

Fall/Winter 2015 Newsletter, December 2015

Meet your member-at-large, international development, helicopter parents and more!

WARUCC *onnects*

Supporting registrars and related student service professionals dedicated to student success

[Message from the President](#)

[Save the Date!](#) | [Get to know your Member-at-Large](#)

Professional Development Updates:

["International Development and Education - as seen in Malawi "](#)

["What Propels Helicopter Parents?: A Summary"](#)

Message from the President

Flack back?

Yes, a message from the President written by Karen McCredie is a little bit of a flash back. You may recall that at the conference in Vancouver we welcomed Craig Wood as our new President. But, when opportunity knocked Craig answered the door! Shortly after the conference Craig took on a role at the University of Calgary's Qatar campus. Given the distance and time change he felt that he would not be able to serve WARUCC in the way he felt was warranted, so the Executive regrouped to determine the best steps for moving forward.

It was agreed that I would return to the role of President and that Neil Marnoch would return to the role of Past President. This allows for some continuity in the Executive and ensures that we can continue to move forward without pause. I want to thank Neil for 'coming out of Executive retirement'! A full listing of the executive can be found on the [WARUCC website](#).

WARUCC 2015 in Vancouver was a great success with over 170 registrants including pre-conference participants! At the conference we presented Service Awards to **Cheryl Helm** (Capilano University), **Glenn Keeler** (Kings University) and presented posthumously to **Iris Reece Tougas** (University of Manitoba). Thank you to each of them for their dedication to our profession and their service!

In addition, every year WARUCC awards Assistantships to our members to support their professional development. This year we are pleased to support **Cicy Guimond** (UBC) and **Vicki Herman** (University of Saskatchewan). Congratulations to you both and we look forward to hearing from you on your studies!

It has only been just over 5 months since WARUCC 2015 but we are already preparing for WARUCC 2017! We are pleased to have The Sheraton Eau Claire in Calgary host our next conference - save the date for June 19-22, 2017.

Wishing you all a happy holiday season and a healthy new year!

Karen McCredie
President, WARUCC
Registrar, Capilano University



-SAVE THE DATE-



ARUCC 2016

June 19 to 22, 2016
[Sheraton Wall Center](#)
Vancouver, BC

Conference info coming soon!

-GET INVOLVED-



WARUCC 2017

June 19 to 22, 2017
[Sheraton Eau Claire](#)
Calgary, AB

Conference planning has recently begun. Contact [Karen McCredie](#) to find out how you can help!

-SAVE THE DATE-



PCCAT 2016

June 22 & 23, 2016
[Sheraton Wall Center](#)
Vancouver, BC

Call for Proposals coming soon!

Get to Know Your Member-at-Large

Do you know your Member-at-Large? Did you know that your MAL is your direct line to the WARUCC executive? Are you aware of the professional development grants available through your MAL?

When the conferences are all over and we're deep in our work, it can be easy to disengage from one another, and from our associations - we want you to know that WE ARE ALWAYS HERE FOR YOU! Please take a moment to meet your MAL, and consider sending them a 'Hello' some time...

Manitoba
Meet... Jeff Adams

In addition to being the Executive Director of Enrolment Services at the University of Manitoba, I am the new Manitoba Member-at-Large (MAL) for WARUCC. I am excited to be a part of the WARUCC Executive as over the past few years, I've seen how valuable of an organization WARUCC has been for its members.

Many of us in Manitoba already know each other quite well and we have the opportunity to meet on a somewhat regular basis. For those of you that I have not yet met, I encourage you to reach out to me and introduce yourselves. As your representative, I am happy to bring any matters that you feel are important forward to the WARUCC Executive for discussion.

As a first step, I would love to hear from you - please reach out to me with any questions you have about WARUCC, or with any ideas you have of how WARUCC could add value to your

work.

I hope that you all have a wonderful holiday season and that you will have the opportunity to enjoy some down time after what has been for many of us a very busy fall term.

Jeff Adams, Executive Director, Enrolment Services, University of Manitoba, jeff.adams@umanitoba.ca

Saskatchewan

Meet... Barb Elich

For the past two decades Saskatchewan has been my home, and working in post-secondary education has been a privilege. As Registrar at Briercrest College and Seminary, Caronport, SK, I enjoy working with students from admission through to Commencement. Highlights of the past years include the authorization of degrees from the Government of Saskatchewan and the partnerships and pathways we've formalized with other institutions.

WARUCC for me began with an invitation from a WARUCC member (actually the President, at the time). Over the years I have met and been influenced by a host of wonderful individuals who invest themselves for the good of our students and the success of post-secondary education. I am so very grateful for Grant, Bev, Glenn, Susan, Russ, Alison, Claude, Karen, Wesley, Neil, Ada, Stefanie, Mike, Craig, Mike, Jeff, Jim, Aaron, Wendy, Carol, Rusty, Mark, Theresa, Meghan, Kimberly, David, Douglas, Bill, Donelle, Glenda, Joan, Donald, Laura, Kevin, Mary, Kathy...and this list, though not exhaustive, continues to grow.

I would like to extend an invitation to you to join the WARUCC community - I'd be interested in hearing your answers to the following questions, and am happy to answer and/or receive any questions or feedback that you have for me.

- What would you like to see from MARUCC, or from your MAL?
- How do you view the tension between growth and success, either professionally or in the lives of our students?

Thanks for reading this newsletter and for engaging the discussion questions. We look forward to seeing you at WARUCC 2017 in Calgary!

Barb Elich, Registrar, Briercrest College and Seminary, belich@briercrest.ca

Alberta

Meet... Lee-Ann Bainbridge

My name is Lee-Ann Bainbridge, I am the Assistant Registrar for Enrolment Services at the University of Calgary. I have been working in student affairs/Registrar's offices in post-secondary for over 12 years. I completed my Masters of Education in Educational Studies for Post-Secondary Managers and Leaders at the University of Alberta where I studied collaboration for student success, how student affairs contributes to student engagement as well as post-secondary leadership models. I am passionate about validating the work of front line advisors and having the Registrar's office work collaboratively with departments and faculties. Outside of work I balance raising two small daughters, 5 and 6 years old, and am an active runner and outdoor enthusiast (to keep my sanity).

Personally, engagement with associations such as WARUCC has increased my understanding of the position and role of the Registrar's office, helped me build connections across my industry, and allowed me to learn and share best practices. I'm hoping you'll share with me how WARUCC can support you in your role in Alberta, what work needs to be done here, and how we can work together to create a supportive network.

Please reach out and contact me anytime. Thank you!

Lee-Ann Bainbridge, Assistant Registrar, Enrolment Services, University of Calgary, leeann.bainbridge@ucalgary.ca

British Columbia

Meet... Mike Becir

I've had the pleasure of being BC's Member-at-Large for the previous two years and I look forward to continuing in this capacity for the next two.

A bit about myself: I have worked with Enrolment Services at UBC for the past decade. I helped implement the 'Names not Numbers' project at UBC which developed a holistic student support

for registrarial services, and I currently work in our Student Support and Advising unit.

WARUCC is a dynamic organization, and the opportunities to connect with colleagues across Western Canada has been both a fun and important part of the role as we help shape and support initiatives of the Office of the Registrar.

Please feel free to reach out and let me know about you, your role and how WARUCC can help support your institution's goals and your own professional development.

Mike Becir, Associate Director, UBC Enrolment Services, mike.becir@ubc.ca

International Development and Education - as seen in Malawi

Bev Ross, Registrar, Ambrose University

Several years ago, while working in the International Office at the University of Regina, I began a certificate in International Development through the University of British Columbia. At that time, I was working on a CIDA proposal development team for a project in Malawi. After moving to Ambrose University, my interest continued. For my last class in the certificate program, I was able to take the Education and International Development class, through the support of the J. David McLeod Assistantship. I am grateful that WARUCC has made this type of support available to those of us working in the education sector.

My assignments revolved around Malawi, a land-locked country in southeast Africa, with a population of 16.7 million and a GDP of \$4.258 billion (World Bank, 2014) (one of the lowest in the world). It gained its independence from Britain in 1964 and was run by a dictator, Hastings Banda, until 1994 when it moved to a multi-party system. English is its official language for business, commerce and education. 74% live below the poverty line (2009, Rural Poverty Portal).

There are three levels of education. The primary level is made up of eight standards. Secondary has four years. There are two universities at the tertiary level, along with four technical colleges and 6 other colleges. In 1994 primary education began to be offered free to children, beginning at the age of six. This dramatically increased attendance rates, and as a result decreased the quality of education. There is a severe lack of quality teaching and learning materials, as well as of trained teachers. Schools are overcrowded and there is a serious gender imbalance. The high dropout rate, particularly among girls, is heavily influenced by family poverty, disabilities, schools costs, early marriages, parental attitudes, deaths in the family (especially due to HIV/AIDS), caring for sick family members, the distance to school, and attitudes of teachers and prevalent abuse. The Malawi government is seeking ways to address these concerns, to upgrade their curricula and to develop incentives to keep children (especially girls) in school. (The CIDA project I was involved in worked to help the government in developing better quality teacher training.)

The Government of Malawi recognizes that education will provide individuals, both male and female, with the skills and understanding that they need to improve their lives and the society in which they live. As people are educated, they have a greater opportunity to become a decision-maker in society, and thus bring greater equality and greater opportunity to society. But this is a monumental task.

I have been reminded of the early years of the 20th century when Western Canada was being settled. Many in my parents' generation did not complete high school. But due to the emphasis on education in our country, most of my generation and those following have completed high school and many have gone on to higher education. Canada has come a long way in the last one hundred years. Education has played a key role in the development of our country and has the opportunity to do so in the Global South.

References:

Gender Links: <http://www.genderlinks.org.za/article/malawi-works-to-close-gender-gaps-in-education-2011-10-07>
Castro-Leal, Florencia. Who Benefits from Public Education Spending in Malawi. <http://elibrary.worldbank.org/doi/abs/10.1596/0-8213-3837-4>
Malawi - The World Factbook. CIA. February 2010
Maluwa-Banda, Dr. Dixie. Gender sensitive educational policy and practice: the case of Malawi, 2003. Background paper* prepared for the Education for All Global Monitoring Report 2003/4 Gender and Education for All: The Leap to Equality <http://unesdoc.unesco.org/images/0014/001468/146804e.pdf>
Ripple Africa. <http://www.rippleafrica.org/education-in-malawi-africa>
Rural Poverty Portal. Malawi. <http://www.ruralpovertyportal.org/country/home/tags/malawi>
SACMEQ: Southern and Easter Africa consortium for Monitoring Educational Quality. <http://www.iiep.unesco.org/en/our-expertise/sacmeg>
UNESCO: http://planipolis.iiep.unesco.org/upload/Malawi/Malawi_ECD_Policy_Final_Version.pdf
UNICEF: http://www.unicef.org/infobycountry/malawi_statistics.html
UNICEF: <http://www.unicef.ca/en/press-release/globally-children-with-disabilities-are-losing-out-says-unicef>

What Propels Helicopter Parents?: A Summary

Arvelle Van Dyck, Undergraduate Programs Coordinator, College of Education, University of Saskatchewan

Arvelle Van Dyck received an Assistantship from WARUCC in 2012, while in the position of Awards Administration Officer in the Student Finance and Awards office at the University of Saskatchewan. The Assistantship helped to support her graduate work at the University of Saskatchewan, where she graduated with a Master of Education degree (Educational Administration) in October 2015. In this article, Arvelle summarizes her findings from her thesis, "What Propels Helicopter Parents? Parents' Motivation for Over Involvement in their Children's Higher Education."

Helicopter parenting has been the topic of negative media coverage in recent years; however, research on the topic is limited (Hunt, 2008). Through my work experience as a student services provider, I observed many parents intervening on behalf of their college-aged children. Since literature on why parents engage in helicopter parenting is sparse, I conducted a study to examine the phenomenon of helicopter parenting and the motivation behind overinvolved parenting of college-aged children.

This study was a qualitative, multi-instrument case study with a social constructivist worldview. Ultimately, data were obtained through telephone interviews with five parents of female, undergraduate students at a Canadian university. The findings were:

- Parents supported their college-aged children during this transitional phase of life in five different ways: financially, physically, socially, academically, and emotionally. Financial and emotional support, however, were noted as the foremost ways parents supported their children. Also, some parents reported that students reciprocated emotional support.
- At their core, parents were driven by love and their deep-rooted family values, which motivated them to guide and communicate with their children. Parents wanted to share their life experience and desired to offer guidance. They acted as "sounding boards" for students who wanted to "vent" their concerns.
- Parents were motivated by their need for connection and communication. Advances in technology have allowed parents and children to easily stay connected.
- Parents had a need to show and receive love, a motivation that extends from family values. Showing support and love to children came naturally for the parents in this study.
- Parents who participated benefited from parent programming offered by the university. Regardless of the type of parent programming (e.g., tour, information session, or parent panel), parents who participated had a greater understanding of student life and offered support to the student that resulted from their participation in the programming.

Parents of college-aged children were aware of overbearing and helicopter parents that mar news stories, talk shows, and documentaries. In this study, parents struggled with knowing how to provide guidance to their emerging adult children while allowing them to make their own decisions. In the end, parents reported loving their children and wanting to see them succeed. They wanted to find a balance in being involved and facilitating independence, but not being overinvolved. Perhaps the support that college-age children need the most is the hardest thing for parents to do: the letting go.

Typically, parents do not self-identify as being a helicopter parent nor do parents want to be classified as a helicopter parent. Instead, helicopter parenting is an external assessment or label given to parents by researchers, post-secondary administrators, and the media. On the spectrum of overinvolved parents, some researchers may classify the parents who participated in this study as autonomous support providers rather than helicopter parents given the responses from the student-parent dyads. Although the parents in this study may not exhibit extreme helicopter parenting tendencies, I found I could learn about parental motivation from the responses the parent participants provided. What motivates typical parents can help researchers understand what motivates extreme (i.e., helicopter or overinvolved) parents, as well.

Future research is needed to study father-son dyads as well as explore the reciprocation of support, specifically emotional support, from students to parents.

Adapted from:

Van Dyck, A. (2015). What propels helicopter parents? Parents' motivation for over involvement in their children's higher education (Master's thesis, University of Saskatchewan, Saskatoon, Saskatchewan). Retrieved from <http://ecommons.usask.ca/handle/10388/ETD-2015-10-2221>

References:

Hunt, J. (2008). Make room for daddy...and mommy: Helicopter parents are here! *The Journal of Academic Administration in Higher Education*, 4(1), 9-11.

Copyright © 2015 WARUCC. All rights reserved.

Contact email: pres@warucc.ca

You are receiving this message because you opted in at <http://www.warucc.ca/>

[Unsubscribe](#)