# ARUCC

CONTACT NEWSLETTER

ASSOCIATION OF REGISTRARS OF THE UNIVERSITIES AND COLLEGES OF CANADA
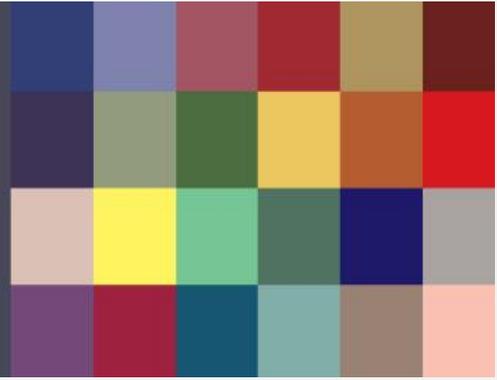
Contact Vol. 21, No. 26

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50 Years of Connecting, Engaging and Growing Forward

Submitted by:
Neil Marnoch
President, WARUCC
Registrar
University of Manitoba

The Western Canadian Registers began formally meeting in 1963. The organization that resulted from this first meeting was first called the Western Canadian Association of Registrars of Institutions in Post-Secondary Education (WCARIPSE) and included members from both degree granting and non-degree granting institutions. When the national registrar's association also opened its membership to non-degree granting institutions in 1974 and became known as ARUCC, the western region changed its name to the Western Association of Registrars of the Universities and Colleges of Canada (WARUCC). Regardless of the name, the western registrars have been meeting on a biannual basis for the past 50 years. These meetings have served to provide opportunities to make a connection with individuals at other institutions, to share ideas, help solve problems together and to support the growth of the profession and, in turn, assist us as individuals to more effectively serve the needs of our institutions and our students.

WARUCC will celebrate 50 years of supporting registrars and related student service professionals and contributing to student success as we come together June 24 – 27, 2013 in Winnipeg, Manitoba. The theme of the 2013 WARUCC Biannual Meeting is *Connect – Engage – Grow Forward*. More information on the meeting can be found on our [conference website](#).

Meeting every two years has been a major part of our support of registrarial professionals. WARUCC also provides support in the form of the [J. David McLeod Assistantship Fund](#). WARUCC Assistantships were created in 1991 to assist members undertaking professional development, research, education or other professional activities that will be of benefit to the registrarial profession. In 2009, the Assistantship was renamed in memory of J. David McLeod, a former President of WARUCC, in honour of his outstanding contributions made to the development of the profession in Western Canada.

Thank you for supporting ARUCC!

The association has maintained a website, as well, for many years as way of connecting members and providing information about events. The website was recently re-launched with a new platform that provides enhanced services to members and the executive team using a software system called Wild Apricot.

Like similar organizations, WARUCC is a member driven organization that is developed and maintained by busy professionals who make contributions as an addition to their normal institutional duties. Wild Apricot offers a user friendly, easy to learn system that allows the executive members control over the website and to enhance services to members. Among its features, Wild Apricot is a Membership Management system that allows individuals to request membership, create and update profiles and takes a load of work off the association's executive in maintaining the member database, generating invoices, and processing renewals. Using this system we are able to set up credit card payments for member renewals and conference registrations - a convenient feature for members and executive alike.

One concern frequently voiced about the former website was the visibility of the membership and contact information. In an effort to help members easily connect with each other, the directory was publicly accessible. But this set up also made it easy for those not associated with WARUCC to spam the membership. The member directory is now available securely only to fellow WARUCC members. Members simply have to log in to the secure site to locate other members by name, title, institution, province, etc.

While in the past members were able to send messages to the membership through a listserv, the new site includes email tracking features commonly found in customer relationship management systems. Approved senders can track email messages to determine how many people - and who - received and opened it and how many recipients clicked on any links that were included. The membership can easily be segmented as well for targeted messages – such as to all the members of a province or an email just to the lead members of each institution. It is easy to build a group around specific functions – such as the executive, a working or interest group and use the email features to send messages within the groups.

 The site also includes event management features. The WARUCC Biannual meeting is hosted by a different province each year. Every host planning committee has had to re-invent the wheel each time by building a conference website and developing an online registration facility – rarely enabling self-

serve registration and accepting credit card payment. The Wild Apricot based site provides these features and integrates the conference site within the WARUCC website.

Our biannual meetings have provided opportunities to connect and engage every two years, but how does engagement in between meetings occur? The WARUCC Executive is currently exploring the possibility of using the blog and forum features embedded in the new website to further enhance engagement of its members with each other.

We are very excited by the functions and possibilities offered by the new website. If you haven't already done so, check out the site at warucc.ca. Members who have not logged in yet can do so by entering your email and clicking on Forgot Password. This will allow you to set up a password and access the secure features of the website. Western Canadian professionals who are not yet members can become a member by clicking on the Join Us link and following the instructions. Others may just want to navigate the site to discover more about the association and what the site has to offer.

OURA Conference- Follow-up
Submitted by:
Effie Gatsinos OURA Past President
Assistant Registrar, Student Recruitment
University of Guelph

This year's Ontario University Registrars' Association (OURA) conference, *Collaborating for Success,* exceeded all expectations for the record-number of registrarial colleagues who attended! Held over four days in February at the Marriott Gateway on the Falls, the conference program provided both personal and professional development opportunities in the form of six streams of engaging, informative sessions and a series of dynamic and memorable plenary speakers, including Craig Kielburger, Dr. Marc Wilchesky, Brian Beamish, and Dr. Greg Wells. The OURA conference also afforded the chance to network with colleagues and sponsors, and to recognize the outstanding accomplishments of Western University, through the Innovation Award, and Keith Alnwick, recipient of the 2013 OURA Award of Achievement.

Thank you for supporting ARUCC!

AWBC – Update

Submitted by:

Steven Davis

Professor Emeritus of Philosophy at Simon Fraser University and Carleton University and Adjunct Professor of Philosophy at McGill University and the Université du Montréal.

It has been a busy year for Academics without Borders Canada (AWBC). To give you a sense of the work that we have been doing I want to highlight three of our projects at the University of Cape Coast, Aga Khan University, and Addis Ababa University.

Doctoral Programme at the University of Cape Coast in Ghana

We are assisting the Department of Computer Science and Information Technology (DCSIT) at the University of Cape Coast (UCC) in Ghana to mount a graduate programme. Ghana does not have a graduate programme in computer science and information technology, both of which are necessary for a modern economy. As a result, young Ghanaians leave the country to do graduate work. Most do not come back. We are working with the DCSIT to upgrade the academics qualifications of the faculty in the Department *in situ*. If enough of the faculty members obtain doctorates, UCC will permit the Department to mount a graduate programme. Last year, we sent three computer scientists, Berti-Équille, Jorg Liebeherr, and Andrew Frank, to UCC to offer graduate level courses for the DCSIT faculty members as part of programme to upgrade their academic qualifications.

Masters of Reproductive Health in Nursing at Addis Ababa University in Ethiopia

We are continuing our work at Addis Ababa University (AAU) in Ethiopia in nursing. Ethiopia has among the worst health outcomes for women in the world. For every 100,000 births, 720 Ethiopian women die; in Canada it is 7. The work that our volunteer, Amy Bender, is doing aims to change these horrendous outcomes. She is working with her colleagues at AAU to set up a Master's programme in nursing in reproductive health.

Upgrading Nursing Education at Aga Khan University East Africa in Kenya, Tanzania, & Uganda

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Lastly, we have a project to enhance the quality of nursing education at the Aga Khan University (AKU) School of Nursing, East Africa. The project is to upgrade nursing education working at AKU's campuses in Uganda, Kenya and Tanzania, where there is a large deficit in the numbers of nurses to meet the health needs of this region. The AWBC initiative involved sending three volunteers to AKU to strength the teaching capacity of nursing faculty in all three campuses. Lessons learned and the faculty development modules that were created will be shared across AKU, both in East Africa and with AKU's other campuses, as well as with other nursing schools in the region.

More about AWBC

These are just some of the projects that we have done recently. We have also done five other projects, four in Liberia and one in Rwanda. We are also developing our capacity to make a greater impact on the universities at which we work. We are focussing on a selected group of universities and have assigned staff members as Institutional Managers (IM) to these universities. Over the course of the next several years the IMs will visit their focus institutions to build relationships with their colleagues and to assess the projects that we have done with these institutions.

If you have any questions about AWBC's mission, please contact me, Steven Davis, at sdavis@awbc-usfc.org. For further information, please look at our website at www.awbc-usfc.org.

What the MOOC?

Submitted by:
Angelique Saweczko
Director, Enrolment Services
University of Regina

Massive Open Online Courses, commonly referred to as MOOC's are a growing phenomenon in online learning. You cannot go a day without reading a journal, blog or newsfeed without mention of a new a new partnership, success of MOOCs or transformative nature of MOOCs on education delivery. The following is an overview of MOOCs and to highlight implications from a enrolment and academic service perspective.

MOOCs are massive open online courses that follow one of two pedagogical models cMOOCs or xMOOCs. Connectivist MOOC (referred to as cMOOC's) is the original model that focuses on connectivism, networking and informal learning. Content-based MOOCs (referred to as xMOOCs) focus on the transmission of information. cMOOCs tend to be smaller and more interactive, while xMOOCs are larger and more independent learning. xMOOCs are the more popular of the two models and can include quizzes or assignments. The first MOOC was offered in Canada at the University of Manitoba. The course was offered to 25 traditional undergraduate students and 2,300 students from the general public free of charge with the goal of promoting connectivism and connective knowledge (Daniel, 2012). MOOCs have grown significantly with some courses reaching over 100,000 registrants.

MOOCs are typically free, non-credit courses where anyone with internet access can register. They follow a lecture format and some may include assessments such as written assignments, quizzes and a final exam. Students may choose to actively engage in the course and complete assignments, while others may take a more passive role. Although non-credit, some courses provide a certificate of completion – provided by the instructor as opposed to the institution. One important aspect of the current MOOC structure is that it is offered at the course level, through a third party provider; therefore, student registration data is not captured in the student information systems and institutional policies and processes are not followed.

There appear to be three key themes associated with the interest in offering a MOOC. The first relates back to the original model that encourages connectivity. A second is the dissemination of knowledge. The third theme is to offer MOOCs for credit. Although all themes play a role in the post-secondary
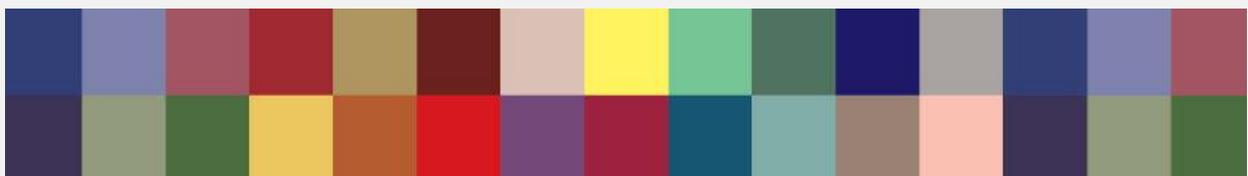
experience, the third theme could have the greatest impact on enrolment and academic services. Would current policies and processes apply or is there a need to develop MOOC specifically policies and procedures? Some aspects to consider include the admission processes (collection of registration data) and policies (completion times, evaluation) , course capacity, fees, support services and retention rates. According to Clow (2013) many students sign up for MOOCs; however, only a small percentage complete the course. Clow uses the funnel of participation to explain the attrition rate from registration to completion; the funnel works on the same premise as a traditional enrolment funnel. The funnel of participation should be used with caution in relation to free MOOCs as it does not factor in a participants motivation for taking a MOOC or that some learners take a passive approach to the course.

One of the greatest issues with MOOCs is evaluation. Considering the potential volume of students, instructors have to consider the type of evaluation that would work best from a pedagogical perspective and to monitor for plagiarism and cheating on such a large scale. Current practises of peer review have resulted in increased plagiarism in xMOOCs and do not necessarily measure a student's success in the course (AACRAO, 2013a; Daniel, 2012).

In light of the challenges and considerations, the idea of MOOCs for credit should not be dismissed. MOOCs are an opportunity to explore new ways of teaching and learning and to identify new cohorts of students. The 'how' is part of the discover process that will depend in each institutions approach, desired outcomes and institutional philosophies toward teaching and learning.

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Managing your ARUCC-L listserv

A few helpful tips to manage your ARUCC –L listerv:

Need to make changes:
If you have changed institutions, you can update your email address when you log in at
http://mail.arucc.ca/mailman/options/arucc-l_arucc.ca When you log in, you can also change your
password, unsubscribe, update your name, email format, frequency etc...

Unsubscribe
If you no longer wish to receive ARUCC-L emails you don't need to log in. You can unsubscribe from the
listserv here:
http://mail.arucc.ca/mailman/options/arucc-l_arucc.ca
Type in your email address and then click on the unsubscribe button.

Forgot your password?
Enter your email address and click on the "Remind" button located in password reminder section.

Upcoming Professional Development Activities:

2013 WARUCC Conference
Connect * Engage * Grow Forward
June 24-27, 2013
http://www.warucc.ca/Default.aspx?pageId=1458792

Click here to learn more about ACCRAO's webinars:

ACCRAO On-line Courses:

June 29	REGISTRAR 101
July 22 - August 17	ADMISSIONS COUNSELOR/RECRUITER 101

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September 7 - October 5   ESSENTIALS OF SEM
October 7 - November 2   REGISTRAR 101

[CBIE -Annual Conference](#)
Education for a Better World: Our Global Social Responsibility.
November 17-20, 2013

[ACCRAO Technology Conference](#)
Integrating Technology and Student Success on Campus
July 14-16, 2103
Tucson, AZ

Membership Job Opportunities

Members are encouraged to visit our "employment opportunities" tab on the ARUCC website for job posting across the country.
For more information on how to advertise an upcoming employment opportunity within your institution on the ARUCC website please visit: http://www.arucc.ca/advertising.

AUCC- Update

To read more on the Association of Universities and Colleges of Canada (AUCC)
click [here.](#)

Thank you for supporting ARUCC!

Vice-President of ARUCC Steps Down

Pascal Robichaud, Registrar, *Université de Moncton*, has made the decision to step-down from the ARUCC executive.

Pascal's decision to step-down from the ARUCC executive was not an easy one, but he has chosen to pursue other professional and personal endeavors.

The ARUCC executive is happy to report that Andrew Arida, Associate Registrar at UBC has accepted to be the next Vice- President of ARUCC. Please join me welcoming Andrew to the ARUCC executive.

Thank you for supporting ARUCC!