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Get Talking!

Most of us work at small schools where the registrar fulfils her or his duties in the absence of peers and colleagues with whom to share thoughts and ideas on the various issues and problems that confront us. Those of us at large institutions may be able to consult with an assistant or associate registrar (in the case of a registrar) or fellow recruiter (in the case of liaison officers), but talking amongst ourselves can leave us vulnerable to group-think and close off exposure to new and challenging approaches to our work.

WARUCC was founded to address the problem of isolation and the practice-perpetuation that it fosters. Our constitution states that we aim to provide a forum for the exchange of information on matters of mutual concern; provide leadership for the generation of ideas and the administration of professional development among its members; provide a continuing review of the functions performed by the registrar and the impact occasioned by technology and organization structures.

WARUCC does this. We hold biennial conferences. In intervening years, we have access to ARUCC conferences. Occasionally WARUCC members organize regional workshops and other professional development opportunities. The conferences are great, but we could do more: we could talk to each other on a more regular basis.

WARUCC has just the vehicle to serve this function: WARUCC News. In

recent years, this publication has mostly been about reporting what is happening in terms of events, significant organization changes at member institutions, and staff comings and goings, but it could also be a venue for discussion of broad topics. Therefore, I am taking this opportunity to encourage you to send thoughts and ideas to WARUCC News in a multitude of forms:

- Letters to the editor
- Op-ed pieces
- Short or long articles
- Book reviews

Your peers in WARUCC are intelligent and constructive. I am confident that the feedback you get will be interesting, enlightening and

respectful.

With a view to initiating the kinds of exchange I propose above, I have ventured thoughts (one informed, the other perhaps just provocative) on two subjects: institutional rankings and the registrar's role in achieving student-centred learning. I look forward to reading your feedback (expressions of agreement; rebuttals, possible solutions) in a future issue of WARUCC News.

Read your newsletter; react; write back; make future issues worth reading. The timeliness of your submissions will drive the appearance of WARUCC News.

J. David McLeod
 President, WARUCC

PS I look forward to seeing you in Riding Mountain National Park for Clear Waters: WARUCC Biennial Conference 2005.

“Challenge us to think! Share your ideas and questions whether preliminary or refined.”

WARUCC Call for Assistantship Applications

The "WARUCC Assistantship Fund", established for the purpose of creating Assistantships, will be awarded to staff of WARUCC institutional members who are engaged in research, education or other professional activities that will be of benefit to the registrarial profession.

WARUCC has made a commitment of up to \$5000.00 annually to assist with the costs associated with professional development initiatives, to members of WARUCC. It is further proposed that the Assistantships are available to any registrarial employee of a WARUCC institutional member. The institutional member funds are intended to assist with costs associated with research, attending computer seminars, communications courses, personnel seminars, marketing and research, publication, management skills, team building skills, conflict management skills etc. The Assistantships are not intended to finance attendance at WARUCC

conferences, although if funds are available, the Executive will consider such requests for first-time attendance only.

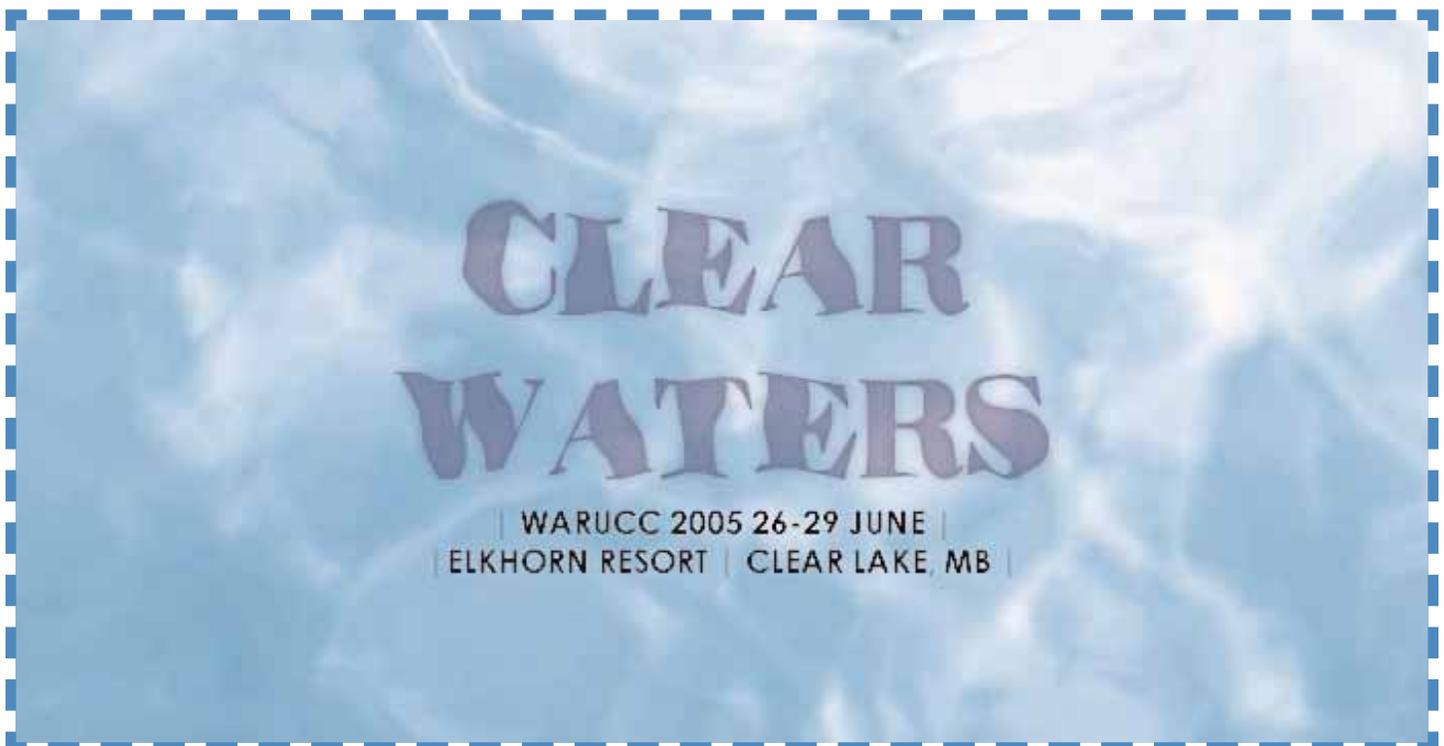
Applicants must have completed and submitted the application form by April 30 to their Registrar/Director, who must endorse the application in writing for the application to be considered by the WARUCC Awards Committee. The Registrar/Director is to submit endorsed applications to the Member-at-Large by May 15.

For more information, visit the website at www.warucc.ca.



Grant MacMillan
WARUCC Past President

Apply now!



New President for Red River College

The Board of Governors of Red River College of Applied Arts, Science and Technology announced in June, the selection of Jeff Zabudsky as the College's President. Mr. Zabudsky officially assumed his responsibilities on August 30th, 2004.

"Mr. Zabudsky brings an excellent combination of experience, educational background and personal attributes to the President position" said William Regehr, Chair of Red River College's Board of Governors.

"Members of Board of Governors look forward to working with Mr. Zabudsky to build on Red River College's strengths and continue the growth and momentum that has been experienced over the last seven years."



**Jeff Zabudsky, President
Red River College of
Applied Art, Science
& Technology**

Mr. Zabudsky has worked in Canada's post secondary sector for close to 20 years. He is currently the Vice President, Academic at Sault College of Applied Arts and Technology in Sault Ste. Marie, Ontario. Prior to the Vice President position he was the Dean, Technology and Curriculum Innovation at the Northern Alberta Institute of Technology (NAIT) in Edmonton, Alberta. In addition to these positions Mr. Zabudsky has served in a number of other professional roles in Canada's post secondary sector. Prior to his work in educational administration, Zabudsky worked as a broadcast journalist.

"I am thrilled at the opportunity to be a part of Red River College's future. And it's a bright future indeed. I have been fortunate to have had the opportunity to work in a number of provincial college systems. Through that

experience, I have come to know of Red River College's reputation as one of Canada's premier college institutions," said Zabudsky. "I look forward to working with the Manitoba and Winnipeg community to continue to establish the College's external partnerships and ensuring we continue to play a key role in their training requirements. Red River College graduates will be vital in sustaining Manitoba's economic growth, which a recent RBC Financial Report indicated was Canada's fastest growing in 2004."

A significant part of Mr. Zabudsky's background has been focused on the formation of public and private sector educational partnerships, distance education, and technology in education. He is a past-president of the Canadian Association for Distance Education. Zabudsky is a passionate advocate of college education and the critical role that colleges play in economic development. He has made presentations in many parts of the world dealing with issues of concern to college educators.

Mr. Zabudsky holds an undergraduate degree in Broadcast Journalism, a Masters degree in Distance Education, and is working on his doctoral dissertation towards a PhD in Educational Administration and Leadership through the University of Alberta.

For further information please contact:

Twylla Eagle
Director, Marketing and Public Relations
Red River College of Applied Arts, Science and
Technology
Phone: 204-632-2264
Cellular: 204-797-2780

WARUCGackles

Two hydrogen atoms meet. One says "I've lost my electron." The other says "Are you sure?" The first replies "Yes, I'm positive."

Book Review – College Rankings Exposed

Paul Boyer

College Rankings Exposed: The art of getting a quality education in the 21st Century

(Lawrenceville: Thomson, 2003)
235 pp. \$31.98
ISBN 0-7689-1360-8

Reviewed by Dr. J. David McLeod

Director of Enrolment & International Services
Brandon University

Consistent with the title of his book, Boyer begins in the first chapter with the argument that rankings such as those by US News and World Report in the United States (and by extension Maclean's in Canada) do not provide useful guides to students when choosing a postsecondary institution.

Boyer agrees with so many other critics that the majority of the elements that comprise these rankings are not instructive of the quality of education delivered at postsecondary institutions. However, Boyer's main point on this issue is that there is far too much diversity across both the thousands of US colleges and universities and the national student body to believe that there is such a thing as a 'top ten.' As Boyer put it, "...no one kind of college is the key to success." (p. 88) Boyer contends that rankings establish, perpetuate and strengthen the perception that a

degree is only as good as the paper it is printed on. When reputation is made the measure of quality, the public is encouraged to believe that the name of a university is more important than the educational experience itself. Boyer further observes that the rankings also influence university behaviour and, moreover, efforts to do well in the rankings diverts energy and resources away from initiatives that can make a real difference in improving the quality of a post-secondary institution's educational programme.

To the extent that rankings are influential in affecting student choice and university planning in Canada, an important issue is: who is responsible for the rankings and what messages about what constitutes 'best' are being conveyed. Boyer does not delve into this, but I think that it is important to assess the implied agenda presented by a magazine such as Maclean's when it ranks Canadian universities. Are Canadians well served by rankings devised by forty/fifty-something Torontonians working for an organization whose principle motivation in compiling the rankings is to sell magazines? For example, until recently in Ontario, universities could raise fees provided they turned a set percentage into scholarships. These institutions could then count the value of these scholarships in the financial portion of the Maclean's rankings. However,

universities in Saskatchewan, where the government has been providing scholarships direct to students, and Manitoba, where the government provides institutions with the means to rebate tuition fees by ten percent, cannot count these figures towards their scholarships/bursaries total. There are very different strategies to make university affordable across Canada; many of these differences are attributable to choices informed by a governing party's political ideology. By favouring one over the other, Maclean's makes the institutions operating under conservative regimes appear to be better than those that are not.

Having denigrated rankings, Boyer nevertheless goes on to tell us that they are in demand because they fill a void: students and their advisors (usually parents) need some way to choose between the many possible universities available. The value of rankings is heightened in a market where universities appear, largely as a consequence of their own actions, to be similar. "The students are different, but the pictures are much the same. In the brochures, viewbooks, and on Web sites, it's always springtime on campus, as students stroll along, take hikes up mountains, or discuss the Iliad outside in small groups." (pp. 28-9) For Canadian universities, the impact of the rankings in homogenizing the field is heightened because Maclean's had, until recently

(and arguably still), a monopoly on the publication of rankings. In the United Kingdom for instance, there are so many national newspapers publishing their own rankings that many institutions can find one that places them in the top tier. (Hywel M. Davies, 'Class, fees and league tables: Issues affecting progression to higher education in the United Kingdom,' Canadian Council for the Advancement of Education Annual Conference, Halifax: June 12-15, 2004).

Boyer does not long lament the paucity of good advice for students and parents, but launches into the task of providing guidance himself. This is the substance of *College Rankings Exposed*: a thesis about what constitutes an excellent post-secondary education and what does not. This is the part that is intriguing and makes this publication of interest to those working at community colleges too.

Boyer argues that the choice of the right university or college is a very personal exercise. The college search enterprise really ought to be about finding the right fit between a student and the myriad of postsecondary institutions available. Boyer maintains that somewhere, out there, there is a college that is just right for each individual. Large or small, vocational/professional or general, elite or accessible, urban or rural, single sex or co-educational, the possibilities are numerous. Boyer believes that the United States higher education system has developed in such a way as to be able to cater to a wide variety of needs: there is something for everyone.

Having said this, Boyer's mission in *College Rankings Exposed* then becomes one of offering advice about what constitutes a quality education: to challenge the perception that a degree is only as good as the reputation of the institution issuing the parchment. In Boyer's view, liberal arts and science programmes are best because they are well placed to deliver a quality education.

At the most general level, Boyer maintains that a liberal education is superior to more technical forms of preparation for employment and life. "A quality institution helps students gain the wisdom and insight they need to become future leaders." (p. 90). Boyer rehearses the contention that the move to a knowledge economy favours the prospects for graduates of a liberal arts and science programme. This will not be a revelation to many readers. (J. David McLeod, 'The deceptive discourse,' *Ecclectica*. Retrieval from the World Wide Web: <http://www.ecclectica.ca/issues/2002/1/> (Brandon University, January 2002)). What is interesting here is Boyer's presentation of the argument that a liberal arts and science education needs to be 'practical.' A liberal education is too often delivered through high enrolment, lecture-style survey courses in the first or second year of an

"Boyer champions the notion that the liberal arts be seen by those delivering the courses as practical in the sense that they develop in students the most useful aptitudes for their future success..."

undergraduate degree that provide little opportunity for students to actively engage with the subject matter. Boyer champions the notion that the liberal arts be seen by those delivering the courses as 'practical' in the sense that they develop in students the most useful aptitudes for their future success and happiness, and that these courses be seen as 'practical' by fully expunging the idea that learning can be 'a spectator sport.'

With this in mind, Boyer recommends five criteria in the selection of a 'quality' university. First, the best institutions will evidence a real commitment to general education: "... courses [that] reveal how all knowledge is connected and relevant to students' lives." (p. 111). A commitment to general education will be exhibited in such things as small first-year cross-disciplinary seminars taught by two or more professors, and a core curriculum of general education courses throughout a degree programme not just a extensive smorgasbord of general education electives.

Second, the 'best' schools will be committed to imparting writing, speaking, and critical thinking skills. Writing has to be assessed across all programmes and years. It can start with a dedicated first-year course, but ought to extend through various classes, and conclude with 'capstone classes'.

Third, a quality education is one where active learning is privileged at every opportunity. Learning needs to be engaging and practical. The institution that assuages the lecture for the conversation, whose faculty know their students and involve them in

their research, will serve its students best.

Fourth, the best institutions will offer opportunities to extend learning beyond the classroom. Co-op programmes, internships and other forms of employment, service projects, and international exchange provide real learning venues: ones that enable students to practice what they learn in the classroom.

Finally, Boyer cites a diverse and respectful academic community as the fifth mark of a quality education. Opportunities to learn beyond the classroom from one's peers and from guest speakers, exhibitions, and other special events are important. Ideal scholarly communities are respectful, safe, diverse, and intellectually creative.

In the end, Boyer presents the graduate of a quality programme as one that has a mastery of the English language, is responsible for her/his own education, ready to contribute to society, and able to thrive in a diverse workforce. Universities, and undoubtedly many community colleges, could and would argue that they achieve all or a good number of these. However, the devil is in the details. The arguments Boyer presents in the book are worth reading in full and we should self-examine our own university education sector. It is worth asking, not are our goals relevant, because there does not seem to be much evidence that these have changed, but are our methods for instruction, campus organization, and

conservative penchant appropriate for today's students and tomorrow's leaders of a global knowledge economy.

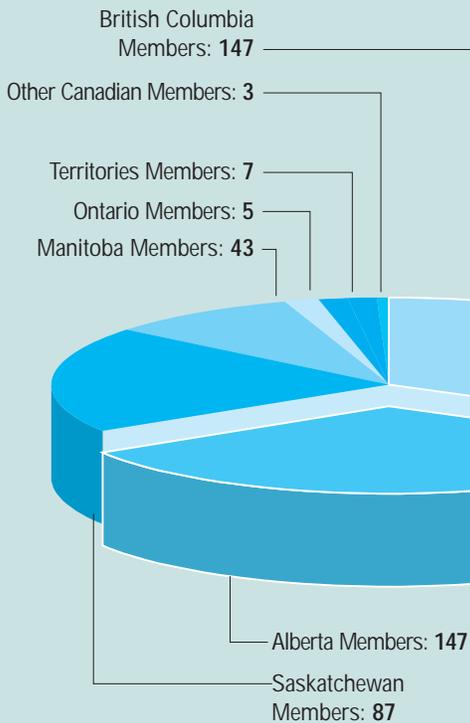
Boyer's list of what makes for a quality education should make interesting reading for those responsible for university and college administration. However, Boyer's target audience appears to be students and their parents. For this group, the argument that the rankings produced by newspaper and magazine publishers do not provide a sound basis for college or university selection is useful. Boyer writes in a very accessible manner and puts the case that students do themselves a great service when they select a college or university that is the right fit rather than one they are told is 'recognized' as the best. However, as a means of influencing decision making, Boyer's book is not particularly accessible: it is long (certainly compared to the rankings) and expensive (still only available in hardcover). Therefore, do not expect many prospective students and their parents to be asking any pointed questions suggested by Boyer. Moreover, if you believe this book to be of value to students, be prepared to have to suggest it.

WARUCC Membership Report

TOTAL MEMBERSHIP

As of November 2004 membership stands at 439—down 1% from November 2003.

MEMBERSHIP BY ORIGIN



WARUCCackles

In the forest, it's sometimes hard to cedar wood for the trees.

Greetings From British Columbia!

BCcampus Connects Students & Educators with Programs & Services

Advanced Education Minister Shirley Bond conceived BCcampus during the provincial New Era initiative. She created BCcampus as a way to address access concerns by connecting students and educators to programs and services among BC institutions. Now



B.C. UPDATE

responsible for PASBC (the provincial application service) BCcampus has been working with 4 pilot institutions on the creation of an online registration facilitation service. Camosun College, Kwantlen University College, the University College of the Fraser Valley and the College of the Rockies will begin using the system in the Spring. The service will enable students to enrol in online courses at 3 of the pilot institutions (Kwantlen will be a sending institution for now) without the need to fill out forms or request transcripts. The system has been designed to collect, translate and transmit the visiting students' record from the home institution to the teaching institution, where the new student record is automatically created. BCcampus Manager of Enrolment Greg Link says; "The registrars and systems people from the 4 pilot schools analyzed the admission and registration processes that are commonly used for visiting students and boiled it down to 12 transactions. In the system being developed these transactions will occur via the BCcampus portal. For this function BCcampus is essentially a conduit for the student and course information to flow between institutions." In addition to the student services that will be facilitated by BCcampus, it also administers a fund to assist faculty to develop more online curriculum.

ACEIT Promotes Trades

The Ministry of Advanced Education announced a new program to encourage more B.C. youth to register in

industry training programs while still enrolled in secondary school. The new program, called ACE IT, will promote trades as an excellent career option for youth. ACE IT stands for Accelerated Credit Enrolment in Industry Training. This program is modeled on successful pilot projects between secondary schools and several post-secondary institutions. The Surrey school district is among those that offered successful pilot projects on which ACE IT is modeled. In partnership with Kwantlen University College, the district developed a program for students in grades 11 and 12 who earned both high school graduation credits and an equivalent to a Level 1 certification in carpentry.



Jody Gordon
British Columbia MAL

BC Increases Student Spaces

An additional 5,500 new spaces for post-secondary students will be added in the Okanagan by 2010 by establishing two new institutions in the region: a new University of British Columbia, Okanagan campus, and Okanagan College that will expand university transfer, trades and other applied training options. Over in Kamloops the University College of the Cariboo will assume responsibility for the Open University and Open College to form a new special purpose university that will increase student spaces in the region by 3,000 and expand a variety of applied learning programs. Following this announcement, UCC changed their name to Thompson Rivers University. The Ministry has also announced additional student spaces across the province at a number of other post secondary institutions.

Kwantlen University College

Kwantlen University College received Ministerial approval to offer a Bachelor of Arts degree with majors in Criminology, Psychology and General Studies or double minor in Criminology, Psychology, English or History. September 2005 will see the initial intake of students into first and third year of the B.A.

This past summer the Ministry announced the start of construction on Kwantlen's newest campus in Cloverdale. The trades and technology campus will replace the now outdated campus in Newton. The new campus is due to open in 2006.

Also this past summer, the Office of the Registrar appointed Joshua Mitchell as the Associate Registrar. Joshua previously worked at UBC and UCFV. He is responsible for Admissions, frontline student service and Articulation at Kwantlen.

University of British Columbia

UBC admitted the first students to its expanded northern Medical School. Twenty-four of these students are part of the new Northern Medical Program, and will be beginning their studies at UNBC in January 2005.

University of Northern British Columbia

John DeGrace, Registrar UNBC

UNBC has also significantly revised its admission requirements and application deadlines beginning for students seeking admission in September 2005. These changes are intended to "pave the way" for more formalized enrolment management at the University.

UNBC welcomes its new Vice-President (Academic) and Provost, Dr. Howard Brunt. Dr. Brunt comes to the University from the University of Victoria, where he was Associate Vice-President, Research.

UNBC recently signed a Memorandum of Understanding with the University of the Arctic, under which UNBC formally becomes the "International Academic Office" for UArctic. The IAO is responsible for coordinating all of the registration-related activities of the UArctic member institutions, about fifteen of which offer Northern Studies courses, have students taking these courses, or both.

Vancouver Community College

Sueling Chang, Registrar VCC

Vancouver Community College (VCC) has appointed Blaine Wiggins as Associate Registrar, King Edward Campus (KEC) which is located near Broadway and Clark. Blaine started in late September 2004 and will be responsible for the daily operations of the Registrar's Office

at KEC as well as special projects.

VCC has received approval from the Minister of Advanced Education, Shirley Bond, to offer its first baccalaureate degree, a Bachelor of Hospitality Management. The September 27, 2004 announcement can be found at

http://www.vcc.ca/aboutus/news-detail.cfm?NEWS_ID=1442

Full-time classes will begin in mid-January 2005.



B.C. UPDATE

Northwest Community College

Bev Kealty, Manager, Records and Registration NWCC

Why is Brian Loptson smiling in this photo? Because he is attending his retirement party!

On September 30, 2004 Brian retired as the Director of Student Services and Registrar for Northwest Community College after 28 years. Brian led our team through three computer conversions, the decentralization of registration, admissions, advising and other student services to our 6 campuses, moved his office 9 times, worked for 4 Presidents and, with his wife Pat, raised 4 great kids (3 are engineers and 1 is a geologist). He now has time to enjoy his two young grandsons. Along with all that, he also pitched in at various times as a Campus Manager, Bursar and President.



Brian Loptson
Retired Director of Student Services and Registrar
Northwest Community College

As a farewell gift from staff and friends he was presented with a cheque representing the money collected to establish an endowed scholarship in his name.

WARUCCackles

If a birdie is one-under-par, an eagle is two-under-par, and a bogie is one-over-par, should not a beagle be two-over-par? A real dog!

Call for Presentations – WARUCC 2005

Deadline for submission of presentations: February 1, 2005

WARUCC 2005 • Clear Waters June 26 - 29, Elkhorn Resort, MB

*Located near scenic Clear Lake in
Riding Mountain National Park*

Seldom has there been a time when the demand for clarity has been greater in the Registrar's office. With our increasing reliance on technology, expansion of self-service to students and staff, and world-wide exposure of our programs and recruitment efforts, the need to decipher information and protect data is at an all-time high. WARUCC 2005 - Clear Waters will address these and other issues of current interest to those who work with recruitment, admission, registration and records issues in post-secondary institutions.

You are invited to submit a proposal for presentation at WARUCC 2005 – Clear Waters. The WARUCC bi-annual meeting is your opportunity to share your experiences and ideas with other professionals from Western Canada seeking to enhance their understanding of issues faced by registrar and student services offices today. Sessions are expected to be approximately 45 minutes, with additional time allowed for questions and discussion.

If you are interested in being a program participant or making a presentation on a particular topic, please let us know:

- Your name and the names of co-presenters
- Your institution
- Your telephone and fax number
- Your e-mail address
- Your session title or topic
- A description of your presentation, not exceeding 100 words

Send your presentation proposal to
Neil_Marnoch@UManitoba.ca

Suggested Sessions

- Technology in the Registrars Office
- Developments in Web Technology and Web Applications
- Admissions Technology Applications
- Student Internet Portals
- Security Issues on the Web
- E-commerce
- Data Standards: Electronic Data Interchange (EDI) and Extensible Markup Language (XML)
- Implementing and Managing Integrated, Enterprise
- Buy versus Build: What is the right SIS solution for your institution?
- Document Imaging Systems: Where Are We At?
- Digital Signatures and Public Key Infrastructure
- Re-engineering Student Service Delivery

Nuts n Bolts

- Timetabling Challenges and Solutions
- Final Examination Scheduling
- Academic Record Fraud
- Evaluation of Foreign Credentials
- Prior Learning Assessment and Recognition
- Impacts of Freedom of Information and Protection of Privacy Legislation on Registrar Operations and Student Records
- Distance Learning Systems
- Inter-institutional academic programs
- New Trends in Academic Misconduct

Personal and Professional Growth

- Dealing with Difficult Students and Co-workers
- Addressing Diversity in the Workplace and in the Campus Community
- Conflict Management
- The Role of the Registrar Within an Integrated Student Service Delivery Model
- Managing Change
- Managing Diverse Personality Styles in the Workplace
- Cross-Canada Check-up: Recent Developments Affecting the Profession
- The Role of the Registrar in the Enrolment Management
- Effective Partnerships: Personal, Professional, Institutional
- Preparing Office Manuals in the Digital Age
- Maintaining a Respectful Workplace

Send your presentation proposal to Neil_Marnoch@UManitoba.ca

Student-Centred Education: A limited role for the registrar

Discussions about student-centred learning at the middle and senior school levels usually revolve around ways and means of creating a culture wherein students become more active participants in the learning enterprise. At the post-secondary level, however, a student-centred institution is one that seeks to focus service delivery on the real needs of

“It takes a maverick registrar to overcome the institutional pressure to categorize, label, channel, and process students...”

students. In other words, student-centred education is about an enlightened workplace culture that puts the needs of students over the needs of the educational institution, or more appropriately, the needs of the institution’s employees.

There appear to be two ways to improve our ability to foster a student-centred learning environment:

1. Rage against the machine—focus on the rules, processes and bureaucracy of an educational institution that can get in the way of advancing the educational enterprise itself. This might be called a liberal interpretation. The staff and faculty at colleges and universities want to put students first, but it is regulations and red tape that structure an environment where the best intentions cannot be fulfilled. If we fix the institution, the good intentions of people will out.
2. It would be a great school if it weren’t for all the students—focus on people as the root cause of any inability to satisfy students’ service expectations. This is analogous to a classical realist interpretation of humans as inherently egoistic, self-serving, and sinful. Until people are forced to change their behaviour, the focus of the educational enterprise will (only appear) be on students when what is good for them is coincidentally also good for staff and faculty. Tear down all the barriers you can find, they will only be replaced by more insidious implicit hurdles.

ARUCC Update

*by Mike V. Sekulic,
ARUCC Western Regional Representative*

The ARUCC Executive held their winter meeting in Calgary January 29 - 30.

A website and directory update project is well under way. With a funding allocation by the Executive, David Hinton, Registrar, UNB is spearheading a redevelopment which will see a number of improvements.

In December, for personal and health reasons, Karen Smythe, Registrar University of Prince Edward Island, resigned her position on the ARUCC Executive. Karen joined the Executive as the Atlantic Representative at ARUCC 2004 in Ottawa, taking over from Lynne Theriault, Registrar, Mount Saint Vincent University. Karen is also on administrative leave from UPEI, and we wish her a speedy recovery.

Alex Goody, Associate Registrar, University of Guelph, is leading the ARUCC Executive sub-committee on e-Calendars. The committee met in Calgary in January, following the ARUCC Executive meeting. The goal of the sub-committee is to present a best practices guide at the next ARUCC Conference. For those who like to plan ahead, ARUCC 2006 is scheduled to run from June 26 to June 29, 2006, in Montreal, during the Jazz festival.

As your representative to ARUCC, please let me know if there are issues to bring forward on your behalf. Also, news items of national significance for sharing both at Executive meetings and in the ARUCC newsletter are very much appreciated.



Argue all you want about the most important of these two hurdles, the registrar is not in a powerful position to affect either of them. The registrar appears to be in a commanding position vis-à-vis institutional regulations. More often than not, however, the registrar is the champion of campus rules. It takes a maverick registrar to overcome the institutional pressure to categorize, label, channel, and process students: to structure the educational process such that individuals cannot satisfactorily address real student educational needs. I know of a few who have succeeded; they are not ubiquitous.

The registrar is even less capable of fostering a student-centred education by changing people. The registrar is only responsible for directly supervising a limited number of people. The key players in institution-student interaction are faculty members, not front-counter staff in the registration process. Moreover, the lead in student advocacy is usually

found in the student affairs/services office, not the registrar's. Sure there are combined registrar/dean of students, but we need to ask if the juggling act inherent in that position enables or impairs them from fostering real change where it is needed.

How is the registrar to be influential in the process of furthering a student-focused agenda at the post-secondary level? Shall we stop tormenting ourselves with the agony of the struggle to control something we have little direct influence over? Can we be satisfied knowing that we have done our bit in our realm of responsibility? I find this deeply inadequate. Is it my preoccupation with enrolment that drives this concern or should registrars be left to tend to the just and artful administration of student records?

J. David McLeod
Director of Enrolment & International Services
Brandon University

Employment Opportunity *Advertise Yours Here!*



Member Institutions

No charge

Non-Members

\$50 per quarter page

\$75 per half page



News from Manitoba

ACC ENROLMENT ON THE RISE

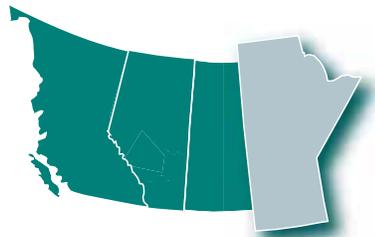
For Immediate Release - Assiniboine Community College has seen a 6% increase in enrolment from last year. More than 1240 students attended the Brandon Campus this fall.

Popular programs at the Brandon Campus such as Automotive Technician, Carpentry and Woodworking, Construction Electrician, Culinary Arts, Early Childhood Education, Industrial Metals Fabrication, Practical Nursing, and Media Production have students on waiting lists.

“Every year we add new and exciting programs to the mix,” said Brent Mills, President of Assiniboine Community College. “We’ve had great success filling these new programs, but we are also very successful in filling the tried and true. Students are obviously driven by the job market in this region.”

More than 2300 students will be educated by Assiniboine Community College at training centres throughout the province including the Brandon Campus, Parkland Campus, Winnipeg site and numerous regional training sites. This includes a large number of distance education students.

Two new programs began this September at the Brandon Campus. They are the Business Administration Advanced Diploma – Accounting & Finance and Power Engineering. Carpentry and Woodworking is a new offering at the Parkland Campus in Dauphin and the Brandon Adult Learning Centre is now taking students for the Integrated Health Care Aide Program.



MANITOBA UPDATE

94% of Assiniboine Community College graduates reported that they were either employed or involved with further post-secondary education.

2002-03 Survey Results



Larry Hogue
Manitoba MAL

Assiniboine Community College offers 27 full-time diploma & certificate programs and 8 apprenticeship programs. Classes at ACC begin today.

ACC Attracts Award Winning Students

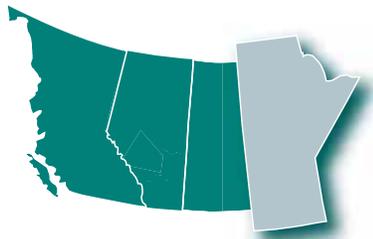
Assiniboine Community College is pleased to announce that two new Assiniboine students are winners of major national awards.

Erin Lambert of Portage la Prairie is enrolled in the two-year Hospitality Administration diploma program. Lambert is the only national winner from Manitoba of the Garfield Weston Merit Scholarship for Colleges (GWMSC). This is Canada’s premier leadership scholarship for college students and a first for Assiniboine Community College students. The scholarship is valued at \$20,000 over two years. Lambert recently graduated from Arthur Meighen High School in Portage la Prairie.

Ashley Larson of Erickson is another award winning student who is attending ACC this year. Larson was recently recognized by various media outlets for her role in raising awareness for western Canadian beef farmers regarding the BSE crisis. She is also the first recipient of the Canada Millennium Scholarship Foundation Excellence Award worth \$4000. Larson was named this year’s YWCA Young Woman of Distinction, was recognized as one of the Top 20 under 20 by Youth in Motion and has been selected to sit on the Manitoba Youth Advisory Council for 2004-05. Larson intends to use some of her award winnings to

jumpstart a bursary of her own to support youth with agricultural backgrounds. Larson is enrolled in ACC's two-year Media Production diploma program.

"We are always keen to meet new students and to find out about their previous accomplishments," said Brent Mills, Assiniboine Community College President. "It's especially pleasing when we find out that such outstanding students chose Assiniboine as their first choice of post-secondary education. It looks like the message that we're one of the best small colleges in Canada is getting out there."



MANITOBA UPDATE

New Web Site Addresses

WARUCC has registered the domain name of warucc.ca and the WARUCC web site, currently hosted at Athabasca University, can be reached by typing www.warucc.ca.

ARUCC has registered the domain names, arucc.ca and arucc.com and the ARUCC web site, currently hosted at Ryerson, can be reached by typing www.arucc.ca or www.arucc.com.

Both web sites are on the move to new "hosts". Web based member services and e-mail services are also being "re-vamped." Stay tuned for information on these exiting improvements!

Nominations for WARUCC Awards

Service Award

Granting of a Service Award shall be to those members of the Association who have provided lengthy and dedicated service as a member of the profession. This Award will be granted to individuals who have retired or resigned from the profession and shall be determined by majority vote of the Executive Committee.

Honorary Membership

Any institution or individual member may recommend individuals to the Executive Committee for either a Service Award or for Honorary Membership. Granting of Honorary Membership shall be to those individuals who have provided lengthy and dedicated service to the profession and have played an active role in the association, either as a member of the Executive or in some other significant way. This Award will be granted to individuals who have retired or resigned from the profession and shall be determined by majority vote of the Executive Committee.

Nominations for Service Awards or for Honorary Membership should normally be received six months prior to the general assembly of the Association.

www.warucc.ca

ALBERTA NEWS

ATHABASCA UNIVERSITY

by Teresa Wylie, Assistant Registrar, Admissions

AU has launched a new web portal. This new service is a one-stop, student-oriented web page that personalizes tools and information to the specific needs of each and every student. This service, known as "myAU" is what is known as an intelligent portal – it recognizes who is logged on and then makes sure the information relevant to the user is loaded into "myAU" pages.

It was announced at the March 26, 2004 Governing Council (AUGC) meeting that Dr. Dominique Abrioux, President since 1995, would not seek a further term as President of Athabasca University. The search for the sixth President of Athabasca University is now formally underway. David Burnett, Chair, Athabasca University Governing Council expects February 2005 as the date AUGC would give final approval to the successful candidate.



ALBERTA UPDATE

Two new doctoral programs are currently in development, Doctor of Distance Education, (DDE), and Doctor of Business Administration, (DBA).

GRANT MACEWAN COLLEGE

by Stefanie Ivan, Associate Registrar

The Government of Alberta recently approved MacEwan's new mandate, officially recognizing MacEwan as an institution that can offer undergraduate degrees. The next step is an institutional review by the newly formed Campus Alberta Quality Council. After that, the individual degree plans must also be approved by Alberta Learning.

MacEwan currently has three programs under consideration: Bachelor of Arts, Bachelor of Science in Nursing, and Bachelor of Arts in Child and Youth Care.

MacEwan's foray into the offering of undergraduate degrees is meant to complement existing career and university transfer programs.

Stay tuned for more information!



Mike Sekulic
Alberta MAL

LETHBRIDGE COMMUNITY COLLEGE

by Linda Sprinkle, Coordinator, Student Awards and Financial Aid

Lethbridge Community College is excited to have Jean Madill join us as the new Vice President; Enrolment Management. Jean comes to us from Grande Prairie Regional College and brings manifold experience to the post.

As Jean Valgardson, the Vice President; Curriculum, leaves us to retire we also welcome Leslie Vaala in her place on a part time basis. Leslie has been with LCC for several years until recently so he will be able to jump right in.

As many people know, Dr. Donna Allan, our President and CEO, is also retiring in 2005. When you consider that we are in the midst of implementing a new institution-wide system (Datatel Colleague) it's obvious that there's a whole lot of change going on here!

ALBERTA REGISTRAR'S WORKSHOP

by Mike Sekulic, Coordinator, Enrollment Reporting, University of Calgary

Mount Royal College and the University of Calgary hosted the Alberta Registrar's Workshop on Oct 21, 2004. The conference saw 125 registrants attend concurrent sessions at the Rozsa Centre, University of Calgary campus.

Organizers report the sessions were well attended, in spite of some turbulent fall weather which impeded travel. David Johnston, Registrar, University of Calgary delivered the keynote: "Queue Up or Log On! Moving from Being In-Line to Getting On-Line."

Next year Red Deer College hosts the Alberta Registrar's Workshop.

NAIT: World-Class program moves from Edmonton to Fairview!

by Roger Warner, Northern Communications Coordinator



The Northern Alberta Institute of Technology (NAIT) is partnering with Finning Canada to officially open their newest training facilities. Finning's unique technical training program, called ThinkBIG, has moved from Edmonton to Fairview, at one of NAIT's new Northwest Campuses.

ALBERTA UPDATE

The Grand Opening took place on Monday, October 25th at the newly-renovated facilities on Fairview Campus. Dr. Sam Shaw, president of NAIT, shared the stage with Ian Reid. Reid is the current president of Finning Canada and also serves as Chair of the NAIT Board of Governors. The program's newest students took part in the grand opening as well.

UNIVERSITY OF ALBERTA

by Marjorie Morris, Assistant Registrar - Communications

U of A Welcomes Augustana Faculty

On July 1, 2004, two of Alberta's founding institutions of higher learning joined forces with the signing of a merger agreement between the University of Alberta and Augustana University College in Camrose.

Augustana University College, founded in 1910 by Norwegian pioneers and affiliated with the Lutheran Church, became the first private college in Alberta accredited to grant baccalaureate degrees. The University of Alberta, established in 1908, is renowned for its excellence in research, teaching, services and athletics.

University of Alberta, Augustana Faculty, will be offering four-year degree programs pending University approval of program and course offerings. It is expected that these programs will be available for entry for Fall Term 2005.

New U of A President announced

Dr Indira Samarasekera was named as the 12th President of

the University of Alberta. She will succeed Dr Rod Fraser July 1.

"Dr Samarasekera is a visionary leader who brings to the University of Alberta a balanced passion for research excellence alongside a passion for enhancing the student experience," said Jim Edwards, Chair of the Board of Governors. "She has a proven track record in attracting outstanding academics and research dollars, and also has a commitment to the humanities, social sciences and the arts."

Since May 2000, Dr. Samarasekera has held the position of Vice-President, Research at the University of British Columbia since. A distinguished researcher, she received her BSc honors in mechanical engineering from the University of Ceylon in 1974, an MS in mechanical engineering from the University of California in 1976 as a Hayes Fulbright Scholar, and a PhD in metallurgical engineering from the University of British Columbia in 1980.

Dr Samarasekera is an Officer of the Order of Canada, a Fellow of the Royal Society of Canada, a Fellow of the Canadian Academy of Engineering and a Fellow of the Canadian Institute of Mining Metallurgy and Petroleum, and is the recipient of numerous other honours.

Associate Vice-President (Communications and Marketing) appointed

Darlene Frampton took on the newly created position within External Relations on April 5, 2004. Most recently, she was Chief Communications Officer and Director of Communications with St. Michael's Hospital in Toronto where she led internal and external communications including the SARS crisis in 2003.

Previously, Ms Frampton led communications and government relations at Ontario's Trillium Foundation. Her depth in communications and marketing is rounded out by her award-winning work at the University of Toronto and University of Guelph. Early in her career, she also served as a Recruitment Officer for the University of Guelph.

WARUCCackles

A backward poet writes inverse.

New Appointments in the Office of the Registrar and Student Awards

Welcome back to Joan Fraser

We are pleased to welcome Ms Joan Fraser back to the Registrar's Office—this time in the position of Assistant Registrar, Special Registrations.

Joan brings over twenty years of administrative experience within the post-secondary education system in Alberta. Her most recent appointments include the positions of Director, Centre for Learning Accreditation, and Registrar, Athabasca University, Manager, Client Services and Registrar, Olds College, and Registrar Foothills Hospital School of Nursing. Some of us remember Joan from her days on this campus in the Faculty of Science, and in the Registrar's office.

Joan's educational accomplishments include a Master of Education from the University of Calgary, Bachelor of Arts from Laurentian University, and Teaching Certification from the Ontario College of Education.

Assistant Registrar, Student Awards

Mr. Robin Heppner has been appointed to the position of Assistant Registrar, Student Awards. Robin has a Bachelor of Commerce degree, and his background includes six years of experience at the U of A. He has significant expertise in the areas of finance and marketing as well as an existing relationship with processes in Student Awards.

Other R. O. Highlights

The U of A is using Bear Tracks—its secure, web-based service program—to improve services for students:

- T2202A forms – available online.
- Available soon online: apply for graduation and view your graduation status, maintain your e-mail address, and view your unofficial transcript.

While these improvements are aimed at students, we anticipate cost savings in paper, printing and distribution as well as in staff data entry requirements.

Enrolment report – As of September, over 8,300 undergraduate and graduate students were admitted. Along with international, graduate, and our newly added Augustana

Faculty, this gives us an active student base of more than 35,000 students.

Convocation on the move – With the Northern Alberta Jubilee Auditorium being upgraded for the Province's centennial celebrations next September, new arrangements had to be made for the U of A convocation ceremonies for Fall 2004 and Spring 2005. This has posed quite a challenge for our Convocation team led by Corinne Callihoo. The Universiade Pavilion (fondly known as the Butterdome on campus) will undergo a transformation courtesy of draping, carpeting, staging, lighting, plants and flowers to reflect the importance and formality of this major university ceremony. Convocation moves back to the refurbished Jubilee in time for Fall Convocation 2005.

UNIVERSITY OF CALGARY

by Mike Sekulic, Coordinator, Enrollment Reporting

Veterinary Program Starts in 2006

The government of Alberta is establishing a new leading-edge veterinary medical school at the University of Calgary.

This unique veterinary school will provide research into the detection, containment and eradication of diseases that can spread from species to species and affect humans, and prepare veterinary medical practitioners and researchers focused on food supply safety. The school will also specialize in producing large-animal veterinarians to address shortages of these types of specialists in the province.

The three-year program will be housed at the University of Calgary and will be linked closely with the university's Faculty of Medicine. It will accept its first students in September 2006 and is expected to graduate 30 veterinarians each year.

"The University of Calgary is pleased and honoured to be chosen for this important Alberta initiative," said U of C president Dr. Harvey Weingarten. "We are excited by this opportunity to work closely and collaboratively with the veterinarian, agriculture, wildlife communities and other post secondary institutions in our province and in Saskatchewan. Our program will provide the best training for our students.

Our high standard of excellence in human health research will combine with the veterinary program to create a unique and innovative environment for human and animal health education and research."

The Western College of Veterinary Medicine in Saskatoon is currently the only institution in Western Canada that provides veterinary research and teaching services and programs, graduating mainly mixed and small-animal veterinarians. Alberta's new program will complement the existing WCVI program, which accepts 20 Albertans each year. Government will continue to provide funding of \$4.5 million annually to support the WCVI.

Systems Developments & Staff Changes

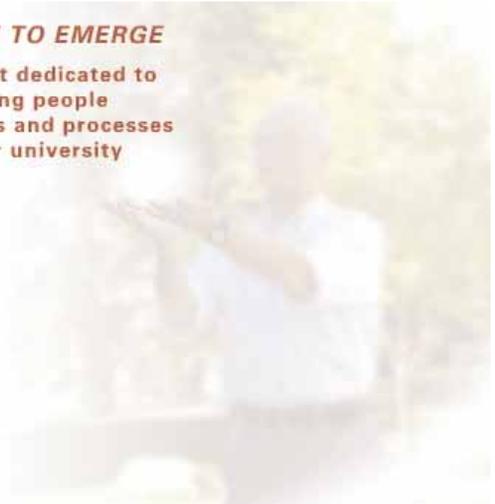
At the University of Calgary, Fred Rosmanitz, Associate Registrar, has been seconded to the Administrative Systems Renewal project as a Team Lead for the Student Administration portion of UC's exploration of and potential PeopleSoft Student implementation.

If you go to www.emerge.ucalgary.ca you can see Fred (right) and others—actually nobody's sure what they are doing in these pictures :-)

While Fred is chasing shimmering balls of light for the next two years, the U of C is seeking someone to fill his shoes (one TALL order). Also, The university is well into the recruitment process for a new position, Assistant Vice President of Enrollment.

WELCOME TO EMERGE

the project dedicated to
integrating people
systems and processes
in our university



WARUCCackles

And then there was the person who sent ten different puns to friends, with the hope that at least one of the puns would make them laugh. No pun in ten did...

Thank you for reading WARUCC News!

Please send your comments, suggestions, contributions, advertisements, and WARUCCackles to:

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