



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

CONTACT

FEBRUARY 1987 FEVRIER

I. ASSOCIATION ACTIVITIES

1.1 President's Message

Now that 1986 is past history, along with examinations and Christmas, may I wish you all the best for 1987. For many of us the first few weeks of the new year have been very busy as students started or continued in a new term.

At the same time ARUCC has been working on your behalf in various endeavours as outlined in the last issue of CONTACT. Of the proposed changes, that of the Education Deduction Regulations has borne some fruit. Although they are not yet finalized, there seems to be some clear expectations that a resolution can be reached.

Comments from those who attended the Minaki Conference last June and subsequent written communications from individual members and from the AD HOC committee provided the basis for a response to Revenue Canada. Revenue Canada has now replied with the following suggestions:

Reference Interpretation Bulletin IT-224R3 - May 22, 1984.

- a) delete paragraph 6
- b) delete paragraph 9 (b)
- c) after renumbering, a new paragraph 9 is proposed:

"9. A student registered in a particular session in courses of a program at an educational institution is considered to be in full-time attendance if the number of those courses is at least 60% of the number of courses which is the normal load for the program in that session. For this purpose "normal load" is the number of courses which would be required to be taken in that session by a student who is completing the program without undue delay. In semester-length sessions the normal load would be expected to be at least five credit courses or their equivalents. In shorter sessions there may be a proportional reduction in the number of courses but, if so, there would be a complementary increase in the intensity of each course. Institutions which establish loads otherwise than as a number of courses (e.g., credit hours) will apply the 60% factor in comparable manner."

Because I am still awaiting comments from the AD HOC committee and the ARUCC executive committee, before I reply to Revenue Canada, I would also be pleased to have your comments should you feel that the proposal will not meet with the needs of your institution. You may phone me at 416-688-5550, ext. 3444 or write c/o Brock University, St. Catharines, Ontario, L2S 3A1. If you wish to comment, please do so quickly as a reply will be sent soon.

In the meantime, best wishes for 1987.

Ainsley Towe.

1.2 Membership News

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| University of Guelph | Keith Ainwick has joined the staff at the University of Guelph as Associate Registrar, Admissions. He came to Guelph after 12 years of work at Carleton. |
| Carleton University | Drew Love has replaced Keith Ainwick as Assistant Director of Admissions (Student Liaison).

Diana Lavery is now the Admissions Officer (Systems Development) |
| University of Winnipeg | Linda Simpson, formerly Assistant Registrar has assumed the responsibilities of her appointment as Director of Student Records effective September 1, 1986.

Richard M. Bellhouse, formerly Registrar, has assumed the responsibilities of his appointment as University Secretary effective September 1, 1986. |
| Winnipeg Bible College and Theological Seminar | Howard Wilson began serving as Associate Director of Admissions on October 6, 1986. |
| University of Saskatchewan | Dr. Ken Smith was appointed University Registrar for a 5 year period effective July 1986. Dr. Smith succeeded John Dorgan who has retired from the University. |
| University of Alberta | Lorne Gunter, Assistant Registrar, Admission and Liaison, left his position in October to start his own business. Jennifer Lim is now the Special Registrations Co-ordinator. |
| Medicine Hat college | Allan Hunt has retired as the Acting Registrar. Bob Nau has accepted the position as Acting Registrar, Jim McPetridge is the new Acting Student Services Director. |
| University of Victoria | Following the departure of Gordon Smiley, Dr. Graham Branton has taken over as Acting Administrative Registrar. Dr. Branton is a Faculty member in the |

Chemistry Department and the Director of Co-operative Education at the university of Victoria.

Brock University

Keith Rae has been appointed Associate Registrar, Admissions at Brock University in St. Catharines.

AUCC

Gail Larose is no longer at the Association of Universities and Colleges of Canada. She has accepted the position of Chief, Higher Education Unit, Commonwealth Secretariat in London, England. Eva Egron-Polak has replaced Gail at AUCC and assumes responsibility in the area of evaluations, degree recognition, etc.

Bishop's University

Donna Côté has been selected Registrar at Bishop's University.

Mount Allison University

Leonard Owen is the new Mount Allison Registrar following the retirement of Donald Cameron. For the past 4 years Mr. Owen has been Research Officer of the University of Saskatchewan's University Study Group in Saskatoon. He previously served as Assistant Registrar at Mount Allison from 1963 until 1982.

1.3 New ARUCC Publication

Enclosed with this bulletin is an order form for copies of the South Asia Pier Workshop report which will be released later this year.

2. GOVERNMENT RELATIONS

2.1 Mémoire Présenté à la Commission de l'éducation de l'assemblée Nationale du Québec

Dans son Mémoire à la Commission de l'éducation de l'Assemblée nationale du Québec, la Conférence des recteurs et des principaux des universités du Québec (CREPUQ) s'attache à démontrer que l'avenir économique du Québec repose sur la possibilité qu'on donnera aux établissements d'enseignement supérieur de bien remplir leur rôle en matière de formation et de recherche.

Après avoir posé, dans l'Introduction, que le progrès de notre société dépendra principalement de notre compétence et de notre savoir, la Conférence développe ce thème en dénonçant la situation intolérable dans laquelle dix ans de compressions budgétaires ont plongé les universités (1ere partie), en faisant valoir la nécessité pour le Québec de consacrer plus de ressources à la recherche (2e partie) et en démontrant enfin l'urgence d'un redressement de la situation de sous-financement chronique des établissements (3e partie).

D'entrée de jeu, la Conférence constate que l'éducation a cessé d'être, au Québec, la première priorité, à tout le moins au niveau supérieur: c'est la conclusion qu'impose la régularité avec laquelle, depuis 1978-79, des compressions budgétaires ont été imposées aux établissements universitaires. Leur situation de sous-financement a maintenant acquis un caractère chronique. Notant que cette

question a été abondamment documentée par de nombreuses études, la Conférence rappelle qu'en 1986-87, cette situation s'aggravera encore, puisque les universités devront absorber des compressions additionnelles de plus de 30 millions de \$. Chiffres à l'appui, il est démontré qu'en 1986-87, les coûts par étudiant, au Québec, seront inférieurs à ceux qu'on pourra observer en Ontario de 30%. La conférence rappelle que les universités ontariennes sont elle-mêmes sous-financées, et que les coûts par étudiant de l'Ontario sont parmi les plus bas au Canada.

La recherche est devenue l'un des principaux moteurs de développement économique, et ce sont les pays les plus avancés au plan technologique et industriel qui consentent l'effort relatif de recherche universitaire le plus élevé. A ce sujet, la Conférence souligne que le financement public de la recherche universitaire, en pourcentage du produit intérieur brut, est nettement inférieur au Québec à ce que l'on trouve dans les pays les plus industrialisés. La Conférence rappelle que ce sont les universités qui fournissent l'infrastructure scientifique dont le Québec a besoin, en assurant la formation de la main-d'oeuvre hautement qualifiée; elles exécutent aussi la quasi totalité de la recherche fondamentale réalisée au Québec, de même qu'une bonne part de la recherche appliquée. Il est donc essentiel que la recherche universitaire soit protégée et soutenue, et qu'on veuille à assurer un financement stable et adéquat à nos organismes subventionnaires. Enfin, la Conférence souligne qu'une nouvelle formule de financement des universités devra tenir compte des coûts réels de la recherche, dont le volume a atteint un niveau intolérable.

Il est clair, dans ces conditions, qu'il faut redresser la situation générale de sous-financement dans laquelle nos universités sont. Mais comment? C'est la question à laquelle la Conférence, dans la dernière partie de son mémoire, propose des éléments de réponse.

Ces ressources proviennent surtout des subventions gouvernementales, qui représentent plus de 85% des budgets d'opérations des universités; un peu moins de 15% de leurs revenus leur viennent d'autres sources, c'est-à-dire, en grande partie, des frais de scolarité. Ceux-ci sont gelés depuis presque 20 ans, si bien que le Québec est la seule province où la part des coûts de formation qu'assument les étudiants diminue d'année en année. Bien que tous les établissements ne tirent pas la même conclusion de ce constat, tous sont d'accord cependant pour dire qu'une éventuelle hausse des frais de scolarité devrait d'abord servir à corriger leur situation générale de sous-financement, et qu'elle devrait s'accompagner d'une augmentation des crédits consacrés au programme des prêts et bourses.

Quelle que soit la décision que le gouvernement prendra en la matière, elle ne changera rien à la nécessité qu'il augmente sa propre contribution au financement de l'enseignement et de la recherche universitaires.

En conclusion, la Conférence réaffirme la nécessité que le gouvernement fasse des universités sa première priorité, car elles sont l'instrument qui permettra au Québec d'assurer son progrès scientifique et technologique et, du même coup, son développement économique, social et culturel.

On trouve à la fin du Mémoire de la Conférence des recteurs une importante annexe d'une quinzaine de pages, faite de six tableaux statistiques et de dix graphiques.

2.2 University Funding Updates

Ontario Funding

Ontario's ailing university system will receive a major transfusion of operating funds in 1987-88. Colleges and Universities Minister Gregory Sorbara announced Monday November 3rd that total provincial operating grants to Ontario's universities and related institutions will increase by \$148.7 million next year, a boost of 11.5 per cent. The basic operating grants will be \$1.442 billion compared to 1986-87 base funding of \$1.293 billion. Sorbara also announced that the additional \$50 million in special one-time operating support (University Excellence Fund) provided in 1986-87 will be incorporated into ongoing support to the university community.

Including this special funding, the financial pot for universities has been sweetened by a further 7.3 per cent over the 1986-87 total operating support to universities. In October 1985, the government announced a 4 per cent increase in operating support to universities for 1987-88.

Quebec Universities

The accumulated deficit of the province's larger institutions - University of Montreal, Concordia, McGill and the University of Sherbrooke - is expected to reach \$100 million by the end of the academic school year. The "crisis" administrators say, has been coming for eight years as government grants have failed to keep pace with inflation, salaries and skyrocketing enrollment. David Johnston, Rector of McGill University and President of the Council of Rectors and Principals of Quebec Universities says: "Despite the talk of the 'new' Québec society based on individual development, over recent years the government's priorities have been in other directions".

Quebec universities received a global operating grant increase of 2.7% for a total of \$991.8 million in 1986-87, but at the same time were required to cut about \$15 million from their budgets. In addition, Premier Robert Bourassa has recently stated that tuition fees will remain frozen at their present levels at least until the next provincial election. The premier's statement followed comments made by Higher Education and Science Minister Claude Ryan to the Quebec Parliamentary Commission studying university financing. Mr. Ryan told the commission that tuition fees would not rise for 1986-87 but made no further commitment. Fees in Quebec are the lowest in Canada and they have been frozen since the late sixties.

Alberta Grants Down

Alberta universities will face tight budgets next year following the provincial government's announcement of a three per cent decrease in operating grants for 1987-88. University and college operating grants will be down by almost \$16 million in the 1987-88 fiscal year. The drop was prompted by an "unanticipated increase" in the provincial deficit, according to the government. In a statement released after the cut was announced Jan. 9, officials at the University of Alberta noted that "there will have to be adjustments to programs and student fees will increase". The university pointed out, however, that it "sympathized" with government's predicament and appreciated the advance notice of the cut. Advanced Education Minister Dave Russell plans to meet next month with the chairperson of the boards of governors of institutions throughout the province in an attempt to

find "innovative ways" to retain educational quality while making budget cuts.

2.3 Update on Combined Education Deduction and Tuition Fee Receipt Forms

Seventeen universities and colleges across the country have expressed interest in the combined Education Deduction Certificate (T2202A) and Tuition Fee Tax Receipt form that has been developed at The University of Calgary in conjunction with Moore Business Forms.

At present, Moore Business Forms is preparing a proposal which should be available for presentation to Registrars and Business Officers during March 1987. This proposal will show exactly what is available and detail how each institution can become involved in the project for 1987 tax year.

Further details will be forthcoming in the new year (1987).

2.4 Ontario Report Says Universities Should Reduce "Duplication"

A new report says Ontario should substantially increase funding for universities, but only if universities "reduce needless duplication of effort" and channel the extra funds toward the building of centres of excellence within each university. The report, entitled Ontario Study of the Service Sector, was issued late last year by the Ontario government. It was written by former Toronto Star editor George Radwanski. Mr. Radwanski says the best system for Ontario might be to have two "super-universities", with one built around the University of Toronto and such institutions as Waterloo, Queen's, McMaster and Western Ontario and the other centered on York University along with the other universities in the province. But, he adds, a more "gradualistic" approach to rationalization seems more realistic. The report also recommends that Ontario colleges and universities place more emphasis on developing students' communication, problem-solving and decision-making skills. The government says it is giving "serious consideration" to the report, which also analyzes the roles of social policy and export initiatives in developing the service sector of the province's economy. Copies are available free from Publications Services Section, 5th floor, 880 Bay St. Toronto, Ontario. M7A 1N8, (416)965-6015 or 1-800-268-7540.

2.5 CMEC Database for Educational Software - Canada's Premier Source of Educational Software Information

Under the aegis of the Council of Ministers of Education, Canada (CMEC), Ministries and Departments of Education are participating in a cooperative venture to provide educators with information on educational software products currently available in Canada. The CMEC database for educational software is now available on-line country-wide. Interest in on-line access to the Database has been growing as more and more educators become aware of the usefulness of this valuable source of bilingual educational software information.

Information in the database is provided by Ministries and Departments of Education. Each record in the database details the title of the software, its publisher, computer models on which the software functions, intended use, appropriate age levels, availability and price, an abstract, subject descriptors and an extensive evaluation of the software. The evaluations are a key component of each database record and are based on a standard set of evaluation criteria. The criteria have been published in the form of a booklet entitled Software

Evaluation: Criteria for Educational Computer Software Evaluation, available from CMEC at \$2.00 per copy.

The database is currently available on-line in either English or French through the facilities of La Centrale des bibliothèques in Montréal. Any user equipped with a microcomputer, a modem, communications software and telephone lines can access the database on-line. Costs are \$25.00 per hour and include communication charges. There are no additional sign-on or subscription fees. An average search lasting approximately 15 minutes would cost the user \$6.25.

Printed catalogues for Mathematics, Language Arts and Cognitive Processes are also available. Catalogues for other topics can also be obtained upon request.

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La Base de Données du CMEC sur les Logiciels Educatifs -
La Meilleure Source Canadienne d'Information sur les didacticiels

Sous l'égide du Conseil des ministres de l'Éducation (Canada), CMEC, les ministères de l'Éducation provinciaux ont collaboré à la mise en oeuvre d'un projet dont l'objet est de donner aux éducateurs la possibilité d'obtenir des renseignements sur les logiciels éducatifs actuellement disponibles au Canada. La Base de données du CMEC sur les logiciels éducatifs est désormais accessible en ligne dans tout le pays. C'est une forme d'accès qui retient l'attention d'un nombre croissant d'éducateurs parce qu'ils prennent de plus en plus conscience de l'intérêt de cette source de renseignements bilingues sur les logiciels éducatifs.

Les données que contient la base sont fournies par les ministères de l'Éducation des provinces. Chaque notice contient toute une série de renseignements sur le produit, comme son titre, le nom de l'éditeur, les modèles d'ordinateur avec lesquels il peut fonctionner, l'objectif recherché, les groupes d'âge visés, son prix et son disponibilité, un résumé, des descripteurs et une évaluation très complète. Les évaluations sont un élément-clé de chacune des notices de la base; elles sont réalisées conformément à une série normalisée de critères d'évaluation. Ces critères ont été publiés dans la brochure Evaluation des logiciels: Critères d'évaluation des logiciels éducatifs, que l'on peut se procurer pour 2 dollars auprès du CMEC.

À l'heure actuelle, la base de données est accessible en ligne, soit en français, soit en anglais, par l'entremise de la Centrale des bibliothèques. Tout utilisateur muni d'un terminal ou d'un micro-ordinateur, d'un modem, d'un logiciel télématique et d'un téléphone peut se mettre en ligne. La connexion coûte 25 dollars/heure, frais de communication compris. Il n'y a pas de frais supplémentaire d'entrée en communication ou d'abonnement. Une recherche ordinaire d'environ 15 minutes reviendrait à 6.25 dollars.

Des catalogues imprimés sont disponibles pour les sujets suivants: Mathématiques, Sciences du langage et Cognition. On peut aussi obtenir sur demande des catalogues sur d'autres sujets.

3. READING OR REFERENCE

3.1 Université Canadienne en France

Laurentian University is introducing a new programme, "Université canadienne en France", which is a year in France for Canadian university students beginning in September 1987 at Villefranche on the Mediterranean, close to Nice. This unique programme extends the opportunity to earn Canadian university credits while living in France for a year with the exposure to a different culture and a curriculum with courses in both English and French. This experience offers the advantages of broadening career options, making lifelong friends in other parts of the world, and developing an appreciation of Canada itself.

About 200 Canadian undergraduate students, recruited in roughly equal proportions from English language and French language universities, will have the opportunity to enrol in the programme, based largely on courses in Humanities and Languages and designed to equip future leaders in different areas of Canadian life with bilingual competency. The opportunity to teach in such a programme has attracted top calibre faculty from universities across Canada dedicated to the values of the programme. Faculty from Laurentian and other Canadian universities will be joined by some distinguished academics from American and European universities.

An integral part of the Ontario university system, the Université canadienne en France programme is a joint venture of Laurentian University, and Blyth and Company. A multinational company with offices in Canada, the USA and France, Blyth and Company is a leader in the field of student travel. The company also operates the highly successful Lycée canadien en France, a fully accredited private school in St. Jean Cap Ferrat, the neighbouring town of Villefranche.

3.2 Disabled Students Needs

From special admission procedures to wheelchair accessible classrooms, many Canadian universities are making increasing efforts to respond to the needs of disabled students. Information about policies and facilities at 64 universities is contained in the second edition of AUCC's Report on Canadian Universities and the Learning Disabled and Physically Handicapped. Published in July, the report is available for \$5 prepaid from AUCC Publications, 151 Slater Street, Ottawa, Ont. K1P 5N1. Tel. (613)563-1236.

3.3 Fee Payments

The Universities of Toronto and McGill have both arranged to have their students pay fees at any local bank in the Toronto and Montreal areas. Approximately 1/3 of the students have taken advantage of this option which for the fall '86 session is reported to have expedited fee revenue.

3.4 Netnorth Users

Arunas Alisauskas, Assistant Registrar and Director of Admissions at the University of Calgary, has compiled a very useful directory of ARUCC members who are part of the national Netnorth computer network. If you have access to the Netnorth system and wish to use it to send information quickly and easily across the country or across town, give Arunas a call and ask for your copy to be sent to you.

3.5 Present University Enrolment and the Future Demand for and Supply of University Teachers

Between 1978-79 and 1986-87, the number of full-time student-teacher ratio is partly a reflection of the underfunding and budgetary constraints of universities, and the inadequate supply of faculty in certain disciplines such as management, computer science, and some engineering specializations.

In the context of these enrolment trends, the 25 percent decline in the 18 to 24 source population over the next 10 years raises some puzzling questions about the future demand for and supply of university teachers. There have been strong suggestions by the university community and the Granting Councils, that Canada is facing an imminent shortage in the 1990's. However, a recent CHERN working paper demonstrates that the supply of university teachers is likely to be adequate for many years to come.

The case against probable faculty imbalances can be divided into two parts: the demand for university teachers and the supply of doctoral graduates.

Many of the past analyses that warn of impending faculty shortages have based their conclusions on the uneven age distribution of university teachers. The small number of recent tenure-stream appointments has indeed led to an under-representation of certain age groups and to the potential loss of a generation of scholars.

Most Canadian reports have suggested a sudden loss of university faculty when a large part of today's age pyramid reaches the mandatory retirement age of 65. But current evidence indicates a more gradual retirement pattern. The Canadian Charter of Rights and Freedoms is likely to eliminate compulsory retirement at age 65, as certain provincial laws and regulations do already. At the same time, early retirement, work-sharing, faculty renewal and other incentive schemes, have made the labour market for university teachers more flexible and dynamic. The magnitude of pension benefit schemes will also have an effect on the faculty's willingness to retire, as will inflation and the tax structure. The transition between employment and retirement in the future will, therefore, differ greatly from the static assumptions made about it. All these factors contribute to a situation where the size of the replacement demand for university teachers is of neither the scale nor time frame suggested.

In contrast, the supply of doctoral degrees is presently increasing and, in the early nineties, is likely to be at least as high as that of the period from 1986 to 1990 where over 2,000 will graduate each year from Canadian universities and an additional few hundred are returning Canadians, with doctoral qualifications, from abroad.

In addition, since tenured positions have been limited in recent years, many doctoral graduates entered "holding patterns". These include term and sessional appointments, and programs such as NSERC's University Research Fellowships and the SSHRC's new Canada Research Fellowships. These two programs also strengthen the research capacity of Canadian universities and in this sense serve a dual function. Provincial faculty renewal funding programs, such as those in Ontario and British Columbia, are another resource which have become popular as a means of rejuvenating faculty. For more information on this subject contact Max Von Zur-

Muehlen, Canadian Federation of Deans of Management and Administrative Studies, c/o Faculty of Administration, University of Ottawa, 275 Nicholas St., Ottawa, Ontario. K1N 9B5. Telephone (613)564-3301.

3.6 How Do Students Choose a College (An American Survey)

In America, moving from high school to college is one of life's most consequential rites of passage. For some, choosing a college is a painstaking process. For others, it is almost accidental.

To learn more about how students choose colleges, the Carnegie Foundation for the Advancement of Teaching, in 1984, surveyed 1,000 high school seniors. They asked about the sources of information they used most frequently in deciding on a college. They discovered that college publications ranked number one, followed by personal letters from colleges, high school counselors, college guide books and campus visits (Table 1). They then asked students to rank these same sources in terms of importance. The response: campus visits placed first, followed by college publications, meetings with college representatives, and comparative guides - in that order.

College Publications and Letters: Their survey further examined the impact of college publications and discovered that 64% of all institutions in the nation send mailings to prospective students (Table 2). Results showed that 95 percent of the college-bound seniors surveyed reported reading the recruitment letters. Over 90 percent said that they had received at least one letter; about 40 percent had received up to ten; and 50 percent had received more than ten letters.

They then asked high school seniors and their parents to rate the literature they got from colleges and three other widely used sources of information. They asked two questions: (1) Was the information relevant and did it tell what you wanted to know? and (2) Would you say that, in general, the information was accurate? The possible responses were "yes" "somewhat" and "no". Table 3 presents the results.

While college publications are the most widely used source of information they were rated lowest in terms of both relevance and accuracy. Only 59 percent of the students and 49 percent of their parents rated the publications as accurate, and only 32 percent of the students and 34 percent of the parents considered the materials relevant to their needs. One high school student who had received many letters said: "I was delighted by all the attention I was getting." Another, who was more skeptical, said: "Recruiters and pamphlets never tell you about the bad things". Another student went further: "Brochures are dishonest."

Comparative Guides: The survey also revealed that nearly 60 percent of all prospective college students read commercial guides. The students and their parents rated the relevance and accuracy of these guides higher than college publications. But trying to pick a good guide is almost as complicated as trying to pick a college. Dozens of these publications are on bookstore shelves, but only two The College Handbook of the College Board and Peterson's Guide to Four Year Colleges - are available in nine out of ten high schools. And only one, The College Handbook has been read by more than half of the seniors who plan to attend college. Other guides used most frequently by college-bound seniors are listed in Table 4.

When they asked the admissions officers at their sample of colleges, "Which college guide book does the best overall job of informing students and parents about your college?", they responded with two: The College Handbook (54 percent) and Peterson's Guide to Four-Year Colleges (29 percent).

College Nights and Fairs: Over half of the seniors who responded said that they had attended at least one "college night" or "fair". Over 70 percent of all four-year institutions surveyed in 1979 participated in such promotions. And at the 30 colleges examined in depth, representatives attend an average of 120 college nights and fairs each year. These events generally received high marks. Over 60 percent of prospective college students and parents surveyed said the information they got at such college nights and fairs was "relevant", and over two-thirds rated it "accurate".

Campus Visits: When they asked high school students and their parents to name the source of information they found the most useful in making a decision about college, the campus visit was rated number one. On such trips, prospective students are able to talk with current students, if not faculty; see the building; and, as one student put it, "get a feel for the institution". And when they asked students what influenced them the most during the campus visit, 62 percent said "appearance of the grounds and buildings." About half mentioned student activities and the friendliness of students. Interestingly, among those features mentioned least frequently were contacts with the faculty and staff, the counseling received, and the classes visited.

Sources of Influence: High school seniors were also asked to name the person who was most influential in helping them select a college. Overwhelmingly they put their parents at the top. Counselors and teachers followed far behind (Table 5). Clearly, parents are crucial partners in the selection process and colleges that want to communicate effectively with prospective students should also consider ways to communicate effectively with their parents.

But counselors were not rated as influential by students. They must advise hundreds of students - between 320 and 470, according to various estimates. They have little time to visit colleges or talk at length with college representatives. As a result, they report having comprehensive information on only about 15 to 25 four-year colleges and 5 to 7 two-year colleges.

One of the most revealing and disturbing findings in the study was the fact that while prospective students get a lot of mail, attend college fairs, check college guides, and make visits to campuses, there is still an information gap. In the survey, which occurred in mid-December, about 50 percent of the students said they still did not have enough facts to make an informed decision about where to apply for admission. They then asked what additional information would be helpful. The responses are listed in Table 6.

Over 80 percent of these students and parents said they needed more information about college costs. Almost as many students and even more parents wanted to know about the availability of financial aid. And over two-thirds sought to know more about academic programs, student activities, faculty strengths and weaknesses, and living accommodations and costs. As they talked to high school students throughout the country, they became convinced that there is great confusion over how to make appropriate choices in selecting colleges.

If students' transition from school to college is to be smoothed, school counseling arrangements must be strengthened. More guidance counselors must be hired. Computerized college information should be provided in each high school. (This service is already used by 28 percent of the students they surveyed and considered both relevant and accurate by two-thirds of them.) Further, the College Board and the American College Testing Program should support regional clinics for high school counselors throughout the country to inform them about higher education trends and college choices.

Table 1

**Source of Information Used by College-Bound
High School Seniors in Choosing a College**

<u>Source</u>	<u>Use</u>	<u>Importance</u>
College publications	95%	37%
Personal letters from colleges	91	30
High school counselors	73	28
Comparative guides to colleges	59	31
Meetings with college representatives	57	32
Campus visits	57	50

Table 2

Recruiting Procedures Frequently Used by Colleges

	<u>All Institutions</u>
Direct mailings to prospective students	64%
Participation in college nights, fairs, and other group sessions with other colleges	64
Expense-paid visits to campus for prospective students and families	38
Telephone calls to prespective students, or toll-free lines for incoming calls	36
Expense-paid visits to campus for high school personnel	27
Advertisements in local newspapers	26
Visits to noninstitutional central locations, with students and families interested only in same institutions invited	15
Advertisements in promotional films, on video tapes, cassettes, etc.	12
Advertisements on commercial radio or television	11
Advertisements on billboards or posters in buses or subways	5
Advertisements in high school papers	5
Advertisements on educational television	3

Table 3**Evaluation of Major Sources of College Information by College-Going High School Students and Their Parents**

<u>Information Source</u>		<u>Percent Saying "Yes"</u>	
		<u>Students</u>	<u>Parents</u>
College representatives via "College Nights"	Relevant	62%	65%
	Accurate	73	68
High school counselors	Relevant	57	49
	Accurate	70	62
Comparative guides	Relevant	53	50
	Accurate	65	59
College publications	Relevant	32	34
	Accurate	59	49

Table 4**Types of College Guides and Percentage of Student Who Use Them**

<u>The College Guides</u>	<u>Percentage of students who use them</u>
The College Handbook	54%
Baron's Profiles of American Colleges	41
Peterson's Guide to Four-Year Colleges	30
New York Times' Selective Guide to Colleges	22
Lovejoy's College Guide	19
Lise Birnbach's College Book	17
Cass and Birnbaum's Comparative Guide to American Colleges	16
The Gourman Report	15

Table 5**Individuals Identified as the Most Important Factor Influencing Students in Their College Choice**

Parents	32%
Friends	14
Counselors	9
Teachers	6

Table 6

Type of Information Desired by College-Bound High School Seniors and Their Parents Who Report a Lack of Information to Make Informed Decisions About College

	<u>Students</u>	<u>Parents</u>
Costs of tuition, fees and books	81%	85%
Financial aid to students (scholarships, loans, jobs)	79	89
Academic programs being offered	72	76
Student activities and campus life	71	73
Strengths and weaknesses of faculty	68	75
Places to live and living costs	67	79

3.7 Tuition Fees

In looking at tuition fees for 1986-87 as reported in the Statistics Canada publications, the following can be noted:

	<u>Range of Fees 1986-87</u>	<u>Increase over 1985-86</u>
Newfoundland	\$1056	4.97%
P.E.I.	\$1480	10.00%
Nova Scotia	from \$1490 to \$1670	4.5% and 6% with an average of 5%
New Brunswick	from \$1350 to \$1575	from 5% to 12% with an average of 7%
Québec	from \$450 to \$730 (have lowest fees)	have had <u>no</u> increase
Ontario	from \$1262 to \$1428 (a few are lower; they are "different" e.g. Collège Dominicain at \$972 and Ryerson at \$913).	4% at the majority of institutions, 6% and 8% in a few cases, for an average increase of 5%
Manitoba	from \$947 to \$1002	from 6% to 10% with an average of 9%
Saskatchewan	\$1075 and \$1192	6%
Alberta	from \$857 to \$930	3% and 4% for an average of 3.3%
British Columbia	from \$1320 to \$1620 (except for Trinity Western at \$3664)	from 4% to 11% with an average of 7%

3.8 Ontario to Fund Distance Education Network

Part of the recently announced special funding to Ontario universities will go to ensure that Northern Ontario residents will have better access to distance education programs. Ontario plans to spend up to \$5 million a year for the next four years to establish a "northern Ontario distance education access network". The network will provide counselling to students throughout the North on educational resources, will schedule courses and will provide funding to colleges

and universities for the development of distance education programs in French and English. The network will be coordinated by two regional centres: one in Thunder Bay jointly managed by Lakehead University and Confederation College and another in Sudbury run by Laurentian University and Cambrian College.

* * * * *

L'Ontario Subventionnera un Réseau d'Enseignement à Distance

Une partie des fonds spéciaux aux universités de l'Ontario annoncés récemment servira à assurer aux résidents du Nord de l'Ontario un meilleur accès aux programmes d'enseignement à distance. L'Ontario a l'intention de dépenser jusqu'à \$5 millions par année pendant les quatre prochaines années pour établir un "réseau nord-ontarien d'accès à l'enseignement à distance". Le réseau fournira des conseils sur les ressources pédagogiques aux étudiants de la région, offrira des cours et financera la création de programmes d'enseignement à distance en français et en anglais dans les collèges et universités. Il sera coordonné par deux centres régionaux: l'un à Thunder Bay, sous la direction de la Lakehead University et de Confederation College et l'autre à Sudbury, sous l'égide de l'Université Laurentienne et de Cambrian College.

3.9 AUCC: Universities Committed to Employment Equity

Canadian Universities are determined to increase the number of women in faculty and administrative positions on campus, according to a recently approved AUCC statement on the status of women. The statement notes that the small percentage of female professors and administrators as well as the lower salaries paid to female graduates doing similar work as male graduates are "a serious disincentive to female participation in higher education and might even be considered an example of discrimination against women". AUCC says universities are committed to developing procedures to avoid discrimination and to providing equal pay for work of equal value. The association notes that special efforts must be made to increase the number of female students in undergraduate and graduate programs in which women are currently underrepresented. Copies of the statement are available from AUCC Publications, 151 Slater St. Ottawa, Ont. K1P 5N1 (613) 563-1236.

* * * * *

Engagement des Universités en Matière d'Équité dans l'Emploi

Les universités canadiennes sont déterminées à accroître le nombre de femmes dans le corps professoral et l'administration des campus, selon une déclaration concernant la condition de la femme que l'AUCC a approuvée récemment. On mentionne dans la déclaration que le faible pourcentage de professeurs et d'administrateurs de sexe féminin et le traitement inférieur versé aux diplômées par rapport à celui de leurs collègues du sexe masculin accomplissant un travail analogue "découragent sérieusement la poursuite des études supérieures chez les femmes et pourraient même être considérés comme un cas de discrimination à l'égard des femmes. L'AUCC affirme que les universités sont déterminées à mettre au point et à appliquer des procédures visant à empêcher l'exercice de distinctions injustes et à assurer l'égalité de rémunération pour un travail de valeur égale. L'Association ajoute qu'il faut prendre des initiatives spéciales pour encourager les femmes à participer davantage aux programmes des trois cycles où elles sont actuellement sous-représentées. On peut obtenir des exemplaires de la déclaration

des Publications de l'AUCC, 151 rue Slater, Ottawa. Ont. K1P 5N1 (613) 563-1236.

3.10 University of Calgary Athletes to be Tested for Drugs

All University of Calgary student athletes who want to take part in inter-university sports must now undergo a mandatory drug test. The university has decided to test athletes to make sure they are not using five of the approximately 110 banned performance-enhancing drugs: stimulants, betablockers, narcotic analgesics, anabolic steroids and diuretics. Tests will not be conducted, however, for illegal drugs such as cocaine. Student athletes who refuse to submit to testing will be ineligible for competition. Those who fail tests face penalties ranging from a warning to suspension from the university. All tests will be carried out by a laboratory at the Calgary Foothills Hospital, which is being set up to provide drug testing for the 1988 Winter Olympics.

* * * * *

Epreuves de Dépistage des Drogues à l'U of Calgary

Tous les étudiants de l'University of Calgary qui veulent prendre part aux épreuves sportives interuniversitaires doivent subir une épreuve obligatoire de dépistage des drogues. L'Université a décidé de s'assurer que ses athlètes n'utilisent pas cinq des quelque 110 stimulateurs de performance qui sont interdits stimulants, agents beta-bloquants, analgésiques narcotiques, stéroïdes anabilisants et diurétiques. Toutefois, on ne recherchera pas des drogues illégales telles que la cocaïne. Les étudiants-athlètes qui refuseront de subir les épreuves ne seront pas admissibles aux compétitions. Ceux qui seront pris en défaut feront face à des pénalités allant d'un avertissement à la suspension par l'université. Toutes les épreuves seront administrées par un laboratoire mis sur pied au Calgary Foothills Hospital en vue des épreuves de dépistage de drogues des Olympiques d'hiver 1988.

3.11 UNB Offers Aid to Part-Time Students

Few adults attending university part-time find much support in the form of scholarships and bursaries. For part-time learners at the University of New Brunswick the situation improved this fall.

A gift from the Beaverbrook Canadian Foundation has enabled the university to offer up to 50 awards to assist part-time adult students registered in degree-credit courses at UNB continuing education locations throughout the province. The funds makes \$25,000 available for each of the next 10 years. UNB is offering both scholarships and bursaries from the fund.

Judith Potter, coordinator of adult learner services at UNB in Fredericton says the need for financial help for part-time learners is great. Last year the university had over 2,200 part-time students in degree courses. The majority of the students were women, many with family income below the poverty line. Only five of the 350 awards and scholarships at UNB were designed for part-time students.

3.12 Ontario Students Get Break on Campus Fees in Quebec

French-speaking Ontario students will be able to continue their university

education and pay low fees in Quebec because of an agreement between the two provinces. Under the agreement, Quebec is committing itself to hold an as yet unspecified number of places open for Ontario residents in technical programs at the tuition level charged Quebec students - the lowest by far in Canada.

The disciplines covered by the five year arrangement include medicine, dentistry, pharmacy, speech language pathology, and masters courses in social work and nursing.

Ontario Premier David Peterson said the agreement is important for Ontario which recently passed a law guaranteeing provision of all Government services in French within three years - "a timetable that would be impossible to met without the assistance of Quebec".

Quebec Education Minister Claude Ryan told reporters that the agreement will require both governments to upgrade their support systems and arrangements for exchanging teachers. He also said there are plenty of spaces in Quebec universities for Ontario residents at the moment. The high tuition fees charged foreign students has led to a dropoff in their enrolment so "there is no problem for the short-term".

Quebec has recently undergone a fairly vigorous debate over cuts to university budgets and the merits of raising tuition fees. Premier Robert Bourassa said in October that he will abide by an election campaign promise and maintain the freeze on domestic tuition fees for another three years. Tuition fees for Quebec residents, which are about half the rates charged in other provinces, have not increased significantly since 1968.

3.13 Tuition Alternatives Attract Students and Parents

To attract students from a declining high school population, a growing number of U.S. colleges turn to volume discounts, gift certificates and other innovative programs. Colleges are becoming more like car dealerships, with financing "just as important as the sticker price," says Joel Meyerson, a higher education specialist with CPA firm Coopers & Lybrand. Bard College, Annadate-on-Hudson, New York, promises to match the tuition of the state schools for applicants in the top 10 of their highschool class. The typical savings: \$12,000. At Washington University in St. Louis, a third of this fall's freshman class has applied to lock in prices by prepaying four years' tuition, room and board. Duquesne University in Pittsburg offers "tuition futures", allowing parents to buy their newborns four years of college starting in 2004 for \$5,802 today. The first year the offer was made, some 600 parents signed up. (Auxiliary Organization Association Newsletter, Sept. 1986).

3.14 Students' Failure Rate on Test of Writing Skills Alarms Quebec Official

Less than half of French-speaking senior high school students passed a test of their writing skills, says a report released by Quebec Education Minister Claude Ryan. While stressing that, on the whole, they expressed themselves in a clear and vivid manner in essays written for the Education Ministry in May, Mr. Ryan said the students wrote "as though they had never studied grammar and syntax." "Perhaps there has been a kind of complacency or negligence, against which we must sound the alarm," he told the conference. He attributed the poor results in part to the prevalence of videos, pop songs, television shows and films of popular

culture. "Their culture is from all appearances a culture acquired principally from images and sounds." "It looks as if our young people are acquiring a new language, but something at the same time pleads for continuity". He said the essays contained an average of one grammatical, spelling or syntactical mistake for every 10 words.

The report says that 49.8 per cent of 54,870 students across the province who wrote the essays achieved a passing grade of 60 percent or more. The average grade was 58.7 per cent. Students fared better when evaluated solely for the content of their ideas and for the presentation of their argument - 64 percent passed. Only 54 per cent passed when evaluated for their written language skills. The students had three hours to write a letter to ministry officials on one of three topics: school discipline, the consequences of drinking and driving, and the pursuit of post-secondary studies. Only 46.3 per cent of students in public schools received a passing grade, compared with 66.3 per cent of private school students who passed.

A variety of studies across Canada have caused concern over students' reading and writing skills. Two years ago, 24 per cent of the freshman class at the University of Toronto received a marginal pass in essay writing. At Centennial College in Scarborough, 40 percent of students were reading at or below a Grade 9 level, a study released last year said.

3.15 Did You Know...

The report recently released by the Canadian Bureau for International Education provides information on foreign students studying in Canada from 1983 to 1985 and is based on data provided by Statistics Canada and the Canada Employment and Immigration Commission. Among the statistics listed in the report:

- 54 percent of the foreign student population in Canada during the years studied were concentrated at the university level
- in 1984-85 university foreign student enrolment totalled 30,346
- in 1984-85 the university with the highest percentage of foreign students was the University of Windsor (10.4 per cent) followed by McGill (9.0 per cent), Guelph (8.8 per cent), Manitoba (7.8 per cent) and York (7.2 per cent)
- between 1983 and 1985 foreign student enrolments declined at all academic levels by 17 per cent, by 23 per cent at the post secondary level and by nearly 19 per cent at the university level
- as a proportion of the total student body at universities, foreign student numbers fell from 5.3 per cent in 1982 to 4.9 per cent in 1985
- enrolments dropped most significantly and at all levels in the seven provinces that impose differential fees for foreign students
- enrolments rose substantially at the university level in Manitoba (29 per cent) and Saskatchewan (17 per cent) two of the three provinces that do not impose differential fees. The third, Newfoundland, showed a marginal decrease in 1983-84 followed by a 29 per cent rise in 1984-85

- foreign students were predominantly male (62 percent) with progressively less female representation the higher the educational level
- the students came predominantly from very few countries, with a traditional "group of ten" mostly in Asia and mostly developed countries with high GNP's (gross national product)
- at the university level the foreign students were heavily concentrated in certain disciplines such as mathematics, engineering and the physical sciences, and at the graduate level.

3.16 Excused

University of Alberta student Molly Klinmove has an unusual excuse for not writing essays or mid-terms. Believe it: a chimpanzee performing at the West Edmonton Mall bit her hand. Although her skin was punctured, no stitches were required. Still, she claims that the injury was serious enough to prevent her from starting a 750-word essay. She denied reports that she teased the chimp with an orange she held in her hand.

ARUCC MEMBERSHIP INFORMATION FORM

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

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