987-88

En 1987-88, il y a eu presque 323 300 inscriptions à des cours dans les programmes universitaires d'éducation permanente.

Environ 248 700 personnes se sont inscrites à ces cours, en supposant que la moyenne était de 1.3 cours par personne. A titre de comparaison, on peut signaler que, pour la même période, le nombre d'étudiants à temps partiel dans des programmes menant à un diplôme était de 294 500 en 1987-88.

Le nombre d'étudiants à temps partiel (programmes menant à un diplôme et programmes d'éducation permanente) dépassait de 11% celui des étudiants à temps plein (486 000).

Le plus grand nombre d'inscriptions, soit près de 126 400 ou presque 40% du

total déclaré pour le pays, a été affiché par l'Ontario, mais le plus fort taux de fréquentation par habitant a été enregistré en Alberta.

Depuis 1976-77, le nombre d'inscriptions a augmenté par moins de 7%. Par contre, les effectifs à temps plein dans les universités ont progressé de 29% tandis que les effectifs à temps partiel dans les programmes donnant droit à des crédits ont augmenté de 54%.

Les personnes qui désirent de plus amples renseignements sont priées de communiquer avec R. Lortie, Section de l'enseignement postsecondaire, Division de l'éducation de la culture et du tourisme. Statistique Canada, Ottawa (Ontario), K1A 0T6 Tél.: (613) 951-1525 □

## RECU et Statistique Canada

Le Ministère de l'Enseignement supérieur et de la science (M.E.S.S.) du Québec est présentement en pourparlers avec les représentants de Statistiques Canada afin de voir si les besoins de ce dernier dans le domaine des données étudiantes au niveau universitaire peuvent être comblés par un fichier maître géré par le M.E.S.S. En effet le système RECU (Recensement des Clientèles Universitaires) détient bon nombre des éléments que les universités doivent transmettre à titre individuel à l'organisme fédéral. Les deux parties en sont à identifier la correspondance entre les différents champs ainsi qu'à prévoir la traduction possible des tables de codification. Si elle s'avérait fructueuse cette démarche éviterait aux universités une double déclaration, la gestion et la mise à jour de deux systèmes et peut-être encore mieux, la reconciliation des statistiques provenant de sources différentes. □

## RECU and Statistics Canada

The Quebec Ministry of Higher Education and Science is presently discussing with Statistics Canada the possibility of providing the latter with the university student data it requires from a master file which the ministry maintains. The Quebec database, called RECU (The Census of University Clientele), contains many of the data elements which each university must now transmit to the federal agency. The two parties are currently reviewing the match between the various fields and the possibility of translating code tables. Should this initiative be successful, it will free Quebec universities from double submissions of data, the maintenance and update of two systems and perhaps more importantly, the reconciliation of statistics from two different sources. □

## Ontario, B.C. Are Stingiest to Universities, Study Says

Alberta, Newfoundland and Prince Edward Island are the most generous provinces in supporting their universities, an Ontario study says, while Ontario and British Columbia are the stingiest.

The study also shows that the universities' share of provincial budgets has dropped across the country since 1977-78.

The three easternmost provinces all stand out for devoting a relatively high proportion of their total provincial wealth to higher education.

The study was conducted by a committee that included representatives of the Ontario Council on University Affairs, the Council of Ontario Universities, and the Ministry of Colleges and Universities.

In 1986-87, the most recent period for which figures from across Canada are available, Alberta led the country in

the amount of money it granted to the province's universities for their regular operations, with an average of \$7,356 per full-time student. (Operating grants to Alberta universities were also the largest in relation to the size of its population.) Ontario was last, with an average of \$5,618 below the national average of \$6,179.

Estimates for 1987-88 confirm that Ontario remains in 10th place, about \$800 below the national average, said William Sayers, director of communications for the COU.

When student aid is added to operating grants per student, Quebec was in first place among the provinces and British Columbia 10th.

British Columbia also trailed in operating grants as related to personal income, total government spending and population.

Nova Scotia spent 4.5 per cent of its

total budget on universities in 1986-87, considerably higher than the national average of 3.7 per cent. It also spent the highest proportion of its Gross Provincial Product on higher education.

Figures also show that Nova Scotia had 3 per cent of its citizens enrolled in university, the highest level in the country. However, the province was ninth in operating grants per student.

Prince Edward Island's university got the highest level of operating income per student, a measure that includes provincial grants and student fees.

Newfoundland spent \$13.52 on its one university for every \$1000 in provincial personal income, much higher than the national average of \$9.11. It was also second in operating grants per student. □

## Les tribulations de Northland Open

L'Université du Québec annonçait en mars 1989, la décision suivante:

"Northland Open, n'étant pas membre de cette association (A.U.C.C.), l'Université ne reconnaît à des fins d'admission ou de reconnaissance des acquis ni les grades que cette institution décerne, ni les enseignements qu'elle dispense... il nous paraît donc important d'informer les étudiants qui demanderaient l'autorisation de suivre des cours

### Northland Open Saga

In March 1989 the Université du Québec announced the following decision:

"Since Northland Open is not a member of that association (A.U.C.C.) the University will not recognized either for admission or transfer credits the courses which it teaches... it is important to advise students who seek permission

de cette institution que ces cours ne pourront pas être comptabilisés en vue de l'obtention d'un diplôme de l'Université du Québec."

Les universités qui reçoivent des demandes d'admission ou d'équivalence de la part de candidats qui présentent des dossiers de la Northland Open University, sise à Montréal, voudront communiquer avec l'A.U.C.C., et en particulier avec Me Pierre-Yves Boucher, pour

to take courses at that institution that they would not be counted towards a degree at l'Université du Québec."

Universities which receive applications for admission or transfer credits from those with a record at Northland Open University in Montreal, may wish to communicate with the A.U.C.C., and in particular with Pierre-Yves Boucher,

obtenir des précisions sur le statut de cet établissement. Au Québec, M. Jean-Yves Desrosiers du Ministère de l'Enseignement supérieur et de la Science est également en mesure de répondre à vos questions.

Me Pierre-Yves Boucher:

(613) 563-1236, poste 232

M. Jean-Yves Desrosiers:

(418) 643-7923 □

to obtain information on the status of that organization. In Quebec, Jean-Yves Desrosiers of the Ministry of Higher Education and Science can also respond to your questions.

Pierre-Yves Boucher:

(613) 563-1236, extension 232

Jean-Yves Desrosiers

(418) 643-7923 □



## Future Uncertain for Community Colleges

These are chaotic times for community colleges across Canada. Labor unrest has hit institutions in three provinces almost simultaneously, and there seems to be a growing mood of militancy among college teachers everywhere.

After years of growth, colleges have come face to face with the realities of the 1980s. Program cuts, layoffs and the provinces' reassessment of their college systems have caused consternation in the teaching ranks. Teachers fear for their jobs and see colleges increasingly under pressure from both the budget cutting of the governments and competition from the private sector.

Faculty at Ontario's 22 community colleges were on strike over job security, benefits and salaries. Teachers suspect that Vision 2000, a government study of the colleges, signals the start of major changes in the system changes that could leave them jobless.

In British Columbia, where 400 teachers were off the job at Douglas College in New Westminster, the government is studying productivity and efficiency in the college system. The College-Institute Educators Association, which represents teachers, is disturbed by what it sees as a lack of consultation on the part of the province.

In Saskatchewan, rotating strikes have been disrupting classes at the four provincial institutes of applied science and technology. Teachers, whose union has only recently been restored after being decertified last year, have been without a collective agreement since 1986 and without a pay raise since 1985. Again, the government is reviewing programs with an eye toward cutting some and farming out others to the private sector.

Manitoba teachers fear a similar situation if their government goes ahead with proposals to restructure the system

so colleges have more autonomy.

Quebec instructors tried to pressure the government into settling their contract dispute before the provincial election by conducting rotating strikes.

And the courts recently ordered an end to an illegal strike at Newfoundland's Institute of Fisheries and Technology, whose instructors want wage and working condition parity with their co-workers in the province.

Community colleges have traditionally had an image problem. If you want a job, go to college; if you want a lifestyle, go to university, goes the saying. In their 1986 book on community college systems across Canada, John Dennison and P. Gallagher state that colleges were commonly regarded as means rather than institutions of inherent value in their own right.

Faced with runaway deficits, provincial governments have found community colleges tempting targets in their battle to control costs. Manitoba colleges, according to teacher representative Grant Rodgers, have been chronically underfunded for years and years. Saskatchewan's system says it is running a deficit of \$6-million. In Ontario, the government's basic level of support went up 4 per cent less than the rate of inflation.

Along with all this is Ottawa's decision to purchase seats under the Canadian Job Strategy Program at private colleges as well as public ones. Not only is this bad for the colleges, teachers say, it is bad for students.

A college diploma is a known quantity, whereas a diploma from a private company may be so in-house it is not transferable, says Katie FitzRandolph of the Ontario Public Service Employees Union, which represents Ontario college teachers.

In Nova Scotia, private companies are taking over courses taught at col-

leges while college instructors are being laid off, a development the union claims is partly a result of decreased federal financing. And in Manitoba, says Mr. Rodgers, private institutions often provide no useful training, but they've got federal funds.

Federal officials see things differently. Peter Strecker, director of skills shortages and skill investment policies at Employment Canada, says, We want the public sector to be challenged by the private sector to do better.

In the middle of all this are the students. Faced with disruption of classes in three provinces, they wait and hope for a quick resolution. By and large, they neither know nor care where the systems are going; they just want to get back to class.

In the long run, however, students are the ones who may be affected most by the battles at the bargaining table and on the picket line. □

## University of Victoria News

### Fee Increase

UofVIC has increased its fees effective for 1990 Summer by 4.85%. This brings the per unit fee to \$108.00.

### OLI/UVIC Studies

A new transfer credit format is now used to record completion of a UofVIC course through the Open Learning Institute (OLI). Look for: "Course Credit Recognized from OLI/UVIC Studies". The grade is recorded on the UofVIC record.

### Scheduling Systems: Help Needed

UofVIC will be continuing its relentless struggle to discover a demand scheduling system south of the border. Anyone seeing anything new in the area of timetable construction based upon student demand is asked to contact

R. E. Stevens

Fax: (604)712-8653

Netnorth: U0050@UVVM □

## L'effectif d'étudiants dépasse le seuil du demi-million

Pour la première fois dans l'histoire des universités canadiennes, les inscriptions à temps complet dépassent le demi-million.

Récemment conduite, l'enquête sur les clientèles universitaires a été effectuée par l'AUCC, de concert avec l'Association des universités de l'Atlantique et le Conseil des universités de l'Ontario.

Les données préliminaires révèlent que le nombre d'inscriptions d'étudiants à temps complet a augmenté de 3,2 p.cent par rapport à septembre de l'année dernière. Pour la dixième année consécutive, les clientèles étudiantes à temps complet atteignent un niveau sans précédent en 1989-1990. Et cela, malgré les nombreuses projections prévoyant une baisse des inscriptions au cours des années 1980.

Comme par les années passées, l'augmentation importante des inscriptions à temps complet au premier cycle explique l'accroissement projeté. De

plus, contrairement à l'an dernier, il est prévu que le nombre d'inscriptions augmentera dans chacune des provinces canadiennes: la Saskatchewan et l'Alberta, les deux provinces qui, l'année dernière, avaient enregistré des diminutions de 2,4 p.cent et de 1,5 p.cent respectivement, connaîtront cette année des accroissements de l'ordre de 1,8 p.cent et de 3,2 p.cent respectivement. Le contingentement des inscriptions, des politiques de croissance limitée et des conditions d'admission plus sévères avaient mené aux diminutions des inscriptions dans les universités de ces deux provinces en 1988-1989. Ces mesures demeurent en place encore cette année, mais des modifications ont été apportées au niveau du contingentement et au mode d'application des quotas.

Le nombre d'inscriptions à temps complet en première année du premier cycle est également plus élevé dans toutes les provinces par rapport à septembre 1988. L'Alberta et la Saskatchewan ont

à ce chapitre enregistré des hausses significatives de 5,4 p.cent et de 4,8 p.cent respectivement.

L'enquête de l'AUCC révèle également un léger accroissement du nombre d'étudiants étrangers inscrits dans les universités canadiennes.

Le tableau ci-dessous contient les données préliminaires de l'enquête de l'AUCC sur les clientèles universitaires.

L'AUCC se compose de 88 universités et collèges universitaires. Elle s'efforce de promouvoir la collaboration entre les établissements d'enseignement universitaire et représente la communauté qu'elle dessert auprès des gouvernements et des organismes nationaux et internationaux qui s'occupent de questions d'enseignement supérieur. Pour avoir plus d'information

Mme Michelle Albagli,

Division des communications  
AUCC

(613) 563-1236, poste 238

Télécopieur: (613) 563-9745

Changes in Undergraduate Fall Enrolment, 1988 to 1989. Preliminary Data Changements dans les inscriptions au 1er cycle, automne 1988 à 1989. Données préliminaires			
	First Year FT	Foreign Students	Total Full-time
	Première année TP	Etudiants étrangers	Total Temps plein
NFLD / T.-N.	3.8%	-4.4%	2.4%
PEI / I.P.-E.	4.2	15.2	6.8
NS / N.E.-E.	4.4	7.1	3.4
NB / N.-B.	7.8	-1.8	3.3
Atlantic/Atlantique	5.2	3.7	3.3
QUEBEC	1.1	3.1	2.9
ONTARIO	3.0	5.6	3.9
MANITOBA	0.3	4.2	1.2
SASKATCHEWAN	4.8	-18.5	1.8
ALBERTA	5.4	12.7	3.2
BC / C.-B.	2.7	3.0	3.3
West / Ouest	3.6	4.4	2.7
CANADA	2.8	4.6	3.3

## University Student Enrolment Passes Half-Million Mark

For the first time in history, the number of full-time students at Canadian universities has passed the half-million mark.

This survey, just completed, of fall enrolments for the 1989-90 academic year was conducted by the Association of Universities and Colleges of Canada in cooperation with the Association of Atlantic Universities and the Council of Ontario Universities.

Preliminary figures show an increase in the total number of full-time students of 3.2% over the same period last year, making 1989-90 the tenth straight record year for full-time enrolments. Ironically, the 1980's were widely expected to be a period of declining enrolments.

As in years past, most of this projected increase is due to substantial growth in full-time

undergraduate enrolments. Unlike 1988-89, however, all provinces share in the growth: the two provinces that recorded declines in last year's survey, Saskatchewan (-2.4%) and Alberta (-1.5%), report increases this year of 1.8% and 3.2% respectively. Enrolment quotas, limited growth policies and higher admission standards at several of these provinces' largest universities led to last year's declines. These measures are still in place but with some changes in enrolment ceilings and procedures for applying quotas.

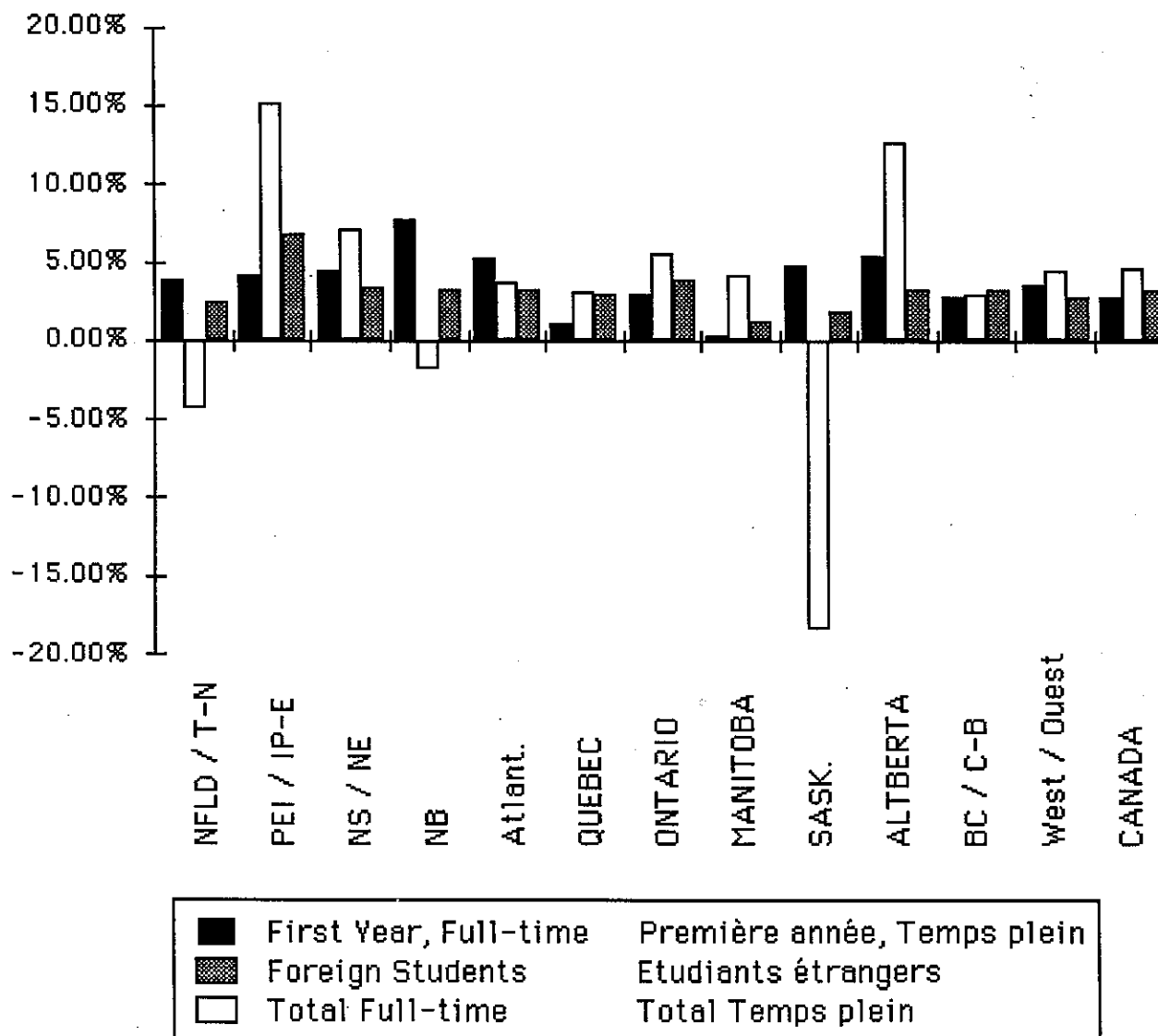
Similarly, the numbers of first year full-time undergraduates are higher in all provinces than they were at the same time last year. In this category also, Alberta and Saskatchewan report significant increases in this year's survey, compared to a decrease last year.

The AUCC survey also shows a small increase in the number of full-time undergraduate foreign students studying in Canada.

The following table gives further details from the AUCC early enrolment survey.

The Association of Universities and Colleges of Canada has as its membership 88 universities and university-level colleges. It promotes cooperation among institutions of higher education and represents the university community to governments and to national and international bodies concerned with university education and research.

Contact: Michelle Albagli  
Communications Division,  
AUCC  
613-563-1236 ext. 238  
Fax: 613-563-9745.



## University Students Now Wealthier, More Serious

Canadian university students are older and wealthier, but they are drinking less, smoking less and partying less than in the past.

A new study says post-secondary students are also buying less pre-recorded music and identifying themselves as less likely to try new things, according to the Canadian Campus Survey. The study was produced by Campus Plus, an advertising agent for student newspapers across Canada, and Clegg Campus Marketing that does on-campus promotional work.

Students now have a total annual personal income of \$3.8-billion, up from \$2.4-billion in 1985 when the previous survey was conducted.

Students are spending more on clothing, travel, computers and personal care products such as make-up and shampoo, said Louise Morel, executive director of Campus Plus.

The study, the third commissioned by Campus Plus since 1982, based on a 63.9 per cent response rate after sending questionnaires last winter to about 4,000 students on 20 campuses across the country.

This year, students had about \$188 a month each as disposable income to spend on outside activities, compared with \$140 in 1985 Ms. Morel said. This is the money that can be spent after paying for room, board, tuition fees and books.

There are more people going to university than four years ago, and more of them are older, Ms. Morel said. A lot more students seem to be returning to school to finish programs they started years before, or to take a second degree, she said.

They're much more serious now, much more concerned about getting a job, she said. They feel they need that (degree) in order to get a good job.

On a lighter note, Ms. Morel said that based on the responses and projections of the total student population, the survey suggests that:

- 2,878 male students wear mascara regularly;
- 3,633 women students have their own motorcycles.

The study shows an 89 per cent jump in the number of students who have a credit

card now as compared with four years earlier.

About 53.6 per cent have one or more credit cards, compared with 35.2 per cent in 1985, the figures indicate.

The surge in plastic isn't surprising, Ms. Morel said. The credit card companies have been aggressively going after students in past years, trying to sign them up for cards. In the past, the companies sought graduate students or those about to graduate. Now they're being even more lax and going after all students, she said. After all, university students will be the big money-makers of the future.

There's also been almost 300 per cent increase in the number of students who own their own computer, Ms. Morel said.

Today, almost 23 per cent of those surveyed own a computer, compared with only 9 per cent in 1985 she said. That means students bought more than 80,000 computers in the past four years.

Computers are cheaper than they used to be, she said, and students have gotten to the point that they feel they need one. It's first on their list of things to buy.

And the affluence has also touched transportation habits, with 38.6 per cent of students owning their own car in 1989, compared with 30.8 per cent four years earlier.

They seem to have more money and are doing more with it, Ms. Morel said.

She said a lot more students hold part-time jobs while at school and work during the summer. And more of them live in their own apartment or rented room rather than living in campus residence.

While still physically active, the number of students who engage in sporting activities has declined. Generally, students are less likely to jog, swim, cycle, cross-country ski, play tennis and squash, and go hiking than the 1985 group. But downhill skiing - a more expensive sport - barely shows any downturn in popularity, Ms. Morel said.

## APPEL DE CANDIDATURES POUR LA PREMIERE EDITION DU PRIX DE RECHERCHE DE LA SOCIETE CANADIENNE POUR L'ETUDE DE L'ENSEIGNEMENT SUPERIEUR

Expert en son domaine, le récipiendaire de la distinction sera en milieu de carrière et sera reconnu pour avoir publié des recherches exceptionnelles sur un aspect quelconque de l'enseignement postsecondaire au Canada. Cette distinction particulière n'est pas destinée à souligner l'enseignement ou le service au sein des établissements ou de la profession.

Les propositions de candidats peuvent être soumises par toute personne ayant une connaissance de la recherche postsecondaire et qui a la capacité et le désir de rassembler l'information nécessaire à l'évaluation de la proposition. Les propositions doivent comporter ce qui suit: 1) une lettre de proposition expliquant qui est le candidat et pourquoi on le propose comme récipiendaire du prix de recherche; 2) un curriculum vitae à jour du candidat; 3) une série complète de références à la recherche sur laquelle se base la proposition; 4) une sélection de deux à quatre écrits à titre d'exemples pour juger du mérite de la candidature; et 5) cinq copies de ces écrits (s'il s'agit de livres ou d'articles assez longs, une copie suffira).

Le matériel ci-dessus devait être envoyé avant le 1er mars 1990 à

Ken Clements  
Secrétaire général, SCEES  
1001-151 Slater,  
Ottawa, Ontario K1P 5N1

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

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

## FIRST RESEARCH AWARD OF THE CANADIAN SOCIETY FOR THE STUDY OF HIGHER EDUCATION (CSSHE): CALL FOR NOMINATIONS

The award is meant to be conferred on a practising scholar in mid-career with an established reputation for publishing outstanding research on any aspect of Canadian postsecondary education. This particular award is not meant to recognize teaching or service to institutions or the profession.

Nominations may be made by anyone who has knowledge of postsecondary research and is

able and willing to assemble the information necessary to evaluate the nomination. Nominations must include the following: 1) a letter of nomination explaining who the candidate is and why he or she is being nominated for a research award; 2) an up-to-date curriculum vitae of the candidate; 3) a complete set of references to the research which has led to the nomination; 4) the selection of two to four pieces to be used as ex-

amples of that work for purposes of consideration for the award; and 5) five copies of those pieces (in the case of books or longer articles, one copy will suffice).

The above material had to be forwarded by March 1, 1990 to

Ken Clements,  
Executive Secretary, CSSHE,  
1001-151 Slater Street,  
Ottawa, Ontario K1P 5N1



## International Activities

## Activités internationales

### A REPORT ON THE JUNE 12, 1989 CONSULTATION ON INTERNATIONAL STUDENTS

#### Introduction

The June 12, 1989 Consultation on International Students was organized by the Department of Secretary of State as a forum for discussion of Canadian policies on international education and, in particular, on policies affecting the presence of international students in Canada. Participants included representatives from both the government and non-government sectors.

#### Background

The June 12, 1989 consultation is the third in a series of such meetings. The first consultation on international students, called by Assistant Undersecretary of State, Stewart Goodings, on December 14, 1987 focused on the declining international student presence in Canada. The meeting included an analysis of the current situation by Jim Fox with a review of the Canadian Bureau of International Education (CBIE) publication The National Report on International Students in Canada, 1986-87.

The second consultation on international students on June 14, 1988 included representatives from a number of government departments who provided updates on policy changes. An official from Employment & Immigration, Canada described the easing of employment restrictions for international students, implemented on February 24, 1988, as follows:

- International students may work on campus
- Spouses of international students may

work on the same basis as permanent residents

- International students may work for up to one year following graduation in a study-related field

- CIDA sponsored students may work on the same basis as permanent residents.

A representative from the Dept. of External Affairs also reviewed an assistance strategy (announced March 3, 1988) under which the number of CIDA-sponsored students would double to 12,000 over five years. It was noted that about half will study in Canada.

#### The June 12 Consultation

At the most recent meeting, a number of updates and reports were received. The Department of Secretary of State presented a background paper entitled International Students in Canadian Post-Secondary Education, May 1989. Professor John de Vries of Carleton University presented The 1988 Survey of International Students in Canadian Universities.

Employment and Immigration, Canada reported that a study is being prepared on the effects of the working restriction changes. The report should be completed before the end of the summer.

A representative from the Department of Industry, Science & Technology said that in response to concerns raised about poor information dissemination of Canadian universities, a marketing strategy of Canadian

educational services is being prepared. It was noted that consulting services of former MP, Barry Turner, have been engaged for the project. It is expected that concerned non-government organizations will be contacted for input in the coming months.

Updates were received from attending non-government organizations. The CBIE reported that work was ongoing to establish sources of support for international students from the People's Republic of China as a result of the Tiananmen Square massacre. The CBIE also presented a film entitled, Favourable exchange.

Desmond Bevis of the Association of Registrars of the Universities and Colleges and Canada reported on efforts to establish an international system of academic credentials evaluation. Called TRACE, the Trans-regional academic and credentials evaluation is recognized as a long term project, but one that is not yet receiving due support.

#### Recent Developments

The CBIE is coordinating an emergency fund for Chinese students in Canada. The fund, established by External Affairs Minister Joe Clark on June 30, 1989, will cover non-tuition, non-study related basic living needs of international students from the PRC. CBIE has also provided logistical and administrative support to the Chinese students Secretariat Coordinating Committee which is expected to deal with ongoing effects of the instability in China.

# Departments Vie professionnelle

## Establishment of a Canadian Commission for Foreign Degrees

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**Editor's Note:** *Following is the communiqué issued jointly by the Council of Ministers of Education, Canada (CMEC), the Secretary of State for External Affairs, and the Secretary of State concerning the creation of the Canadian Commission on the recognition of studies, degrees and diplomas, and the notes issued by the secretariat of the CMEC regarding the mandate, the composition, the operations and the financing of the Commission.*

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The Council of Ministers of Education, Canada (CMEC), the Secretary of State for External Affairs, and the Secretary of State of Canada, have announced the establishment of a national commission for the recognition of studies, degrees and diplomas. The commission will facilitate the implementation in Canada of the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees; it will collate information for universities, colleges and professional associations, to help them carry out their responsibilities to establish equivalencies for foreign degrees and diplomas, according to a joint statement. The commission will also be charged with making Canadian degrees and diplomas better known overseas and promoting their recognition in other countries. The CMEC and the Department of the Secretary of State will finance the operations of the commission; each will contribute \$50,000 a year for the next three years. According to Secretary of State for External Affairs Joe Clark, the setting up of the new national commission will give Canada the administrative mechanism necessary to adhere to an important convention of the UNESCO on the recognition of studies, degrees and diplomas.

### A. Mandate

a) To collect pertinent information from Canadian and foreign sources and act as a clearing-house for postsecondary institutions.

b) To identify existing resources and establish an information network.

c) To provide information services to prospective employers of persons educated abroad: federal and provincial ministries/departments, professional bodies and private companies.

d) To make available to foreign countries, international organizations and individuals, official, up-to-date information on Canadian school systems and to take steps, in conjunction with the Department of External Affairs, to ensure recognition of Canadian credentials abroad.

e) To play the role of the "national body" with responsibility for implementation of the Unesco Convention on the Recognition of Studies, Degrees and Diplomas concerning Higher Education in the States belonging to the Europe Region.

### B. Composition

The Commission itself, which acts as a steering committee, is composed of representatives of the main partner bodies:

- Ministries/departments responsible for education

- Government of Canada (2 representatives)

- Association of Universities and Colleges of Canada

- Association of Registrars of Universities and Colleges of Canada

- Association of Canadian Community Colleges

- Government units responsible for the evaluation of studies, degrees and diplomas

- Services for professional accreditation.

The Commission is supported by technical working groups composed of regional representatives and experts on specific matters, by contract services (research and document preparation) and secretariat services.

### C. Operations

The chairperson of the Commission is appointed by the Chairman of the CMEC, after consultation with interested ministries/departments and bodies. The chairpersons and other members of the technical working groups are appointed by the Chairman of the CMEC after consultation with interested ministries/departments and with the Commission itself.

The Commission establishes its programme emphases and priorities, and proposes the mandate and composition of the working groups.

The Director General of the CMEC sets up the working groups, engages the technical personnel needed for documentation and secretariat services and engages contract personnel.

A part-time coordinator will be appointed to coordinate the meetings of the Commission and the working groups, and to supervise the work of the secretariat.

A third-party evaluation of the effectiveness of the Commission will be undertaken after agreement by the CMEC and the federal government on the timing and nature of that exercise. The first such evaluation will be completed by September 1990.

### D. Financing

For the period January 31, 1988 to September 30, 1990, the basic operational budget - meetings and related expenses; staff support; production and services - will be funded on a fifty-fifty basis by the CMEC and the federal government. □

## Création d'une Commission canadienne des diplômes étrangers

**Note de la rédaction:** *Les textes qui suivent sont d'une part le communiqué de presse émis par le Conseil des ministres de l'éducation (CEMC), le ministère des Affaires extérieures et le Secrétariat d'Etat annonçant la création de la Commission canadienne pour la reconnaissance des études, des grades et des diplômes, d'autre part les notes du secrétariat du CEMC concernant le mandat, la composition, le fonctionnement et le financement de cette Commission.*

Le Conseil des ministres de l'éducation (CMEC), le Secrétaire d'Etat aux Affaires extérieures et le Secrétaire d'Etat du Canada ont annoncé qu'ils créeraient sous peu une commission pour la reconnaissance des études et des diplômes étrangers. La Commission permettra de faciliter l'application au Canada de la Convention de l'UNESCO relative à la reconnaissance des études et des diplômes; elle "colligera l'information destinée aux collègues, aux universités et aux associations professionnelles, de façon à les aider dans l'exercice de leurs responsabilités en matière de reconnaissance des études et des diplômes étrangers", d'affirmer les trois parties à l'entente. La Commission aura également comme fonction de mieux faire connaître les diplômes canadiens et d'en promouvoir la reconnaissance à travers le monde. Le CMEC et le Secrétariat d'Etat se sont entendus pour financer les opérations de la commission et fourniront chacun une contribution annuelle de 50 000\$ pendant les trois prochaines années. Selon le Secrétaire d'Etat aux Affaires extérieures, M. Joe Clark, "la création d'une telle commission nationale donne au Canada le mécanisme administratif qui lui était nécessaire pour adhérer à une importante convention de l'UNESCO sur la reconnaissance des études et des diplômes".

### A. Mandat

a) Recueillir des sources canadiennes et étrangères l'information pertinente et agir comme centre de diffusion de l'information pour les établissements postsecondaires.

b) Identifier les ressources existantes et créer un réseau d'information.

c) Fournir des services d'information aux employeurs éventuels de personnel ayant fait leurs études à l'étranger: ministères fédéraux et provinciaux, corporations professionnelles, entreprises privées.

d) Mettre à la disposition de pays étrangers, d'organisations internationales et d'individus à l'étranger une information officielle et actuelle sur les systèmes scolaires canadiens et prendre, conjointement avec le ministère des Affaires extérieures, des mesures pour assurer la reconnaissance à l'étranger des diplômes canadiens.

e) Jouer un rôle de "l'organisme national" chargé de l'application de la Convention de l'Unesco pour la reconnaissance des études et des diplômes relatifs à l'enseignement supérieur dans les Etats de la région Europe.

### B. Composition

a) La Commission proprement dite, qui remplit les fonctions de comité directeur, est composée de personnes représentant les principaux partenaires:

- Ministères responsables de l'éducation

- Gouvernement du Canada (2 représentants)

- Association des universités et collèges du Canada

- Association des registraires des universités et collèges du Canada

- Association des collèges communautaires du Canada

- Services gouvernementaux responsables de l'évaluation de scolarité et de diplômes

- Services d'accréditation profes-

sionnelle.

Des comités de travail, composés de représentants des régions et de spécialistes en questions particulières, et un Secrétariat, appuient la Commission en lui assurant des services sous contrat (recherche et rédaction de documents).

### C. Fonctionnement

Le président de la Commission est nommé par le président du CMEC après consultation des ministères et organismes intéressés. Le président et les membres des comités de travail sont nommés par le président du CMEC après consultation des ministères et la Commission.

La Commission établit les orientations et les priorités, et propose le mandat et la composition des groupes de travail.

Le directeur général du CMEC met sur pied les groupes de travail, engage le personnel technique nécessaire aux travaux de documentation et de secrétariat, et engage le personnel contractuel.

Un coordonnateur à temps partiel sera nommé pour coordonner les réunions de la Commission et des groupes de travail, et pour superviser le travail du secrétariat.

Une évaluation de l'efficacité de la Commission, effectuée par des tiers, aura lieu après que le CMEC et le gouvernement fédéral en auront fixé la nature et la date. La première évaluation de ce genre sera achevée en septembre 1990.

### D. Financement

Du 31 janvier 1988 au 30 septembre 1990, le budget fondamental de fonctionnement (dépenses pour les réunions et frais connexes; personnel de soutien; réalisations et services) sera assuré de moitié par le CMEC et de moitié par le gouvernement fédéral. □

## U.K. Legislation on Higher Education Degrees

David Green  
Acadia University

On November 30, 1988, the Honourable Kenneth Baker, then Education Secretary of the United Kingdom, brought into force sections of the Education Reform Act that were intended to limit the trade in 'bogus degrees'. His action was in response to a growing concern over the number of 'diploma mills' operating in Britain. In 1985, Mr. Lyndon Jones, Principal of the South-West London College, estimated the number to be about fifty, "*—with a growing number of overseas organizations cashing in.*" (T.E.S. 14-06-85). Some two years earlier, T.E.S. had published an article concerning Somerset University, which planned to offer: "*—degrees and post-graduate qualifications to mature students who take a nine-month course.*" — 895 for a Bachelor degree to 1195 for a 'higher doctorate'." (T.E.S. 28-1-85). Readers of the Globe and Mail may have noticed in its pages this last December advertisements for Somerset University.

The legislation announced by Mr. Baker did not seek to ban "degree mills", but to prevent them from using the terms "Bachelor", "Master", or "Doctor", which could only be used by institutions authorized to do so by Royal Charter or by Act of Parliament. To effect this policy, lists of institutions authorized to award degrees bearing these restricted titles were published. There are four lists. They are categorized as follows:

### 1. Recognized Bodies

There are but fifty-two institutions authorized to award Bachelor, Master or Doctor's degrees. These are named in List One.

### 2. Listed Bodies

The Recognized Bodies have the right to award degrees on behalf of, or through, other colleges and institutions called Listed Bodies. These are divided into two categories.

#### List 2, Part 1

These Listed Bodies offer programs (courses) leading to degrees that have been 'validated' - analogous to 'recognized' - by a Recognized Body. Validation is for specific programs offered: the institution also may offer other programs not validated for the award of degrees. 'Diplomas' awarded for validated degrees bear the names of both the Validating and the Teaching institutions. The principal, but not exclusive, validating bodies are the Council of National Academic Award (CNAA) and the Archbishop of Canterbury.

#### List 2, Part 2

This list provides the names of constituent colleges of Recognized Bodies, whose names will also appear on Diplomas.

### 3. Recognized Awards

List 3 provides the names of other institutions offering qualifications recognized as being of degree level, and using approved terminology. Their names may not be familiar to many of us.

Whether or not the restriction upon using the terms "Bachelor, Master or Doctor" has been effective is highly debatable. However, the list of approved institutions which follows should be of assistance to ARUCC members when evaluating unfamiliar British degrees.

### LIST 1: RECOGNIZED BODIES

University of Aberdeen  
The Archbishop of Canterbury  
Aston University  
University of Bath  
University of Birmingham  
University of Bradford  
University of Bristol  
Brunel University  
University of Buckingham  
University of Cambridge  
City University  
The Council for National Academic Awards  
Cranfield Institute of Technology  
University of Dundee  
University of Durham  
University of East Anglia  
University of Edinburgh  
University of Essex  
University of Exeter  
University of Glasgow  
Heriot-Watt University  
University of Hull  
University of Keele  
University of Kent at Canterbury  
University of Lancaster  
University of Leeds  
University of Leicester  
University of Liverpool  
University of London  
London Business School  
Loughborough University of Technology  
University of Manchester  
University of Newcastle upon Tyne  
University of Nottingham  
Open University  
University of Oxford  
Queen's University of Belfast  
University of Reading  
Royal College of Art  
Royal College of Music  
University of St. Andrews  
University of Salford  
University of Sheffield  
University of Southampton  
University of Stirling  
University of Strathclyde  
University of Surrey  
University of Sussex  
University of Ulster  
University of Wales  
University of Warwick  
University of York



# Contact Contact Contact Contact Contact

## LIST 2: LISTED BODIES

### Part 1: Providers of Courses Leading to a Degree

- Anglo-European College of Chiropractic, Bournemouth  
Ashridge Management College  
Bangor Normal College  
Bath College of Higher Education  
Bishop Grosseteste College, Lincoln  
Bolton Institute of Higher Education  
Bradford and Ilkley Community College  
Bretton Hall College, Wakefield  
Brighton Polytechnic  
British School of Osteopathy, London  
Buckinghamshire College of Higher Education  
Bulmershe College of Higher Education, Reading  
Camborne School of Mines  
Cambridge Institute of Education  
Cambridgeshire College of Arts and Technology  
Central Manchester College  
Central School of Speech and Drama, London  
Centre for the Study of Islam and Christian-Muslim Relations, Selly Oak Col., Birmingham  
Charing Cross Hospital, London  
Charlotte Mason College of Education, Amble-side  
Chester College of Higher Education  
Chichester Theological College  
Christ Church College, Canterbury  
City of Birmingham Polytechnic  
City of London Polytechnic  
Colchester Institute  
College of Petroleum Studies, Oxford  
College of Ripon and York St. John  
College of St. Mark and St. John, Plymouth  
College of St. Paul and St. Mary, Cheltenham  
Coventry Polytechnic  
Craigie College of Education, Ayr  
Crewe and Alsager College of Higher Education  
Darlington College of Arts, Totnes  
De La Salle College of Higher Education, Manchester  
Derbyshire College of Higher Education  
Doncaster Metropolitan Institute of Higher Education  
Dorset Institute of Higher Education  
Duncan of Jordanstone College of Art, Dundee  
Dundee Institute of Technology  
Ealing College of Higher Education  
Edge Hill College of Higher Education, Ormskirk  
Edinburgh College of Art  
Essex Institute of Higher Education  
Falmouth School of Art and Design  
Glasgow College of Technology  
Glasgow School of Art  
Gloucestershire College of Arts and Technology  
Gwent College of Higher Education  
Harrow College of Higher Education  
Hatfield Polytechnic  
Henley Management College  
Hertfordshire College of Art and Design  
Hillingdon Hospital, Postgraduate Centre  
Humberside College of Higher Education  
Institute for Biotechnological Studies, London  
Institute of Advanced Nursing Education, London  
Jews' College, London  
Jordanhill College of Education, Glasgow  
Kent Institute of Art and Design  
Kidderminster College of Further Education  
King Alfred's College of Higher Education, Winchester  
Kingston Polytechnic  
La Sainte Union College of Higher Education, Southampton  
Laban Centre for Movement and Dance, London  
Lancashire Polytechnic  
Leeds Polytechnic  
Leicester Polytechnic  
Leicestershire County Council, Department of Education  
Liverpool Institute of Higher Education  
Liverpool Polytechnic  
London Bible College  
London Contemporary Dance School  
London Institute  
Loughborough College of Art and Design  
Luton College of Higher Education  
Manchester Polytechnic  
Manchester Royal Infirmary, School of Physiotherapy  
Middlesex Polytechnic  
Moray House College of Education, Edinburgh  
Napier Polytechnic of Edinburgh  
Nene College, Northampton  
New College, Durham  
Newcastle Upon Tyne Polytechnic  
Newman College, Birmingham  
North Cheshire College, Warrington  
North East London Polytechnic  
North East Surrey College of Technology, Ewell  
North East Wales Institute of Higher Education, Wrexham  
North Riding College, Scarborough  
Northern College of Education, Aberdeen  
Norwich City College of Further and Higher Education  
Norwich School of Art  
Oak Hill College, London  
Oxford Polytechnic  
Paisley College of Technology  
Plymouth Polytechnic  
Polytechnic of Central London  
Polytechnic of North London  
Polytechnic of Wales  
Portsmouth Polytechnic  
Queen's College, Glasgow  
Queen Margaret College, Edinburgh  
RAF College, Glasgow  
Ravensbourne College of Design and Communication, Chislehurst  
Robert Gordon's Institute of Technology, Aberdeen  
Rochampton Institute of Higher Education  
Rose Bruford College of Speech and Drama, Sidcup  
Royal Naval College, London  
Royal Naval Engineering College, Plymouth  
Royal Scottish Academy of Music and Drama, Glasgow  
Royal Agricultural College, Cirencester  
Royal Academy of Music, London  
Salford College of Technology  
Salisbury and Wells Theological College  
Scottish College of Textiles, Galashiels  
Sheffield City Polytechnic  
South Bank Polytechnic, London  
South Glamorgan Institute of Higher Education, Cardiff  
Southampton Institute of Higher Education  
Spurgeon's College London  
St. Andrew's College of Education, Glasgow  
St. John's Seminary, Womersley  
St. Martin's College, Lancaster  
St. Mary's College, Twickenham  
Staffordshire Polytechnic  
Stockport College of Technology  
Stourbridge College of Technology  
Sunderland Polytechnic  
Tavistock Clinic, London  
Teeside Polytechnic  
Thames Valley College of Higher Education, Slough  
The Polytechnic, Huddersfield  
The Polytechnic, Wolverhampton  
Trent Polytechnic, Nottingham  
Trinity and All Saints College, Leeds  
Trinity College, Bristol  
Trinity College, Carmarthen  
Trinity College of Music, London  
Watford College  
Welsby College of Music and Drama, Cardiff  
West Glamorgan Institute of Higher Education, Swansea  
West London Institute of Higher Education  
West Surrey College of Art and Design, Farnham  
West Sussex Institute of Higher Education, Bognor Regis  
Westhill College, Birmingham  
Westminster College, Oxford  
Wimbledon School of Art  
Winchester School of Art  
Worcester College of Higher Education

# Contact Contact Contact Contact Conta

## Part 2: Institutions of a University

### UNIVERSITY OF CAMBRIDGE

Christ's College  
Churchill College  
Clare College  
Clare Hall  
Corpus Christi College  
Darwin College  
Downing College  
Emmanuel College  
Fitzwilliam College  
Girton College  
Gonville and Caius College  
Homerton College  
Hughes Hall  
Jesus College  
King's College  
Lucy Cavendish College  
Magdelene College  
New Hall  
Newnham College  
Pembroke College  
Peterhouse  
Queens' College  
Robinson College  
St. Catharines' College  
St. Edmund's College  
St. John's College  
Selwyn College  
Sidney Sussex College  
Trinity College  
Trinity Hall  
Wolfson College

### UNIVERSITY OF DURHAM

Collingwood College  
The Graduate Society  
Grey College  
Hatfield College  
St. Aidan's College  
St. Chad's College  
St. Cuthbert's Society  
College of St. Hild and St. Bede  
St. John's College  
St. Mary's College  
Trevelyan College  
University College  
Van Mildert College  
Ushaw College

### UNIVERSITY OF KENT AT CANTERBURY

Darwin College  
Eliot College  
Keynes College  
Rutherford College

### UNIVERSITY OF LANCASTER

Bowland College  
Carmel College  
The County College  
Furness College  
Fylde College  
Grizedale College  
Lonsdale College  
Pendle College

### UNIVERSITY OF MANCHESTER

University of Manchester Institute of Science and Technology  
Manchester Business School

### UNIVERSITY OF OXFORD

All Souls College  
Balliol College  
Brasenose College  
Christ Church  
Corpus Christi College  
Exeter College  
Green College  
Hertford College  
Jesus College  
Keble College  
Lady Margaret Hall  
Linacre College  
Lincoln College  
Magdalen College  
Merton College  
New College  
Nuffield College  
Oriel College  
Pembroke College  
The Queen's College  
St. Anne's College  
St. Antony's College  
St. Catherines's College  
St. Cross College  
St. Edmund Hall  
St. Hilda's College  
St. Hugh's College  
St. John's College  
St. Peter's College  
Somerville College  
Trinity College  
University College  
Wadham College  
Wolfson College  
Worcester College

Permanent Private Halls  
Campion Hall  
Greyfriars  
Mansfield College  
Regent's Park College  
St. Benet's Hall

### UNIVERSITY OF ST. ANDREWS

St. Leonard's College  
St. Mary's College  
United College of St-Salvator and St. Leonard

### UNIVERSITY OF WALES

University College of Wales, Aberystwyth  
University College of North Wales, Bangor  
University of Wales, College of Cardiff  
University College of Swansea  
University of Wales, College of Medicine  
St. David's University College, Lampeter

### UNIVERSITY OF YORK

Alcuin College  
Derwent College  
Goodricke College  
Langwith College  
Vanbrugh College  
Wentworth College

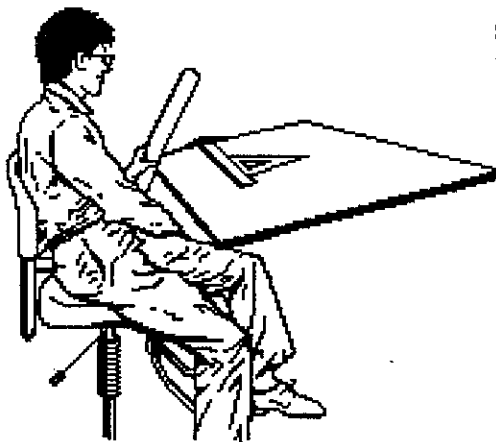
### UNIVERSITY OF LONDON

Schools of the University  
Birkbeck College  
The British Postgraduate Medical Foundation  
Institute of Cancer Research  
Institute of Child Health  
Institute of Dental Surgery  
The Hunterian Institute  
National Heart and Lung Institute  
Institute of Neurology  
Institute of Ophthalmology  
Institute of Psychiatry  
Charing Cross and Westminster Medical School  
Goldsmiths' College  
Heythrop College  
Imperial College of Science Technology and Medicine  
Institute of Education  
King's College London  
The London Hospital Medical College  
The London School of Economics and Political Science  
London School of Hygiene and Tropical Medicine  
Queen Mary College  
Royal Free Hospital School of Medicine  
Royal Holloway and Bedford New College  
Royal Postgraduate Medical School  
Royal Veterinary College  
St. Bartholomew's Hospital Medical College  
St. George's Hospital Medical School  
The School of Oriental and African Studies  
The School of Pharmacy  
United Medical and Dental Schools of Guy's and St. Thomas's Hospitals  
University College London  
Westfield College  
Wye College

Senate institutes  
British Institute in Paris  
Courtauld Institute of Art  
Institute of Classical Studies  
Institute of Commonwealth Studies  
Institute of Germanic Studies  
Institute of Historical Research including the  
Institute of United States Studies  
Institute of Latin America Studies  
School of Slavonic and East European Studies  
Warburg Institute

### LIST 3: RECOGNIZED AWARDS

Degree of the Utter Bar, awarded by  
Inns of Court  
Master of Horticulture, awarded by  
Royal Horticultural Society  
Mastership in Chemical Analysis, awarded by  
Royal Society of Chemistry  
Mastership in Clinical Biochemistry, awarded  
jointly by:  
Royal College of Physicians  
Royal Society of Chemistry  
Royal College of Pathologists  
Association of Clinical Biochemists  
Mastership in Food Control, awarded jointly by:  
Royal Society of Chemistry  
Institute of Biology  
Institute of Food Science and Technology



## SUPPLEMENTAL EXAMINATIONS

David Green  
Acadia University

Last Fall, as part of Acadia University's triennial ritual of attempting to abolish supplemental examinations, I wrote to the Registrars of other Canadian universities asking for their institutions policy in this matter. An attempt was made to distinguish between supplemental examinations, which constitute a second attempt to pass or raise a grade in a course, and special examinations, which are for students having missed the examinations for acceptable reasons. I am not certain this distinction was always made by my forty-six respondents.

The results of the survey were categorized by me as follows. I trust that I have not oversimplified them.

1. Eighteen Universities offered no supplemental examinations:

Alberta, Brock, Calgary, Laurentian, Lethbridge, Memorial, McMaster, Mt. St. Vincent, NSCAD, Regina, Sherbrooke, Simon Fraser, St. Mary's, St. Thomas, Trent, UNB, Wilfred Laurier, Winnipeg.

2. Nine universities allowed supplemental examinations in some of its (mainly professional) programmes:

Manitoba, Moncton (Law), Queens, TUNS, Toronto (Medicine), Waterloo (Engineering), Western (Health, Dentistry, Education, Law, Medicine), Windsor, York (Science).

3. Twelve universities restrict supplemental examinations to marginal failures (40-49), often grades can be raised only from 'Fail' to 'Pass', not to a higher letter of percentage grade:

Bishop's, Concordia, Dalhousie, Laval, McGill (mosts faculties), NSAC, Ryerson, Saskatchewan, St. François Xavier, Cape Breton, Guelph, UPEI.

4. Five universities had regulations that were harder to categorize:

Ottawa: Provision is made for Honours courses.

U. Ste. Anne: Provision is made for major courses.

Mt. Allison: Provision for supplementals exists if a minimum number of courses passed and instructor approves.

Victoria: Departmental decision.

UBC: 1600 of its 18,000 students were reported as having written supplemental examinations, but basis was unclear.

5. Two universities offered supplementals to raise any grade within specified total supplementals allowed limit:

Brandon: Supplementals operated individually by Faculty members. (They appear to be more like special, rather than supplemental, examinations).

Acadia: Students not dismissed can write up to two full course equivalent supplementals for their degree programme. In 1980, 740 students in a total enrolment of 3200, wrote supplementals.

This information, which showed that Acadia's policy on supplemental examinations was seriously out-of-line with practices elsewhere in Canada was presented to Senate in September 1989 with the recommendation that they be abolished. This was the fourth time this decade that such a recommendation had been made. This time the recommendation was accepted: Supplemental examinations will not exist at Acadia after this academic year.

The data obtained from the survey, as well as its results at Acadia, may be of interest to Contact's readers. Through *Contact's* pages I would like to thank our colleagues who responded to the questionnaire re supplemental examinations.

## Le programme de prix pour l'amélioration de la productivité dans les universités canadiennes

### I. Introduction

L'Association canadienne du personnel administratif universitaire (ACPAU) a été formée pour promouvoir l'implantation de techniques professionnelles de gestion financière, commerciale et administrative dans le domaine de l'enseignement supérieur.

La Banque Royale du Canada, les Sociétés Molson et la Power Corporation se sont jointes à l'ACPAU pour créer un programme de prix pour l'amélioration de la productivité dans les universités canadiennes. Chaque année, un comité de sélection composé de représentants des universités et des commanditaires étudiera des cas documentés d'amélioration de productivité dans les universités, qui auront été soumis par le bureau du recteur de l'établissement en question. Des prix seront accordés aux établissements dont les réalisations seront jugées particulièrement remarquables. Le premier prix sera de 10 000 \$, le second de 5 000 \$ et le troisième de 3 000 \$. Le comité pourra également accorder des mentions honorables.

### II. Le comité de sélection

Le comité de sélection sera composé de cinq

membres et sera présidé par un recteur d'université. Des quatre autres membres, trois seront nommés par les commanditaires et un par l'ACPAU.

Le comité siégera en mars de chaque année pour examiner les projets qui auront été présentés au bureau national de l'ACPAU avant le 31 décembre de l'année précédente.

### III. Critères d'évaluation

1. Les possibilités d'application et d'utilisation de la technique dans d'autres établissements.

2. Le caractère original et unique de l'idée telle qu'elle s'applique au monde de l'enseignement supérieur. Les projets soumis ne doivent pas reprendre les idées des projets primés les années précédentes.

3. L'importance de l'amélioration de la productivité réalisée sans perte d'efficacité.

4. Le degré d'implication du personnel enseignant, du personnel de soutien et des étudiants.

5. La clarté de la présentation.

### IV. Les prix

Les prix seront remis par les représentants des commanditaires lors d'un déjeuner qui se

tiendra dans le cadre de l'assemblée annuelle de l'ACPAU en juin.

Les prix en argent seront remis aux universités gagnantes qui décideront elles-mêmes de les utiliser soit pour récompenser, en parts égales, les personnes, départements ou unités administratives responsables des améliorations primées, soit encore pour financer des recherches additionnelles en vue d'améliorations ultérieures. Une université n'aura pas droit à plus d'un prix par année.

### V. Publication des projets

Un des principaux objectifs de ce programme est d'encourager la diffusion des connaissances. A cette fin, un résumé de chaque projet accepté pour publication (ainsi que le nom du représentant de l'université à qui l'on peut s'adresser pour obtenir des renseignements supplémentaires) sera publié par le bureau de l'ACPAU dans une brochure qui sera distribuée à tous les établissements membres. □

## Canadian University Productivity Awards Program

### I. Introduction

The Canadian Association of University Business Officers exists to promote professional management practices in the financial, business and administrative affairs of higher education.

The Royal Bank of Canada, The Molson Companies and the Power Corporation of Canada have joined with the Canadian Association of University Business Officers to initiate a Canadian University Productivity Awards Program. Documented cases of productivity improvement submitted through the Office of the President of individual institution will be reviewed each year by a selection committee drawn from the universities and the sponsoring companies. Three cash prizes will be awarded to those institutions whose submissions are judged to be the most outstanding. The first prize shall be \$10,000; the second prize is \$5,000 and the third prize is \$3,000. A number of other submissions may be recognized with the designation of "Honourable Mention".

### II. Selection Committee

The Selection Committee consists of a University President, who shall serve as chairperson, plus four additional members: three appointed by the sponsoring companies and one by CAUBO.

The Committee will meet in March each year to judge the submissions, which are to be forwarded to the CAUBO Office by December 31 of the previous year.

### III. Criteria for Judging

1. The potential for applicability and continued use of the technique at other institutions.

2. The originality and uniqueness of the idea as it is applied to higher education. Proposals may not duplicate those programs that were recognized in previous years.

3. The amount of productivity improvement without loss of program effectiveness.

4. The amount of involvement by faculty and students.

5. The clarity of presentation.

### IV. Awards

The awards will be presented by representatives from the sponsoring companies at a luncheon held during the annual CAUBO meeting in June.

Cash awards will be donated in the names of the winning universities. The monies are to be used by the universities as awards to be shared equally between the individual(s) and department(s) or organizational unit(s) responsible for the productivity improvement proposals and/or to fund additional productivity research activities. No university will be eligible to receive more than one award per year.

### V) Publication of Submissions

One of the principal objectives of the program is to encourage the transfer of knowledge. To assist in this regard, a precis of each submission accepted for publication (and the name of the University representative able to provide more details) will be published in booklet form by the CAUBO Office and distributed to all member institutions. □

# ContactContactContactContactCont

APPLICATION FOR CAUBO  
PRODUCTIVITY AWARDS PROGRAM  
PROGRAMME DE PRIX POUR L'AMELIORATION DE LA PRODUCTIVITE  
FORMULE D'INSCRIPTION

1. \_\_\_\_\_

Descriptive Title of Proposal / Titre du projet

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Abstract / Résumé

3. \_\_\_\_\_

Name of Institution / Nom de l'établissement

4. \_\_\_\_\_

Name and Title of Person Responsible for the Idea (contact person for information on the idea) / Nom et titre de l'auteur de l'idée (agent de liaison pour tout renseignement concernant l'idée)

Office Address / Adresse au bureau

Telephone Number / Numéro de téléphone

5. Date of implementation / Date d'exécution: \_\_\_\_\_

6. Total net savings (annualized) resulting from implementation / Somme totale des épargnes nettes (sur une base annuelle) résultant de l'exécution: \_\_\_\_\_

7. I hereby certify that to the best of my knowledge the statements and calculations contained herein accurately reflect the circumstances reported / J'atteste par les présentes qu'au meilleur de ma connaissance les renseignements et les calculs ci-joints reflètent avec exactitude les circonstances dont il est fait état.

Signature of Chief Financial Officer of the Institution / Signature de l'agent financier en chef de l'établissement

Name and Title / Nom et titre

Office Address / Adresse au bureau

Telephone Number / Numéro de téléphone

8. I hereby submit this description of an innovation/technique that, when employed on our campus, resulted in significant productivity improvement. I further authorize CAUBO to publicize this information for use by other institutions of higher education in whatever way CAUBO may consider appropriate / J'atteste par les présentes qu'au meilleur de ma connaissance les renseignements et les calculs ci-joints reflètent avec exactitude les circonstances dont il est fait état.

Signature of Chief Executive Officer on the Institution / Signature de l'agent exécutif en chef de l'établissement

Name and Title / Nom et titre

Telephone Number / Numéro de téléphone

Office Address / Adresse au bureau

Telephone Number / Numéro de téléphone

Send to CAUBO / Envoyer à ACPAU

151 Slater, Ottawa, Ontario, Canada K1P 5N1 Téléphone: (613) 563-1236

## Calendar Book Evénements

### AACRAO

If it is spring again, it must be AACRAO time again.

The AACRAO 1990 annual meeting will take place April 15-20 at the Hilton Towers Hotel in New Orleans, Louisiana.

By this time, Canadian members of AACRAO will have received the registration packet. For those who are not members of AACRAO and want to find out more about this conference, please contact:

S. Mark Strickland  
University of New Orleans  
New Orleans, Louisiana  
71148-0001  
Phone: (504) 286-6218

### CUMREC

The 1990 College and University Computer Users Conference will take place May 6-9 at the Hyatt Regency and the Hilton Hotel, in Buffalo, New York. The theme of the conference is "1990 - A New Decade begins, So What's New? "

Workshops are offered in five tracks: Student and Academic Applications, Financial and facilities management, Administrative Support, Emerging technologies, Data Delivery and Management.

For more information contact:  
Fred Goebeler, Coordinator  
CUMREC International Office  
1244 Blossom Street  
Columbia, SC 29208  
Phone: (803) 777-6890 (EST)  
CUMREC@UNIVSCVM

### AIR

The Association for Institutional research will hold its 30th annual forum May 13-16 at the Galt House, Louisville, Kentucky., on the theme "Institutional research - Coming of Age".

The keynote speaker is Dr. George

For more information contact:  
Forum 90

The Association for Institutional Research

314 Stone Building  
Florida State University  
Tallahassee, Fl. 32306-3038  
Phone: (904) 644-4470  
BITNET: chulak@fsu

### Avril / April 1990

S/D	M/L	T/M	W/M	T/J	F/V	S/S
1	2	3	4	5	6	7
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29	30					

### Mai / May 1990

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27	28	29	30	31		

### Juin / June 1990

S/D	M/L	T/M	W/M	T/J	F/V	S/S
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Keller, Senior Fellow, Graduate School of Education, University of Pennsylvania.

Over 100 papers, panels and demonstrations on a variety of topics offer a rich choice of workshops. Fees are \$205 US for AIR members and \$260 US for non members.

### ACC

The annual conference of the Association of Canadian Community Colleges (ACC) will take place in Charlottetown, P.E.I. May 26-30, 1990. Its host, the Holland College, is Prince Edward Island's only community college and as such provides a broad range of educational opportunities to meet the needs of the province and the region. It is active internationally and, from its inception in 1969, it has been recognized for its innovative approach to individualized, competency-based training.

Conference Rates:  
Before April 6: \$405.00  
After April 6: \$495.00  
Companion Program: \$100.00  
Student Rate: \$200.00  
Daily Rate: \$170.00  
For more information contact  
Jeniene Peake  
Rendez-vous '90

Holland College  
Charlottetown Centre  
140 Weymouth Street  
Charlottetown, P.E.I. C1A 4Z1  
Phone (902) 566-9603  
Fax: (902) 566-9509

# Contact Contact Contact Contact Conta

## Challenge for Change '90

The Algonquin College, the Canadian Association for Adult Education (CAAE) and the Ontario Association for Adult Education (OACE) announce Challenge for Change '90, a national conference on adult education.

The conference will be held May 9 to 12, 1990, in Ottawa.

Keynote speakers include David Suzuki, geneticist, writer and TV host, Huguette Labelle, chairperson of the Public Service Commission, Peter Gzowski, author and broadcaster and Alan Thomas, longtime adult education advocate. Workshops will be devoted to the training and educating the workforce of the 21st century, adult education in multicultural and multiracial context, distance education, environmental citizenship, linking adult education to the economic community, literacy, peace education, women and learning, etc.

The language of this conference will be English.

**Cette conférence sera donnée en anglais.**

For more information contact:

Linda Sally-Moir, by calling collect

Phone: (613) 237-2700

Fax: (613) 237-2821

## Saint Andrews University International Seminar

Saint Andrews University, Scotland, will hold an international strategic planning seminar entitled "Global Change: Implications for the Future of Higher Education", June 18th-22nd, 1990.

Keynote speakers include Professor Gareth Williams, University of London Institute of Education and James L. Morrison, Professor of Education, University of North Carolina at Chapel Hill.

For more information contact:

HE Associates Ltd.

Conferencing and Management Consultants

12a Church Street

Stiffkey

Near Wells-Next-the-Sea

Norfolk

NR23 1QJ

England

Phone: (44) (328) 75-339

## ACDEAULF

Le congrès national de l'Association canadienne d'éducation des adultes (ACDEAULF) aura lieu du 5 au 8 juin 1990 au Centre des congrès de Sherbrooke (Hôtel Delta).

Le thème du congrès est "Vers une concertation en éducation des adultes. Bilan et prospective de l'éducation des adultes aux programmes réguliers des divers ordres scolaires".

Pour avoir plus d'information, veuillez contacter

M. Pierre Loiseau

Faculté de l'éducation permanente

Université de Montréal

3333, chemin de la Reine-Marie

CP 6128, succ. A

Montréal. QC.

H3C 3J7

## CSSHE

The Canadian Society for the Study of Higher Education (CSSHE) will hold a workshop entitled "Universities and Colleges and the Law: More of What You Need to Know", on June 6th and 7th, following the CSSHE annual conference which is part of the Learned Societies meeting, at the Empress Hotel, Victoria, B.C.

This workshop will address the legal issues that face universities and colleges in the 1990's.

Fees are \$140 for CSSHE members and \$200 for non-members.

For more information contact:

Sheila M. Devine

Assistant to the Vice-President

(Finance and Services)

The University of Calgary

2500 University Drive N.W.

Calgary, Alberta

T2N 1N4

Phone: (403) 220-6561

Fax: (403) 289-6800

## SCEES

La Société canadienne pour l'étude de l'enseignement supérieur (SCEES) tiendra un séminaire intitulé "Tout ce qu'il faut savoir sur les questions de droit dans les établissements postsecondaires", les 6 et 7 juin 1990, à l'hôtel Empress, de Victoria, en Colombie Britannique.

Le séminaire suivra la conférence annuelle de la SCEES, qui a lieu dans le cadre des Sociétés savantes. Son but est de débattre des questions juridiques auxquelles seront confrontés les collèges et les universités durant cette décennie.

Frais d'inscription: 140\$ pour les membres de la SCEES et 200\$ pour les non membres.

Pour avoir plus d'information, veuillez contacter

Sheila M. Devine

Assistant to the Vice-President

(Finance and Services)

The University of Calgary

2500 University Drive N.W.

Calgary, Alberta

T2N 1N4

## CAUSE

The Association for the Management of Information Technology in Higher Education (CAUSE) announces its 1990 Summer Institute, June 24-27, in Boulder, Colorado.

This year the focus will be on skills required for successfully managing any aspect of information technology on campus, including management skills, service skills and new and emerging technologies.

For more information contact:

CAUSE

4840 Pearl East Circle, Suite 302E,

Boulder, CO 80301-2454

Phone: (303) 449-4430

## The Mail Bag La boîte à lettres

Les prévisions d'effectifs d'étudiants au Québec

Jean-Paul Schuller  
McGill University

L'article qui figurait dans le dernier numéro de Contact sur la diminution des effectifs étudiants au Québec au cours des vingt prochaines années mérite d'être commenté. Quoique je ne prétende pas maîtriser la démographie ou les statistiques au point de pouvoir critiquer la méthodologie, il me semble, à la lecture du rapport de messieurs Lespérance et La Haye, que les conclusions ne tiennent pas compte de plusieurs facteurs. Le taux de participation aux études universitaires est une fonction des inscriptions aux 2e et 3e cycles aussi bien qu'au 1er cycle. A ce chapitre, le Québec connaîtra sûrement une hausse car la clientèle aux études avancées n'atteint pas encore celle du reste de l'Amérique du Nord. De même, l'éducation permanente et le taux de participation parmi les femmes sont des éléments qui pourraient soutenir le niveau d'inscription courant. Il importe également d'attirer l'attention sur des facteurs déterminants autres que la fréquentation au CEGEP, seul point de référence de l'étude. Celle-ci semble mal évaluer même les facteurs dont elle tient compte. Par exemple la variable langue maternelle ne fait aucun état des allophones et des changements possibles à leur taux de participation.

Si les prévisions pour l'ensemble du Québec me semblent douteuses, celles pour l'Université McGill le sont encore plus. La baisse démographique au Québec est une chose, mais la possibilité de recruter des candidats à l'échelle nationale et internationale aussi bien que

parmi les différents groupes linguistiques au Québec nous place dans un contexte très différent. Je crois que la hausse constante des demandes d'admission que nous recevons - presque toutes nos facultés sont maintenant contingentées - nous prédit un sort tout autre.

Pour en revenir à la tendance générale qui est prévue, je crains qu'elle ne s'inscrive dans la foulée des prévisions que l'on nous sert depuis les dix ou

quinze dernières années. Les clientèles à la baisse semblent être un acquis pour ceux qui scrutent l'avenir des universités. Les clients, eux, continuent d'affluer. Il serait regrettable si les investissements nécessaires pour répondre aux attentes des clientèles à venir ne soient pas disponibles, à la suite d'études traduisant mal la réalité que nous connaissons et que le bon sens semble confirmer.

### A Comment on Quebec Demographics

Jean-Paul Sculler  
McGill University

The article in the last issue of Contact, concerning the decrease of students in Quebec over the next twenty years, merits some comment. Although I do not claim to master either demographics or statistics to the degree of being able to criticize the methodology, it seems to me that the conclusions in the report by Mr. Lesperance and Mr. La Haye do not take certain factors into account.

Graduate registrations are as much a part of the participation rate as undergraduate registrations. Quebec will surely see an increase in this area since the enrolment in graduate studies has not yet reached the level of the rest of North America. Similarly, the rise in Continuing Education and the participation rate among women are elements which could maintain the current levels of enrolment. It is also important to draw attention to determining factors other than attendance at Cegep, the only reference point of this study. Moreover it seems to mishandle even those factors which it does take into account. For example, the variable of mother tongue takes no account of allo-

phones and the possible changes in their participation rate.

If the predictions for Quebec seem questionable to me, those for McGill seem even more so. The demographic decrease in Quebec is one thing, but the ability to recruit candidates at the national and international levels, as well as among different linguistic groups in Quebec puts us in a different context. I believe that the constant increase in the admission applications we receive - almost all our faculties are now limiting their acceptances - seems to indicate a different fate than that predicted by the authors.

To return to the predicted trend, I fear it is similar to most of the other predictions we have heard over the last ten to fifteen years. Declining enrolments seem to be a given for those who try to guess the future of higher education. Students, on the other hand, keep coming. It would be unfortunate if the investments necessary to respond to the expectations of future clients were not available as a result of studies which do not reflect our recent experience and what common sense seems to tell us. □



# Contact Contact Contact Contact Conta

## Developments at Statistics Canada

*K.K. Campbell*

*Director, Education, Culture and Tourism Division, Statistics Canada*

Over the past few months there have been a number of developments in our office related to the national program of education statistics that may be of interest to you and your association. I felt that it was important that your association be fully informed of these developments and, at the risk of covering some areas with which you are familiar, I would like to take this opportunity to identify all of them for you.

First, we have been working closely with the Council of Ministers of Education to establish a formal working relationship to encourage more cooperative efforts in collecting, classifying, editing and disseminating data. At this time, a three year agreement has been prepared which establishes a framework for achieving these objectives. The agreement is to be signed in the near future, and I would be happy to send you a copy at that time, if you wish. One of the first objectives of our work with the Council is to produce two publications, one on elementary/secondary education and another on university education, that reflects a collective response to the development of comparative statistics. It should be understood that our agreement with the Council does not affect in any way our mandate to liaise with other organizations in the field of education or with the public at large to identify information needs and to establish priorities.

In our work with the Council, it became increasingly clear that the classification systems used in the educational statistics program should be reviewed and up-dated if necessary to reflect current developments in the field. As a result, we contracted with Dr. Graham Orpwood to consult with major users of educational statistics and to prepare a report on the topic. Dr.

Orpwood's report has been presented and we have circulated it widely for comments. It is our intention to develop a proposal, based on the report and subsequent comments, which will also be circulated widely prior to implementing any changes.

The program of describing the transition of postsecondary graduates into the labour force is continuing under the sponsorship of Employment and Immigration Canada. We have recently released data from our 1987 survey of 1982 graduates. This survey provides data on graduates five years after they completed their program and supplements data obtained on the same group of graduates in 1984, two years after graduation. Summary results of the survey have been released in the publication, *The Class of 1982 Revisited*, Statistics Canada, April 1989. Data from the survey conducted in 1988 of 1986 graduates are currently being edited and it is expected to be released in the Fall of this year (1989). For further information contact D. Lynd (613-951-1524).

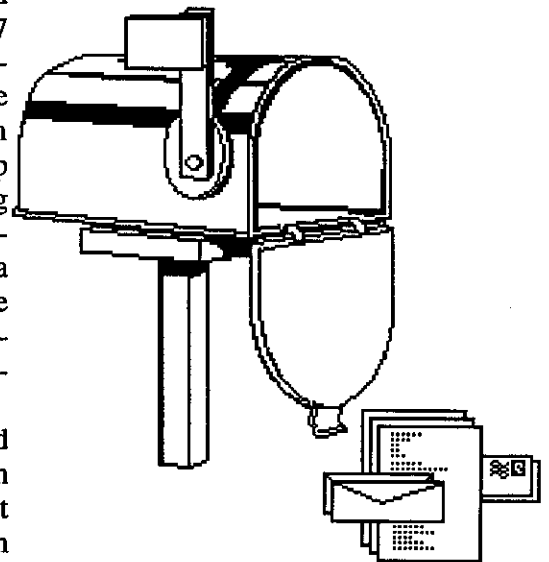
We are presently planning for a survey this year of graduates (1986 and 1987) and drop-outs (1986, 1987 and 1988) of apprenticeship programs. It is expected that the sample for this survey will be selected from provincial files of apprenticeship students; a process for collecting such information from the provinces is currently underway. Data are expected to be available in the Summer of 1990. For further information contact K. Scof (613-951-1529).

The 1986 Census has provided a rich data base for the education field. It should be noted that it included for the first time a question

to determine the field of study for an individual's highest postsecondary qualification. Some information from this particular data element was included in a publication released in March of 1989 entitled: *The Nation - Le Pays: Schooling and Major Field of Study*, catalogue number 93-110. As for our regular annual surveys of enrolment and staff, the Census has a wide variety of products and services available to clients including basic summary tabulations, machine readable tapes and custom designed tabulations. For further information contact G. Mori (613-951-2546).

A Human Resource Training and Development survey was conducted in the summer of 1988. This survey of a sample of private companies was designed to determine the amount and types of training being undertaken by the private sector and the level of investment required for this training. Initial estimates suggest that industry invests about \$1.4 billion annually in education and training of employees. For further information contact D. Higgins (613-951-5870).

We are currently developing a national survey on literacy skills used in daily activities by adult Canadians (aged 16 to 70). The survey sponsored by the department of the Secretary of State was



conducted in the Fall of 1989 and is designed to assess skill levels of Canadians in reading, writing and numeracy. Results of the survey are expected in the Spring of 1990 (International Literacy Year).

As part of our New Initiatives Program, we are currently exploring ways and means of augmenting our survey of university and college staff to include some information on part-time staff. Anyone interested in developments in this area should contact D. Lynd (613-951-1524).

A second edition of our publication, International Student Participation in Canadian Education is planned for release in October of this year (1989). Funding for this project has been received from the Canadian International Development Agency and the Departments of the Secretary of State and External Affairs.

Our regular program continues to generate annual outputs on enrolments, staff and finance for all levels of education. Education in Canada, 1987-88", catalogue 81-229, has recently been released and Advance Statistics of Education," catalogue 81-220 is expected shortly. A recent edition of the Education Statistics Bulletin, Vol. 10, No. 5, presented information on Full-time Enrolments in Trade and Vocational Programs, 1983-1986. Further information is available from K. Skof.

We encourage you to contact us with questions on the data or with suggestions on how we can improve the program to better respond to the needs of your organization.

If you are particularly interested in any of the preceding topics and would like to have more information, please do not hesitate to contact me (613-951-9035) or the person named. □

## La ville de Québec accueillera le congrès biennal de l'ARUCC 90

Québec, berceau de la civilisation française en Amérique du Nord, est la seule ville fortifiée au nord de Mexico. Conçus à l'origine pour interdire l'accès à la ville, ses murs invitent aujourd'hui à venir goûter la subtile harmonie des styles architecturaux. C'est un coin d'Europe transplanté en Amérique: le confort du Nouveau Monde s'allie au charme du Vieux Monde pour faire de Québec un centre touristique exceptionnel.

Tour à tour point stratégique, place forte, carrefour commercial et tribune politique, Québec a franchi trois siècles et demi d'histoire au cours desquels elle s'est enrichie d'un patrimoine qu'elle exhibe aujourd'hui fièrement.

Un séjour à Québec, c'est un voyage dans le temps. Les pierres des fortifications et des vénérables résidences d'autrefois résonnent encore du vacarme des canons et de la sonnerie du tocsin.

Québec, c'est aussi la joie de vivre, présente au détour de chaque rue. Promenade le long des avenues vétustes, randonnée en calèche ou tournée des grands ducs: chacun y trouve son plaisir.

L'arrondissement historique, qui surplombe le Saint-Laurent, propose un vaste choix de restaurants réputés, de terrasses, de bars, de discothèques et de boutiques, sans rien perdre pour autant de son cachet particulier.

Québec regorge d'activités et de centres d'attractions variés. Depuis les chutes Montmorency, à Beauport, jusqu'à la Maison des Jésuites, à Sillery, en passant par le jardin zoologique, à Charlesbourg, la région offre des divertissements pour tous les goûts.

Plus qu'une ville à visiter, Québec est une ville à vivre! On ne peut que se laisser charmer par l'atmosphère unique qui y règne. □

## Quebec City Will Host the ARUCC 90 Biennial Conference

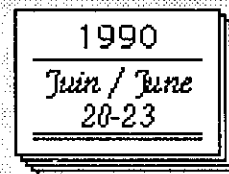
The only fortified city north of Mexico, Quebec City is truly unique in all of North America. Its imposing walls, originally designed to prevent access to the city, now invite visitors to appreciate the harmony of the city's architectural styles. Old Quebec is a part of Europe transplanted in North America: indeed, it is the cradle of French civilization on this continent. The comfort of the New World teams up with the charm of the Old to make Quebec City an exceptional tourist destination.

A stay in Quebec City is like a trip back through time. The impressive stone fortifications and magnificent residences of bygone days continue to bear witness to the roar of cannonfire and the ringing of the tocsin.

Quebec, is a city where the "joie de vivre" is present on every street corner. Whether you prefer a walk along Old Quebec's picturesque streets, a ride on a horse-drawn buggy or a night out on the town, there is something to please everyone. The quaint Old Quebec, which overlooks the St. Lawrence River, offers a wide array of charming restaurants, sidewalk cafés, bistros, cosy inns and unique boutiques that blend in magnificently and highlight the Old City's charm. In July, the parks are filled with thousands of visitors who come to attend the largest Francophone festival in North America, the Quebec International Summer Festival.

And there are also many things to see in the outlying region: Ile d'Orléans, Montmorency Falls, Sainte-Anne-de-Beaupré, Lac Beauport, Portneuf.

You will enjoy Quebec's unique charm on any walk or tour of the region's municipalities, cities and villages, which offer a wealth of historical artifacts and signs of the region's heritage. □



# ContactContactContactContactConte

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

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

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

Glenn W. Collins  
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Director of Admissions and  
Academic Records  
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London, Ontario  
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T0G 2R0  
Tel: (403) 675-6302 / FAX: (403) 675-2166

### New Appointments / Nominations

Name / Nom \_\_\_\_\_  
Title/ Titre \_\_\_\_\_  
Date Effective/ Date d'entrée en fonction \_\_\_\_\_  
Name / Nom \_\_\_\_\_  
Title/ Titre \_\_\_\_\_  
Date Effective/ Date d'entrée en fonction \_\_\_\_\_  
Name / Nom \_\_\_\_\_  
Title/ Titre \_\_\_\_\_  
Date Effective/ Date d'entrée en fonction \_\_\_\_\_

Other News of Interest / Autres nouvelles d'intérêt général \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Institution / Établissement \_\_\_\_\_  
Address / Adresse \_\_\_\_\_  
City/ Ville \_\_\_\_\_ Province \_\_\_\_\_ Postal Code postal \_\_\_\_\_  
Phone / Téléphone (\_\_\_\_) \_\_\_\_\_

ARUCC 90  
June 20-23 1990  
Quebec City  
Be there!

ARUCC 90  
Du 20 au 23 juin 1990  
On vous y attend!

