



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

CONTACT

FEBRUARY 1988 FEVRIER

1. ASSOCIATION ACTIVITIES

1.1 President's Message

I have a couple of items to bring to your attention. The first is one that many of us have been lobbying for over the past couple of years - the possibility of combining the T2202/T2202A form with the Tuition Fee Deduction form. Revenue Canada has informed us that the Notice of Ways and Means introduced into Parliament on December 16, 1987 proposes to convert both education and tuition fee deductions to credits and eliminates the academic year option for the reporting of tuition fees. The concept calls for credits of certain calculated amounts to be applied directly against taxes due, not as deductions from income. Rather than a tuition fee deduction there will be a tuition credit equal to 17% of eligible tuition fees paid in a calendar year to a post secondary or certified institution. Instead of the education deduction of \$50.00 per month, there will be an education credit of \$10.00 per month for full time attendance at a designated educational institution.

As both the education and tuition credits would now be reportable only on a calendar year basis, a combination form is more feasible than in the past. Revenue Canada is interested in collecting as much data as possible prior to designing the new form. The proposal is to produce a form similar in size to the T4 slips. The form would contain boxes to print the name and address of the student and of the issuing institution, the student SIN, the amount of fees paid, the number of months in attendance, and at the bottom of the form information similar to that printed on the current T2202/2202A form. The back face of the form would have space for the student to transfer amounts to the supporting parent. Would you please consult your colleagues in your own offices and your Financial

Offices and if you have suggestions as to format or items that should be included in the new form would please send them to my attention **by March 15, 1988**. Please consider the impact it may have on computer programs and the time required to implement changes. One of possibilities we will be considering is that of the form being a self-mailer. The taxation year 1988 will be a transition year in that students may claim the tuition fees deduction either for the whole year or partly for 1988 and 1989. As of the 1989 taxation year both credits will be on a calendar year basis. Once the comments received have been assembled they will be discussed with Revenue Canada in early April.

The second item you should be aware of comes from Pierre-Yves Boucher, Associate Executive Director/Legal Counsel, AUCC, who indicates that Northland Open University has approached some Canadian Universities seeking to obtain recognition for the degrees which are conferred by that institution. Northland Open University is one of the letters patent corporations incorporated under the Canada Corporations Act. As it is not a member of AUCC nor is it now being considered for membership, to AUCC's knowledge none of its member institutions recognize degrees or credits from Northland Open University.

Finally, I am looking forward to seeing you at the ARUCC conference in Toronto this coming June 26 - 29. This will be a good opportunity to expand your professional horizons, renew old acquaintances and to make some new one. Look for the conference material which will be in the mail shortly.

Ainsley Towe
President, ARUCC

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1.2 Membership News

Sir Wilfred Grenfell College Sharon M. McLennan became the new College Registrar in June, 1987.

Brandon University
Don Bales has been appointed Registrar of Brandon University. He also continues as Director of Student Records.

Cambrian College
Tina Sartoretto is now the Registrar and Danielle Talbot-Larivière is Manager of Liaison at Cambrian College.

Northern Lights College
In November 1987, Glenn Ruhl became the new Registrar at Northern Lights College.

Wilfrid Laurier University
Robert Arnold became the new Associate Registrar, Systems on January 1, replacing Werner Ullman who retired. Marilyn Watson is the new Registration/Graduation Assistant.

University of Regina
Laurie Sims has joined the staff, filling the new position of 'Administrative Assistant', Student Services.

University of Saskatchewan
The Registrar's Office welcomed Darryl Koroluk as Administrative Assistant in the Systems and Records area.

Athabasca University
Hendrick Slegtenhorst, Registrar of Athabasca University, resigned his position effective October 1987, in order to assume the position of Executive Director (Administration and Planning) of Atkinson College, York University.

Phyllis Frick is Acting Registrar until such time as a full open competition can be held.

Concordia College

Dr. Harry Lutzer, formerly serving as Dean at Admissions, Registrar and Dean at Continuing Education, has been appointed as full time Director of Continuing Education. He is replaced in the Registrar's Office by Marilyn Walz. Another new appointment in the Registrar's Office is Assistant Registrar Judy Kruse.

Mount Royal College

Jean Madill is the new Assistant Registrar for Admissions and Liaison replacing Diane Munson who relocated to Australia. Alice Mackichan is the new Educational Liaison Co-ordinator.

Westerra Institute of Technology

Dennis Johanson was appointed Registrar and Director of Student Services and Nancy Hathaway was appointed as the Assistant Registrar.

University of Victoria

David Glen has left his position as Director of Admission Services to become the new Director of Record Services at University of Victoria. Cecilia Freeman-Ward is the new Admissions/Records Officer of the Graduate Studies area.

Dalhousie University

Gudrun Curri is the newly appointed Registrar at Dalhousie University. She had been Registrar at Scarborough College, University of Toronto for 12 years.

McGill University

Professor Helen V. Gougeon was appointed Dean of Admissions, and Ms Mariela Johansen was appointed Manager of the Admissions Office at McGill University. Ms Peggy Sheppard, who previously held the position of Director of Admissions, is currently on study leave from the University.

Trinity Western University

Allyson Fichtner recently became the new Registration Assistant at Trinity Western.

Humber College of Applied Arts and Technology

Michele Clarke is the Arts Director of Admissions now at Humber College.

King's College, University of Western Ontario

Marilyn Mason is the new College Registrar at King's College. She came from McMaster University where she was National Recruitment Co-ordinator/Liaison Officer.

University of Waterloo

Gail Goodfellow has been appointed the new Assistant Director of Secondary School Liaison at Waterloo.

2. GOVERNMENT RELATIONS

2.1 Student Job Funds Unchanged From 1987

The federal government will spend \$180 million on summer-employment programs for students this year, the same as in 1987. Youth Minister Jean Charest announced.

Charest predicted 90,000 students will find jobs this year, a slight increase over the 88,000 who found jobs in 1987.

Student unemployment dropped to 11.9 per cent last summer, down from 15 per cent in 1985.

Opposition and student group spokesmen criticized the government for not increasing the funding.

New Democrat MP Marion Dewar (Hamilton Mountain) said "the government is looking at a reduction in student employment programs when the additional cost of inflation and increases in provincial minimum wages are taken into account."

But Charest said the fact that spending levels are being maintained as unemployment drops shows the government gives students a high priority. The federal government cut student-job funding by \$30 million in 1986. He announced that \$12 million would be spent this year on a counselling and job program aimed at encouraging high school students not to dropout.

Charest said the federal government will spend \$127 million - the same as in 1987 - on a program which pays employers part of the student wages.

Under the program, private-sector employers recover 50 per cent - up to a maximum of \$3 an hour - of wages paid to students.

Public sector and non-profit organizations recover the provincial minimum wage for each student employee.

2.2 Funds Increase for Indian and Inuit Education

The \$93.7 million budget for Indian and Inuit post-secondary education for fiscal year 1987-88 represents a 14.8% increase over the previous year. Over the past ten years, participation by Indians in post-secondary education has grown from 3,500 full time equivalent students to 12,000 in 1986-87. According to the Department of Indian and Northern Affairs, Indian participation, including both full time and part time students, has grown from 1.5 of the total Indian population in 1979-80 to 4.0% in 1986-87.

2.3 Correspondence Students Need Credit Too -- Committee

The House of Commons committee on tax reform says the proposed federal education tax credit should be extended to all postsecondary students and not be limited to those on campus. Currently only students who physically attend classes at college or university campuses are eligible for the credit--which rules out the approximately 200 to 300 students enrolled full time in correspondence courses. The committee says it was convinced of the need for change by briefs from the Canadian Association for Distance Education, Athabasca University and the University of Waterloo. However, it was not convinced that the education tax credit should be extended to part time students as well.

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Un Cr dit d'imp t pour les cours par correspondance?

Le comit  parlementaire de la r forme fiscale affirme que le cr dit d'imp t pour  tudes qu'envisage le gouvernement f d ral devrait  tre offert   tous les  tudiants au niveau postsecondaire et non restreint   ceux qui  tudient sur un campus. Actuellement, seuls les  tudiants qui assistent en personne au cours donn s dans les coll ges et universit s ont droit au cr dit, ce qui exclut de 200   300  l ves   temps plein inscrits   des cours par correspondance. Ce sont des m moires de l'Association canadienne pour l'enseignement   distance, de l'Athabasca University et de l'University of Waterloo qui ont convaincu le comit . Il n'est toutefois pas s r qu'on doive aussi offrir le cr dit aux  tudiants   temps partiel.

2.4 Distance Education Network Given Funding at Summit

The establishment of a worldwide francophone distance education network to be located in Canada was announced at the francophone summit in Quebec City in early September. The governments of Canada and Quebec will provide \$3 million toward the Centre international francophone de formation   distance (CIFIAD). So far, none of the 41 other francophone leaders attending the summit have pledged funds to the project, although more money is expected. CIFIAD is a Canada-Quebec initiative that was first proposed at the Paris francophone summit in 1986. A pilot project which linked national schools of public administration in Quebec, Senegal and the Ivory Coast ran successfully between April and June 1987; this program is slated to be expanded in the

coming year. When operational, the distance education centre will offer courses using technology such as teleconferencing and video links as well as more traditional correspondence programs throughout the francophone world. The centre is expected to be fully functioning by July 1989.

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Financement d'un centre de formation à distance annonce
au sommet

L'établissement d'un réseau mondial francophone de formation à distance qui aura son siège au Canada a été annoncé la première semaine de septembre au Sommet francophone de Québec. Les gouvernements du Canada et du Québec fourniront \$ 3 millions pour la création du Centre international francophone de formation à distance (CIIFFAD). Jusqu'ici, aucun des 41 chefs d'autres pays francophones qui assistaient au sommet ne s'est engagé financièrement envers le projet, mais la possibilité demeure. Le CIIFFAD est une initiative canado-québécoise d'abord proposée au Sommet de Paris 1986. Un projet pilote associant les écoles nationales d'administration publique du Québec, du Sénégal et de la Côte-d'Ivoire a fonctionné d'avril à juin 1987 avec succès et doit être élargi au cours de l'année qui vient. Une fois en place, le Centre de formation à distance offrira des cours faisant appel à des techniques telles que les téléconférences et les liaisons vidéo ainsi qu'à des programmes par correspondance plus traditionnels, dans l'ensemble du monde francophone. Il devrait fonctionner à plein régime d'ici juillet 1989.

2.5 Quebec to Have New Funding Distribution

Quebec's universities have been promised a new funding formula within two years. At a recent meeting of the Conference of Rectors and Principals of Quebec Universities, Advanced Education and Science Minister Claude Ryan said a fairer system of distributing operating and capital grants would be in place by 1989-90. The minister promised to consult with the universities in developing the new system. In the meantime, plans for distributing the \$40 million promised by the government in additional funding for 1987-88 have not yet been finalized, although the minister has released an unofficial plan of how he intends to divide the money. A number of Quebec universities have stated that the planned distribution--based mostly on student enrolment--is unfair.

2.6 Universities Shocked by Provincial Audit

The university community is watching in shock as Peterborough's Trent University becomes the first in Ontario to be scrutinized by the provincial auditor.

"We knew it would be a very sensitive move on our part," provincial auditor David Archer said. He said a medium sized and a large university will be audited next.

The team from Mr. Archer's office caused widespread apprehension when it arrived on Trent's small campus to examine spending practices.

On campuses everywhere, alarm bells are sounding as educators take offence at the implication that they cannot manage their money. They see the move as an infringement on their autonomy and a duplication of work already done by outside auditors.

"There's nothing to hide, but certainly they're going to find a lot of small skeletons," William Sayers of the Council of Ontario Universities said.

"The sort of things we can discover in government can certainly be discovered in universities."

Alan Earp, president of Brock University in St. Catharines, is worried that differences between university and government practices may not be appreciated. "It could be difficult for auditors not to draw attention to the things we do differently."

However, he said universities dare not appear too resistant, because of the impression that might be conveyed.

The provincial auditor has the authority to examine the books of recipients of provincial grants. Last year, Ontario's 15 universities received \$1.4 billion. "...there's been no surveillance on the part of the province as to how money is being spent," Mr. Archer said in an interview. He said scrutiny of universities is a logical extension of the increased attention to provincial transfer payments. Several years ago the provincial auditor focused on community colleges.

A provincial auditor's report on Ottawa's Algonquin College in 1984 concluded that the institution had been badly managed. The audit followed revelations that the college had collected almost \$2.4 million too much from the provincial Government because of an enrolment

irregularity. In addition, one Algonquin employee was convicted of fraud for paying himself \$36,000 by diverting college funds through his private companies.

Mr. Archer said his staff will examine purchasing practices, control of fixed assets and enrolment recording at the universities. He said that a report will be prepared and sent to the institution. A copy would likely be forwarded to the Ministry of Colleges and Universities. Significant sections could be included in next year's annual report to the Legislature, tabled in November, 1988.

In Manitoba, it is established practice for the provincial auditor to examine the books of universities. "Our aim with the universities is to identify chronic problems, if any, and hope that with the cooperation of the university community, they will attempt to correct them," Mr. Archer said. But the spirit of co-operation is so far absent. When Mr. Archer invited the universities to suggest where he should start, he was greeted with silence. "Nobody wanted to volunteer," one official recalled.

The COU even sought advice from a lawyer as to whether Mr. Archer had a legal right to set foot on their campuses.

At Trent, red carpets were not unrolled when the team of auditors arrived. "We didn't invite them. They're here doing business for someone else. We're treating them accordingly," John Earnshaw, vice-president of administration, said.

2.7 Figures Released on Student Debt Load

About 80 per cent of students graduating from Canadian universities and colleges in 1985-86 had debts of \$10,000 or less from student loans, according to recent estimates released by the Secretary of State and Council of Ministers of Education, Canada. According to the figure, only six per cent of all final year students had debts over \$15,000. Most of the high debt load students were over the age of 25 and about two-thirds had attended university rather than college. The average accumulated debt under the Canada Student Loan Program--not including provincial loan plans--was about \$4,800. The figures released by Mr. Crombie and the education ministers are described as a "snap-shot" based primarily on Canada Student Loans data for full-time students who negotiated loans during 1985-86. Provincial student

loan information was also supplied by British Columbia, Alberta and Ontario.

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Statistiques sur l'endettement des étudiants

Environ 80 p. 100 des étudiants sortant des universités et collèges du Canada en 1985-86 et ayant contracté des emprunts pour leurs études devraient moins de \$10,000, selon les données que viennent de dévoiler le Secrétariat d'Etat et le Conseil des ministres de l'Education. Seulement six p. 100 des étudiants de dernière année devraient plus de \$15,000. La plupart des plus endettés ont plus de 25 ans et les deux tiers environ ont fréquenté l'université plutôt qu'un collège. La moyenne de la dette accumulée dans le cadre du Programme canadien de prêts aux étudiants (à l'exclusion des programmes provinciaux) atteint près de \$4,800. Les données que M. Crombie et les ministres de l'Education ont dévoilées sont un survol rapide, reposant principalement sur les statistiques du Programme canadien de prêts aux étudiants concernant les étudiants à temps plein qui ont contracté des emprunts en 1985-86. La Colombie Britannique, l'Alberta et l'Ontario ont également fourni des statistiques provinciales.

3. READING OR REFERENCE

3.1 A Profile of Post-Secondary Students in Canada

This report, which was prepared by Marion Porter and Jill Jasmin, was published by the Secretary of State and Statistics Canada in April, 1987.

The survey was designed to collect data about basic characteristics of students at the college and university levels, and to address a number of specific issues, namely: participation in postsecondary education; part time and full time study and employment; students' income and expenditures; mobility; language usage; and interest in Canadian studies.

Of particular interest to adult/continuing educators will be the data collected from part time students. Two examples of the survey findings are the following:

- a) Most Important Reason for Choosing to Study Part Time Rather Than Full Time: The majority of the college career and university students selected as

the most important reason "to keep my present job while studying". This was especially true of the part time graduate students: 66% of the men and 59% of the women in that category chose that as the most important reason.

For all types of student except college transfer, a higher percentage of men than of women studies part time rather than full time in order to keep their present job while studying. The women who did not select that reason as most important were likely to indicate that personal or family responsibilities were the most important reason for studying part time rather than full time.

- b) Family Background -- Highest Level of Education Completed by Father and Mother: At the university level, much higher percentages of part time than full time students had parents who have not completed secondary school, while conversely, much lower percentages of part time than full time students had parents who have a university degree. At the college level, no difference was found in the educational level of the parents of part time and full time students.

3.2 Task Force Volunteers Needed

In 1986. ARUCC published the Report of the Task Force on Student Records. This report addressed the issues that affect the creation, maintenance, security and control of the student record, whether it be the paper, hard copy file or some form of electronic file. The ARUCC Executive would like to proceed with the next step in this process - the question of retention of those files.

As space becomes a critical and costly factor, and more and more institutions maintain their records through electronic media, we are faced with the decision of whether to retain the paper file as a whole, or to retain some portion, or to retain none at all. In addition, while electronic files do not necessarily have technical limits, we should examine our requirements with a view to archiving material for retrieval when needed.

The Executive would like to establish a small task force comprised of members who have both expertise and interest in this whole issue of records management. The

task force would be expected to review current practices of retention, archiving and purging of student files be they in paper or electronic form, and prepare, for

publication, a report on their findings and recommendations. The Report will be published in both French and English.

The ARUCC budget is very limited in terms of being able to provide travel expenses so members should be prepared to conduct a good deal of their work through EMail or by correspondence. Some travel monies would be available.

Individuals who are interested in applying to serve on this Task Force should contact the Secretary-Treasurer, ARUCC, Ronald Heath, Registrar, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, (604) 291-4176-EMail - WRRH@SFU.bitnet as soon as possible.

3.3 Foreign Student Numbers Up in U.S.

The number of foreign college and university students in the United States went up by 1.7 per cent in 1986-87 to a record high of just over 349,600, according to figures released recently by the Institute of International Education. The largest and fastest growing segment of the foreign students population is from South and Southeast Asia, with an overall increase of 8.8 per cent. For the second straight year, the People's Republic of China showed the largest rate of increase-- up 43 per cent to a total of 20,030 students. The number of Canadians studying at American universities and colleges increased by just under two per cent. In contrast to the U.S. numbers, the Canadian Bureau for International Education notes that foreign student enrolment at Canadian postsecondary institutions has dropped by about 19.4 per cent since 1982-83.

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Le nombre d'étudiants étrangers augmente aux Etats-Unis

Le nombre d'étudiants étrangers dans les collèges et les universités des Etats-Unis a augmenté de 1.7 p. 100 en 1986-87, atteignant un nouveau sommet d'un peu plus de 349,600, selon des statistiques récentes de l'Institute of International Education. La fraction la plus nombreuse et qui croît le plus rapidement vient d'Asie du Sud et du Sud Est; elle a augmenté dans l'ensemble de 8.8 p. 100. Pour la deuxième année d'affilée, la plus forte augmentation est venue de la République populaire de Chine: jusqu'à 43 p. 100, soit un total de 20,030 étudiants. Le nombre de Canadiens a augmenté d'un peu moins de deux p. 100. Par contraste avec les données américaines, le Bureau canadien de l'éducation

internationale constate que l'effectif étranger dans les établissements postsecondaires canadiens a diminué d'environ 19.4 p. 100 depuis 1982-83.

3.4 A Space-Age University Without Campus or Faculty Offers Its TV Courses Nationwide Via Satellite

Michael Reiss is a pioneer of the satellite age.

He received a master's degree in computer engineering last November, based totally on courses beamed via satellite from universities around the country to a classroom at NCR Corporation in Cambridge, Ohio, where he is a software consulting analyst.

His degree was the first to be awarded by the National Technological University.

N.T.U., a consortium of 24 engineering schools that began operations in 1984, has no campus and no faculty of its own. Its programs are all based on satellite transmissions of both live and videotaped graduate engineering courses offered by its members and beamed to industrial sites around the country.

Participants in the space-age system believe it will be an important tool in helping engineers and industries fight technological obsolescence.

The concept of N.T.U. received strong support from industry and government even before the university was launched. Some \$370,000 was raised for a two-year feasibility study from employers including Alcoa, Control Data Corporation, the Department of Defense, and General Motors Corporation.

About 100 industrial sites are now equipped to receive N.T.U. broadcasts, and another 20 are expected to be ready by fall. It costs companies between \$10,000 and \$15,000 for the equipment needed to set up each receiving site.

The university offers master's degrees in computer engineering, computer science, electrical engineering, engineering management, and manufacturing-systems engineering. The curricula are drawn up by committees

of faculty members from the participating institutions and are reviewed by outside academics.

N.T.U. has small offices in Fort Collins, Colorado, where administrators handle admissions and counselling

chores and put together the elaborate broadcast schedule.

The companies that subscribe to N.T.U. usually reimburse engineers who successfully complete courses for the costs of books and tuition -- \$350 per credit hour for students enrolled for credit and \$250 per credit hour for those who audit courses.

Mr. Reiss summarizes the reasons many students cite for enrolling in N.T.U.'s degree programs: "I liked the idea of taking courses through a satellite link-up so I could take them all at work. Here in southeast Ohio,, there wasn't a university close by where I could get the degree I wanted. I would have had to drive two hours one way to get the courses I needed.

With N.T.U., I could view the videotape on my schedule. And I could relay the videotape if I needed to. Most of the time, the students in the class on site asked the questions I would want to ask. If not, I could call the professor. Some professors were only available at certain hours, but most were very flexible."

And he adds, "several times courses helped me solve on-the-job problems."

A major advantage of the N.T.U. system for companies and engineers is the chance to select live and videotaped courses offered by several universities. "By pooling the best teachers with instructional-TV experience, a university consortium like N.T.U. can markedly improve the intellectual quality of instruction over that which a single school can offer," says Mr. Baldwin, former dean of engineering at Colorado State University.

3.5 Speed Up Process, Graduate Deans Say

The heads of Canada's graduate schools say it takes too long for students to get master's or PhD degrees. The Canadian Association of Graduate Schools has unanimously approved a statement to call attention to the "excessive" time being taken to complete degrees and an "alarming" drop-out rate. Funding is a major problem, according to CAGS: graduate fellowships and scholarships are often inadequate and many students must work while completing their degree. But CAGS also says universities must make some changes. Institutions should provide facilities and services needed to conduct studies with minimal delays and should require

conciseness in graduate theses. CAGS says the work required to get a degree should generally be tailored to the length of graduate fellowships--two years for master's degrees and four for PhDs. According to CAGS president Gordon Maclachlan, it currently takes four to six years for science and engineering students to complete PhDs and an average of 10 years for humanities and social science students.

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Accélérons, s'il vous plaît!

Les doyens des écoles d'études avancées jugent qu'il faut trop de temps aux étudiants pour obtenir une maîtrise ou un PhD. L'Association canadienne des doyens des études avancées a approuvé à l'unanimité une déclaration visant à attirer l'attention sur la durée "excessive" des études et le taux "alarmant" d'abandon. Le financement présente un problème d'envergure selon l'ACDEA: les bourses d'études et de recherche sont souvent insuffisantes et beaucoup d'étudiants doivent travailler jusqu'à l'obtention du grade. D'autre part, l'ACDEA estime que les universités doivent y mettre du leur en fournissant les installations et services nécessaires pour minimiser le retard dans les études et en exigeant que les thèses soient concises. L'Association croit que la durée des travaux devrait généralement correspondre à celle de la bourse: deux années pour la maîtrise et quatre pour le PhD. Or, selon le président Gordon Maclachlan, les étudiants en sciences et en génie mettent actuellement de quatre à six ans pour obtenir un PhD et ceux des sciences humaines et sociales, dix ans en moyenne.

3.6 University Presidents Encouraged After Forum

The president of AUCC has urged quick action on postsecondary education issues to ensure that the spirit of October's national forum on postsecondary education does not "dissipate". Arnold Naimark says university presidents were encouraged at the results of the forum. He adds that AUCC supports the consensus that developed in Saskatoon among forum participants that a national strategy for postsecondary education is needed and that a mechanism must be established to promote such a strategy and to articulate national objectives. The association plans to meet soon to discuss how it can best assist "the transition from conference to action".

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Optimisme des recteurs au lendemain du colloque

Le président de l'AUCC a invité chacun à agir rapidement afin que l'esprit du colloque national d'octobre sur l'enseignement postsecondaire ne puisse "se dissiper". M. Arnold Naimark affirme que les recteurs d'université ont ressenti de l'optimisme à l'issue du colloque de Saskatoon. Il ajoute que l'AUCC appuie le consensus qui s'est établi parmi les participants sur la nécessité de mettre au point une stratégie nationale pour l'enseignement postsecondaire et d'établir un mécanisme pour l'avancement de la stratégie et l'articulation d'objectifs nationaux. L'Association doit se réunir sous peu pour discuter des meilleurs moyens de faciliter "la transition de la conférence à l'action.

3.7 New On The Shelves

The Science Council of Canada has released a report on the benefits and costs of postsecondary cooperative education programs. Co-op programs are "highly beneficial" and must be expanded, the report says. But, it adds, current financial support for co-op education is inadequate and should be increased. Copies of Postsecondary Cooperative Education in Canada are available free from the publications office, Science Council, 100 Metcalfe Street, Ottawa, Ontario K1P 5M1, (613) 992-1141.

The 63rd edition of the **Commonwealth Universities Yearbook** is now available. The yearbook is a guide to faculty, and courses of universities throughout the Commonwealth. Copies are available in Canada for \$183 (146.40 for AUCC member institutions) from AUCC, 151 Slater St., Ottawa, Ontario K1P 5N1, (613) 563-1236.

The latest edition of **Academic and Administrative Officers at Canadian Universities** has just been issued. The directory contains addresses and telephone numbers of executive and administrative officers at AUCC member institutions. Copies are available for \$10 in Canada from AUCC.

3.8 How Does Experience Rate?

Researchers at the Ontario Institute for Studies in Education are conducting a study of Canadian university regulations for granting admission based on "experiential learning". OISE professor Alan Thomas

plans to mail questionnaires to universities across Canada in an effort to determine the extent to which Canadian universities give credit for life experience rather than academic qualifications. The study is funded by the Social Sciences and Humanities Research Council of Canada. For more information contact Alan Thomas, chairman, Adult Education, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 (416) 923-6641.

3.9 Business School Planned in B.C.

A former university campus in Nelson will be the site of what Mayor Gerald Roterling says will become "the major Western Canadian Pacific Rim institution." Mr. Roterling said that the campus, former site of the David Thompson University Centre until it was closed by the provincial government in 1984, will become a postsecondary institution for Japanese business students. The college, which will open in April of 1988, will initially have 250 Japanese postsecondary students. It will offer a Canadian degree in business administration, starting with a two-year program and later expanding to four years.

3.10 Olympic Glass Sales benefit University Athletes

Petro Canada's announcement of a \$4 million athletic awards program is a "first step toward a larger fundamental university scholarship program", says Canada's Sport Minister Otto Jelinek. Mr. Jelinek made the comment during Petro Canada's Press conference announcing the program. The company says it will use the proceeds of glass sales at Petro Canada stations to commemorate the Olympic Torch Relay and the Winter Olympic Games to set up a \$4 million trust fund generating interest for the awards. The fund will annually grant about 100 renewable awards of \$1,000 to community college athletes and \$2,000 to athletes enrolled at Canadian universities as well as about 10 awards worth \$8,000 each to graduate students developing advanced coaching skills at "satisfactory" academic standing.

3.11 College Enrollment To Top 12 Milion

The projected figure for this fall's college enrollment is about 12.3 million, says the U.S. Department of Education. Total enrollment will remain stable, declining less than one percent from last year. About 9.5 million students will attend public institutions, while 2.8 million will study at private schools. Colleges will employ 698,000 full- and part time faculty

members: 491,000 at public schools and 207,000 at private ones. Although the number of high school graduates has dropped by over 10 per cent in the last five years, college enrollment remains high because of small increase in the college going rate of traditional college age students, and because more older and part time students are enrolling. According to a report in The Chronicle of Higher Education, spending at all levels of education will reach a record \$308 billion. That represents 6.7% of the total market value of the goods and services that will be produced in the United States this year.

3.12 Barbados Promotes Satellite Links For Caribbean University Students

Barbados plans to press next month's Commonwealth meeting in Vancouver to set up satellite links that would let Caribbean students take courses from Canadian and British universities. The concept, known as distance education, involves using communications satellites, computers and cassette tapes to transmit course material.

"There is a desire to make a university education less expensive for students who are poor but bright," Barbadian Foreign Minister Sir James Tudor said in an interview. "Perhaps it would be a way to ensure that the Commonwealth stays together as well."

At least one island leader, however, believes the satellite scheme would be a poor substitute for study abroad. "It would help," said James Mitchell, the Prime Minister of St. Vincent, "but how can you do chemistry by satellite? You need a lab."

Mr. Mitchell said one of the biggest obstacles to students from underdeveloped countries is university fees. "We now pay three or four times as much as your own students for tuition," he said. "One of the greatest ways to help us would be to let us pay the same as anyone else."

In Ontario, for example, tuition fees for foreign students range from \$3,100 to \$8,400, compared with \$1,500 for domestic students, figures from the Canadian Bureau for International Education show. In Quebec, foreign students pay between \$4,700 and \$6,200, compared with \$700 paid by domestic students. Manitoba, Saskatchewan and Newfoundland do not have different fees for foreign students.

The satellite scheme is being pushed by Barbadian Prime Minister Erskine Sandiford, who became enthusiastic after hearing about it at a conference in Nairobi. Mr. Sandiford, a former teacher, is also Minister of Education.

Sir James said Barbados would like to see students from the Caribbean receive course credits and possibly even degrees from influential universities, without leaving their home islands. Some Caribbean nations see the satellite education proposal as an alternative to expensive scholarship plans.

Trinidad, which is hard up for foreign exchange because world prices for its crude oil have fallen in recent years, has cut back sharply on scholarships for foreign study.

At the Vancouver meeting of Commonwealth heads of government, however, the education question will be distinctly secondary to the main issue for developing Commonwealth countries - Britain's refusal to cut links with white minority-ruled South Africa.

Since the last Commonwealth conference, several corporations have announced withdrawals from South Africa. Because of that, Sir James said he expects there will be "less acerbity" between Britain and black-majority Commonwealth countries this year.

Other issues Eastern Caribbean states want discussed include strategies to combat drug trafficking, a proposal to form a single nation out of several of the islands and strengthening of the Commonwealth Fund for Technical Co-operation.

3.13 University Enrollment Up Again In 1987-88

First-year undergraduate enrollment appears to be up by almost five per cent this fall at university campuses across Canada, according to a recent telephone survey of preliminary enrollment figures. Total full time undergraduate enrollment is up this year as well by about 1.8 per cent--marking the eighth year in a row that enrollment has increased at Canadian universities. Total part time enrollment is up by about 1.5 per cent. However, once again this year, visa student enrollment

has dropped substantially. Across Canada, full time undergraduate visa student enrollment is down by about seven per cent, with drops of about 28 per cent in Manitoba and 16 per cent in Saskatchewan. The telephone survey was conducted during the last week of September and first week of October by AUCC, the Association of Atlantic Universities and the Council of Ontario Universities.

3.14 Postsecondary Education Important: Callup Poll

Two out of three Canadians (66 per cent) say postsecondary education is very important today while another one in four (24 per cent) say it is fairly important, according to a recent Gallup poll. Of the respondents who say a college or university education is important, almost half say that importance is due to the financial advantages that come from having a degree. Just under one-quarter identified non-financial advantages as being the most important benefit, while another 27 per cent said both were important. More of those respondents who had graduated from university--a full 75 per cent--were convinced that attending college or university is very important in today's world. They were less likely, however, to see the advantages of a university education as purely financial. The results of the poll are based on 1,041 interviews conducted in September 1987. The poll is considered to be accurate within four percentage points, 19 times out of 20.

* * * *

L'importance des études, selon un sondage Gallup

Deux Canadiens sur trois (66 p. 100) disent qu'il est très important aujourd'hui de poursuivre des études postsecondaires; un sur quatre (24 p. 100) disent que c'est passablement important, selon un récent sondage Gallup. Près de la moitié de ceux qui attachent de l'importance à une éducation collégiale ou universitaire la relient aux avantages financiers que rapporte un grade. Un peu moins du quart attachent le plus d'importance aux avantages autres que financiers et 27 p. 100 disent que les deux genres d'avantages sont importants. Parmi les répondants détenant un grade universitaire, plus nombreux (75 p. 100 bien comptés) sont ceux qui sont convaincus qu'il est très important dans le contexte actuel d'avoir fréquenté le collège ou l'université. Par contre, ils ont moins tendance à ne voir que les avantages financiers d'une pareille éducation. Ces résultats reposent sur 1,041 interviews

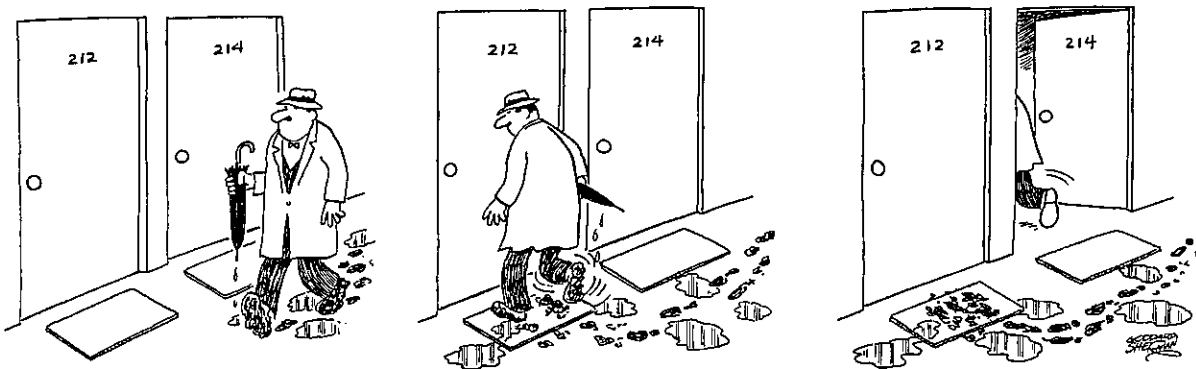
effectuées en 1987. Le sondage est censé être précis à quatre p. 100 près, 19 fois sur 20.

3.15 United Kingdom Exchange Program for University Administrators

A seven-person selection committee chaired by Hugh Mitchell, Director Human Resources, McGill University met on October 29, 1987 to review applications for the 1987-88 exchange program for university administrators. The winner is Douglas Badger, Manager Financial Services Directorate, University of Guelph. Investigating systems and approaches being utilized by U.K. institutions to improve the efficiency of financial record-keeping will be the focus of Mr. Badger's project.

Details on the 1988-89 program will be available shortly. Travel costs to the United Kingdom will be covered. In the meantime, requests for further information and application forms are available from the CAUBO (Canadian Association of University Business Officers) office, 151 Slater Street, Ottawa, K1P 5N1 (613) 563-1236.

It should also be noted that although the program is administered by CAUBO, all university administrators are eligible. The only persons not eligible are persons entitled to sabbatical leave. Also, mid-career applicants are given priority since senior staff can participate in similar awards available from the Association of Commonwealth Universities.



ARUCC MEMBERSHIP INFORMATION FORM

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

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