



**ARUCC 2014 Conference
and
Pre-Conference Workshops**

**Congrès ARUCC 2014
et
ateliers précongrès**

Quebec City Convention Centre & Delta Quebec

Centre des congrès de Québec et Delta Québec

June 15-18, 2014 | du 15 au 18 juin 2014

2014 PROGRAM | PROGRAMME

Sunday, June 15, 2014 | Dimanche 15 juin 2014

Pre-Conference Workshops / Les ateliers précongrès (Delta Québec):

Time/Heure	
8:00 am – 5:00 pm 8h à 17 h Ballroom Foyer (First floor)	<p>Registration Desk Open for All Delegates / Ouverture du bureau d'inscription pour tous les délégués <i>Pre-Conference Workshop attendees and all Conference delegates can drop by the desk at the Delta Quebec to pick up their Conference materials.</i></p> <p><i>Les participants aux ateliers précongrès et tous les délégués du congrès peuvent venir au bureau des inscriptions ce jour au Delta Québec pour obtenir leur matériel du congrès.</i></p>
9:00 am – 4:00 pm 9 h à 16 h Duquesne Room (First floor)	<p>W1 – Career Roadmap: A Session on Strategically Developing Your Career as a Leader in Enrolment Management Kathleen Massey, Executive Director, Enrolment Services and Registrar, McGill University Joanne Duklas, Duklas Cornerstone Consulting</p> <p>This full day interactive workshop will be anchored within the postsecondary sector and specifically, roles pertaining to SEM. It will be shaped around the themes of leadership and personal efficacy. From a sector perspective, there are growing opportunities emerging in the admissions and registrarial field due to various institutional and collegial transitions. Recent research on the current state of registrarial and admissions positions in the student success field will be shared with participants to provide context and a roadmap to help those interested in advancing their career. A review of the evolution of the roles in the industry will be provided along with information on the types of professional organizations and training available. From a leadership vantage point, it is critically important that people understand the type of leader they are, the kind of alternate leadership styles that exist and what they might consider refining as they build their own personal path in the context of today's Canadian postsecondary industry. Participants will have an opportunity in the workshop to explore leadership paradigms and engage in practical exercises. Further, they will be exposed to the array of self-assessment tools available for them and their teams.</p> <p>Given the importance of mentorship to our members, this workshop is open to both those new to the industry and long serving members. Participants will leave the workshop having gained the following:</p> <ul style="list-style-type: none"> • a refreshed perspective on their own personal leadership style • current research on the state of leadership roles in the postsecondary sector in Canada • an overview of paradigms and resources available to those interested in advancing their careers in our profession • a sampling of professional opportunities, educational programs and self-assessment tools to consider for future professional development <p><i>Kathleen Massey holds a Master of Arts in Leadership, is the executive director of enrolment and university registrar at McGill University and is an associate of SEM Works. She is a Director on the Pan-Canadian Consortium on Admission and Transfer, a former President of ARUCC, and holds memberships in a number of professional organizations. She has held senior roles at four universities and colleges across Canada and is well versed in leading large teams and major change initiatives in complex bureaucracies.</i></p> <p><i>Joanne Duklas holds an MBA, is a former assistant vice president and registrar, and has held executive positions in provincial and national boards and associations across Canada. She is a regularly invited speaker at provincial, national and international conferences and a researcher</i></p>

of best practice standards relevant to the field. An author of national and provincial research studies, she is currently a postsecondary sector consultant, working on a number of major, system-wide initiatives including the current PCCAT-ARUCC National Project.

9:00 am – 12:00 pm
9 h à 12 h (midi)
D'Accueil Room
Salle D'Accueil
(First Floor)

Bilingual / bilingue

W2 – Credential Evaluation for Undergraduate and Graduate Admission: Selected Countries in the Maghreb and Middle East/ Évaluation des titres de compétence pour l'admission au 1^e cycle et aux cycles supérieurs : Pays choisis au Maghreb et au Moyen-Orient

Kim Bartlett, Director of Admissions (Undergraduate and Graduate), McGill University
Laurens Verkade, Senior Graduate Admissions Specialist, McGill University

Canada (particularly the Province of Quebec) offers an attractive variety of university options for students from the Maghreb (including Algeria, Tunisia, Morocco, Libya), as well as Lebanon and Saudi Arabia. Many universities look to extend their recruitment activities in these regions. Based on our experiences and research, this bilingual workshop will:

- a) Cover secondary & post-secondary education structures, grading scales & credentials for countries listed;
- b) Look at some of the most common causes for inadmissibility and discuss how they could be avoided;
- c) Provide some pointers on fraudulent document detection.

Participants will be encouraged to share their admission experiences and pose questions pertaining to applications from these countries. To lighten the heavy academic content, the two presenters promise participants some interesting stories of students from these regions as well as travels in the regions.

Le Canada (en particulier la province de Québec) offre une diversité attrayante de choix d'universités pour les étudiants du Maghreb (incluant l'Algérie, la Tunisie, le Maroc, la Lybie), ainsi que le Liban et l'Arabie Saoudite. Plusieurs universités cherchent à élargir leurs activités de recrutement dans ces régions.

Basé sur nos expériences et nos recherches, cet atelier bilingue :

1. Couvrira les structures de l'enseignement secondaire et postsecondaire, son système de notation et ses titres de compétences pour les pays listés,
2. Examinera quelques-unes des raisons les plus courantes d'inadmissibilité et on discutera comment cela peut être évité,
3. Fournira quelques indicateurs sur la détection des documents frauduleux.

On encouragera les participants à partager leurs expériences d'admission et à poser des questions au sujet des dossiers de candidature provenant de ces pays. Pour alléger le contenu académique chargé, les deux présentateurs promettent aux participants quelques histoires intéressantes d'étudiants de ces régions ainsi que de voyages dans ces régions.

Laurens Verkade is the Senior Graduate Admissions Specialist at McGill University. Having studied in Classics at the University, he began working at McGill in 1979, managing student records and lecturing on network technologies for the School of Continuing Studies. Moving to the area of Graduate Studies in 2002, he took on the role of Admissions Manager, combined with international recruitment, including 4 visits to Saudi Arabia. Currently Senior Graduate Admissions Specialist with Enrolment Services, Larry's knowledge of admissions recently saw him serve an 18-month secondment to McGill's graduate application project (uApply). Past Presentations: CREPUQ, ARUCC 2012, NAGAP 2012, AUCC

Kim Bartlett is the Director of Admissions (Undergraduate and Graduate) at McGill University. With an MA in Educational Policy Studies (McGill, 1984), she worked in Ontario and Quebec as a consultant to AUCC, CBIE, CIDA & DFAIT. In 1990, she returned to McGill to manage Graduate Fellowships, in 1996 moved into undergraduate Admission and Recruitment and in 2007, became Director. In 2012, her McGill portfolio expanded to include graduate, as well as undergraduate admissions. Kim has recruited students worldwide.

1:00 pm – 4:00 pm
13 h à 16 h
D'Accueil Room

W3 - Language Test Scores in University Admissions

Beverly Baker, Ph.D, Department of Integrated Studies in Education, McGill University

This interactive workshop will answer some of your questions about the most common standardized language tests used for university admissions purposes, including their similarities and differences and what information they can (and can't) provide. It will also answer your questions about such issues as the following: Test security and fraud—Can these language tests be trusted? What these tests are measuring—do high scores predict success at university? What does students' language actually look like at the different levels of proficiency? You will have hands-on tasks to do, and will leave this workshop feeling more knowledgeable about your use of these test scores in your work. This workshop has been prepared in response to issues and questions have arisen during a survey of university decision makers from across Canada, regarding language tests for admissions. We hope that you will provide feedback on these workshops and based on your feedback, we will produce additional informational documents that will be shared with admissions decision-makers across the country.

Who is running the workshop? The Language Assessment Literacy Research team is a university research team funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). We come from the areas of language assessment and educational research. Our primary objective is to bridge the divide between experts in language assessment and the decision makers who need to make use of language assessment scores. We are not affiliated with any commercial language test, and we are not selling or otherwise promoting the use of any test.

The Principal Investigator and Workshop Facilitator: Beverly A. Baker, PhD, works in the Department of Integrated Studies in Education at McGill University. She is an applied linguist and language assessment specialist, and has been involved with several large-scale language assessment development projects. She consults with the Québec Government's *Ministère d'éducation, du loisir et du sport (MELS)* and regularly gives workshops on assessment issues to teachers and professionals. Her research interests include language assessment for professional and academic purposes and high-stakes "gatekeeping" language assessment.

More information about this research project can be found at the link below:

<http://www.mcgill.ca/dise/research/facultyresearchprojects/language>

Monday, June 16, 2014 | Lundi 16 juin 2014

All sessions at Quebec City Convention Centre / Toutes les séances se déroulent au Centre des congrès de Québec

Time/Heure	
7:00 am – 5:00 pm 7 h à 17 h Hall Vidéotron	Registration Desk Open / Ouverture du bureau d'inscription
7:30 am – 8:40am 7 h 30 à 8 h 40 306AB	Breakfast for All Delegates/Déjeuner pour tous les participants
8:50 am – 9:00 am 8 h 50 à 9 h 306AB	Welcome and Opening Remarks/Mot de bienvenue et discours d'ouverture Hans Rouleau, President, ARUCC & Registrar, Bishop's University
9:00 am – 10:00 am 9 h à 10 h 306AB	Opening Plenary Session/Séance plénière d'ouverture Chantal Hébert, Toronto Star columnist, CBC and Radio-Canada panelist and author <p>Chantal Hébert brings a truly distinct voice to the discussion of current events – that of a francophone living in English Canada. Fluently bilingual, Hébert relocated to Toronto from Québec as a youngster. She spoke no English at that time and learned about the challenges of living in a country with two official languages – a relationship that is central to Canada's history and continues to influence politics and government policy. Chantal Hébert is a national affairs writer with the <i>Toronto Star</i> and is a weekly participant on the political panel on the CBC's <i>The National</i> as well as Radio-Canada's <i>Les Coulisses du pouvoir</i>. She has been a guest columnist for <i>Le Devoir</i> and <i>L'Actualité</i>.</p> <p>Hébert began her career in Toronto as a reporter for the regional newsroom of Radio-Canada in 1975 before moving on to Parliament Hill for Radio-Canada radio. She has served as parliamentary bureau chief for <i>Le Devoir</i> and <i>La Presse</i>. She is a graduate of Glendon College, York University. She is a Senior Fellow of Massey College at the University of Toronto and is a recipient of two Asia-Pacific media fellowships (Malaysia and Japan).</p> <p>She is the 2005 recipient of the APEX Public Service Award. In 2006, she received the Hy Solomon award for excellence in journalism and public policy as well as York University's Pinnacle Achievement Bryden Alumni award. She is the author of a 2007 book titled <i>French Kiss: Stephen Harper's Blind Date with Quebec</i>. In 2012, she was appointed to the Order of Canada. Hébert is Canada's foremost commentator with first-hand knowledge of the dynamics that shape much of the decisions and policies on Parliament Hill.</p> <hr/> <p>Chantal Hébert apporte aux discussions sur l'actualité un point de vue tout à fait distinct – celui d'une francophone vivant au Canada anglais. Parfaitement bilingue, Mme Hébert est déménagée du Québec à Toronto dans sa jeunesse. À l'époque, elle ne parlait pas anglais et a découvert les défis de vivre dans un pays ayant deux langues officielles – une relation au cœur de l'histoire canadienne qui continue d'influencer la vie politique et les politiques gouvernementales. Chantal Hébert est journaliste d'affaires publiques au <i>Toronto Star</i> et participe toutes les semaines comme analyste politique à la section Issue du journal télévisé <i>The National</i> sur CBC, ainsi qu'à l'émission <i>Les Coulisses du pouvoir</i> sur Radio-Canada. Elle est chroniqueuse invitée pour <i>Le Devoir</i> et <i>L'Actualité</i>.</p> <p>Mme Hébert a commencé sa carrière à Toronto comme reporter dans la salle des nouvelles régionale de Radio-Canada en 1975 avant de déménager sur la Colline parlementaire à la radio de Radio-Canada. Elle a travaillé comme chef du bureau parlementaire pour <i>Le Devoir</i> et <i>La Presse</i>. Elle est diplômée du collège Glendon, de l'Université York. Mme Hébert est membre agréée du Collège Massey de l'Université de Toronto et récipiendaire de deux media fellowships de l'Asie-Pacifique (Malaisie et Japon).</p>

	<p>Elle a remporté le prix de l'Association professionnelle des cadres supérieurs de la fonction publique du Canada (APEX) en 2005. En 2006, elle a reçu le prix Hy Solomon pour l'excellence journalistique en matière de politiques publiques, ainsi que la récompense suprême de l'Université York, le prix Bryden Alumni. Elle est l'auteure d'un livre de 2007 intitulé <i>French Kiss : le rendez-vous de Stephen Harper avec le Québec</i>. En 2012, elle est nommée membre de l'Ordre du Canada. Mme Hébert, qui est l'une des plus éminentes commentatrices du Canada, possède des connaissances directes de la dynamique sous-jacente à de nombreuses décisions prises et politiques adoptées sur la Colline parlementaire.</p>
<p>10:00 am – 10:40 am 10 h à 10 h 40 Hall Vidéotron</p>	<p>Exhibits Open/ Ouverture des kiosques des exposants Refreshments in the Exhibit Area/ Rafrâichissements disponibles dans l'aire d'exposition</p>
<p>10:40 am – 11:55am 10 h 40 à 11 h 55</p>	<p>BLOCK A Concurrent Sessions/Séances simultanées – Bloc A</p>
<p>302B</p>	<p>A1 – Collaborer pour mieux servir France Myette, vice-rectrice adjointe, Université de Sherbrooke Kim Lagueux Dugal, Registraire, Université de Sherbrooke Nancy Davignon, Registraire adjointe, Université de Sherbrooke</p> <p>Modératrice : Heidi Emami, Registraire adjointe, Université McGill</p> <p>Dans un contexte de restriction budgétaire, les Universités sont-elles condamnées à faire plus avec moins? À l'Université de Sherbrooke, nous avons choisi de miser sur la collaboration pour mieux servir les étudiants. Dans cette présentation, vous apprendrez comment des pratiques de gestion collaboratives couplées à une méthode d'analyse rigoureuse ont cassé le travail en silos et mobilisé le personnel pour faciliter les démarches de la rentrée des nouveaux étudiants internationaux. Nous présenterons les différentes étapes de ce projet d'amélioration des processus né de la collaboration entre le personnel du Bureau de la registraire et celui de l'Agence des relations internationales. Vous constaterez la rigueur de la démarche et l'importance de l'engagement du personnel-terrain. Nous expliquerons comment le contexte et les mouvements de personnel ont créé un « momentum » favorable et dressera le bilan de cette amélioration « Phase 1 ». En conclusion, nous partagerons avec vous notre réflexion sur les conditions gagnantes à mettre en place pour une collaboration interservices fructueuse et nos actions pour une amélioration « Phase 2 ».</p>
<p>303A</p>	<p>A2 – Transformational Leadership within Enrollment Management: Strategies for Empowerment and Success Randall Langston, AVP, Enrollment Management & Student Affairs, The College at Brockport (Brockport, NY)</p> <p>Moderator: Romesh Vadivel, Director, Service Point, McGill University</p> <p>Leadership is a critical component in the world in which we live. All organizations need strong leaders to be successful in moving the organization in a positive strategic direction in response to an educational environment that is exceptionally fast paced and much more fluid than ever before. Leadership can take many forms. From the laissez-faire leader who is content in leading with very little interaction with others, to the transactional leader who is satisfied to govern with a status quo approach, to the transformational leader who takes a vested interest in the organization and in developing talent and motivating others around them. This session will explore transformational leadership within enrolment management and specifically examine ways to effectively provide exemplary leadership and empower others around you to be successful. Join your colleagues in a journey into leadership in this highly interactive session!</p>

302A	<p>A3 – Classroom Scheduling: A Creative Approach to a VERY Common Problem Bruce Cunningham, Assistant Vice Provost and University Registrar, Duke University</p> <p>Moderator: Kathleen Massey, Executive Director, Enrolment Services and Registrar, McGill University</p> <p>This session will examine Duke’s course scheduling policy, including creative use of course meeting times and patterns and constraints that force departments to provide a better spread of course offerings across the day and across the week. Learn about our Departmental Schedule Validator (DSV), a web-based software tool through which all departments must submit and validate their course schedules.</p>
301A	<p><i>Bilingual / bilingue</i></p> <p>A4 – Graduate Admissions at McGill: Then and Now / Admissions aux cycles supérieurs à McGill : avant et maintenant Laurens Verkade, Senior Graduate Admissions Specialist and Mark Quinsey, Admission Systems Manager, McGill University</p> <p>Moderator: Michèle Glémaud, Directrice, Université de Montreal</p> <p>McGill has put into production a paperless graduate admissions system: uApply replaces a host of paper-driven practices and will greatly improve the speed and effectiveness of the highly decentralized graduate admissions process. We will quickly review uApply and some of its features; then highlight differences from previous processes, look at change management, explore best practices and examine innovations and improvements to client (applicant) service, and communications (with and between applicants and academic units).</p> <hr/> <p>McGill a mis en production un système d’admission aux études supérieures sans papier : uApply remplace une série de pratiques basées sur papier et améliorera grandement la rapidité et l’efficacité d’un processus d’admission aux études supérieures fortement décentralisé. Nous passerons rapidement en revue uApply et certaines de ses caractéristiques, puis nous ferons ressortir les différences avec les processus précédents, verrons la gestion du changement, explorerons les meilleures pratiques et examinerons les innovations et les améliorations au service client (le postulant) et dans les communications (avec les postulants et entre les postulants et les unités universitaires).</p>
301B	<p>A5 – Attendance Tracking... We Have an App for That! Gerald Murray, Application Programmer, IT Support, University of Toronto Mississauga</p> <p>Moderator: Glenn Craney, Executive Director, Ontario Council on Articulation and Transfer (ONCAT)</p> <p>We have developed two mobile web applications to cover all the attendance gathering needs of staff and faculty without the use and risks associated with paper. We will cover both systems along with the development process that led to how they are used today as well as the mobile hardware that makes this possible. The Student Exam Attendance Tracking system (SEAT) uses our exam timetable to accurately restrict attendance during final exams. Attendance taking is non-obtrusive, accurate, and much more efficient than previous methods. SEAT allows issues to be resolved quickly and cheating to be caught as well as discouraged. The Attendance Tracking System (ATS for short) is a tool for anyone on campus who needs to take attendance safely and efficiently. ATS can be used for events where a guest list is enforced or for informal drop-in events where everyone is welcome. Faculty and Staff at the University of Toronto currently use ATS for term tests, lecture attendance, and drop-in workshops. ATS and SEAT are web based solutions that can be used with a device equipped with a web browser and an internet connection.</p>

<p>12:00 pm– 1:15 pm 12 h à 13 h 15 306AB</p>	<p>LUNCH / DÎNER</p>
<p>1:15 pm – 2:30 pm 13 h 15 à 14 h 30</p>	<p>BLOCK B Concurrent Sessions/Séances simultanées – Bloc B</p>
<p>301A</p>	<p>B1 – So Many Programs: Degree Works at the University of Saskatchewan Russell Isinger, Registrar, University of Saskatchewan</p> <p>Moderator: Nicolas Grandmangin, Director, Recruitment Services, Université de Sherbrooke</p> <p>In April 2009, the University of Saskatchewan began to implement Degree Works. Over four years and three hundred curricular options later, the degree audit system was finally in place. This session will trace the U of S' efforts to launch Degree Works, highlight pitfalls encountered and traversed, reveal secrets unearthed, and explain the value delivered by the system and the implementation process.</p>
<p>303A</p>	<p>B2 – Effects of Process Change in Admission and Registration Trish Nuyten, Registrar and Rebecca Benson, Assistant Registrar, Red Deer College</p> <p>Moderator: Clara Spadafora, Senior Manager, Management of Academic Records, McGill University</p> <p>Have you struggled with making change to your processes, procedures and or practices? If yes, this presentation will provide you with some insight into how we improved application processing time from an average of 8 weeks to less than 4 days. The effect of this one change has motivated staff to take ownership and responsibility for establishing best practices in all areas of the operation.</p>
<p>302A</p>	<p>B3 – Building Bridges: Consistency, Portability and Capacity of International Academic Credential Assessment in Canada Nancy Tran, Manager & Natasha Sawh, Coordinator, Canadian Information Centre for International Credentials at the Council of Ministers of Education Canada (CICIC at CMEC) Alison Pickrell, Director of Enrolment & Student Affairs, University of Saskatchewan</p> <p>Moderator: Élise Beauregard, Director, Université du Québec</p> <p>This session will provide participants with an overview and update of the work undertaken by CICIC in the field of international academic credential assessment. For the past few years, CICIC developed a number of reference tools to aid academic assessors in their assessment of international academic credentials including a Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials, Terminology Guides for Academic Credential Assessment in Canada, Competency Profiles for an Academic Assessor. More recently, CICIC embarked on a new project focusing on strengthening the consistency of academic credential assessments and capacity-building among the assessment community.</p> <p>The session will also provide participants with an overview of the main elements that will be achieved through this project. The speaker will explore the various principles contained in the Quality Assurance Framework and assess participants' willingness to adopt the framework into their own practices. Session attendees will also receive an update on a project related to the development of comparability tables of assessment outcomes of twelve source countries. Registrars are no doubt seeing an increasing number of international applications and as a result, may face capacity issues dealing with the demand. The Building Bridges project aims to address this issue through its piloting of an on-line course for academic credential assessors and its hosting of webinars on key topics pertinent to academic credential assessment. Participants will receive information on these activities.</p>

302B	<p>B4 – Comprendre les différences générationnelles pour mieux servir les clients et les collègues Josée Garceau (indépendante)</p> <p>Modératrice : Danielle Fleury, Registrare, Université Laval</p> <p>Depuis quelques années il semble que travailler en équipe n'a jamais été aussi difficile. Il y a bien sûr le contexte économique qui demande de revoir les façons de faire, mais surtout un besoin grandissant des employés, collègues et des étudiants, d'avoir des services, ou une organisation du travail adaptée à leurs valeurs et leurs objectifs. Est-il possible de tenir compte des différences générationnelles et de les gérer efficacement? Pouvons-nous offrir des services un peu plus « à-la carte » tout en étant efficace? Auteure, conférencière et formatrice, Josée Garceau, spécialiste des relations intergénérationnelles, présentera dans un premier temps les caractéristiques et les valeurs des trois générations qui se côtoient au travail. En second lieu, elle comparera la vision du travail et des études, les objectifs de vie et les priorités de chaque groupe, afin d'acquérir une vision d'ensemble permettant de comprendre la situation actuelle. Finalement, plusieurs propositions d'actions concrètes qui ont fait leurs preuves seront proposées afin que les participants puissent mettre en place des moyens pour améliorer le travail et les services offerts à l'ensemble des générations.</p>
301B	<p><i>Bilingual / bilingue</i></p> <p>B5 – Transitioning Undergraduate Students into the Workforce / Aider les étudiants diplômés à entrer dans le monde du travail Michael Teed, Professor, Bishop's University Hans Rouleau, Registrar, Bishop's University</p> <p>Moderator: Glenn Craney, Executive Director, Ontario Council on Articulation and Transfer (ONCAT)</p> <p>This presentation is intended to showcase how Bishop's University prepares its students to enter the work force by providing them with an intensive two-day workshop that focuses on: resume building, networking skills, business etiquette, and interview preparation.</p> <hr/> <p>Cette présentation vise à montrer comment l'Université Bishop's prépare ses étudiants à entrer dans le monde du travail en leur offrant un atelier intensif de deux jours axé sur : la rédaction de CV, les compétences en réseautage, l'étiquette des affaires et la préparation à l'entrevue.</p>
2:30 – 3:00 pm 14 h 30 à 15 h Hall Vidéotron	<p>EXHIBITS/EXPOSITIONS <i>Refreshments available in the Exhibit Area / Rafrâchissements disponibles dans l'aire d'exposition</i></p>
3:00 pm – 4:15 pm 15 h à 16 h 15	<p>BLOCK C Concurrent Sessions/Séances simultanées – Bloc C</p>
302B	<p>C1 – Un modèle de mobilité étudiante qui a fait ses preuves Marie-Claude Tremblay, Conseillère en mobilité étudiante et aux ententes interinstitutionnelles, Université Laval</p> <p>Modérateur : Pascal Robichaud, Registrare, Université de Moncton</p> <p>L'Université Laval a été l'une des premières universités canadiennes à se doter d'un programme institutionnel de mobilité étudiante afin de favoriser l'internationalisation de la formation de ses étudiants ainsi que l'acquisition de compétences transversales. Le Profil international, développé avec l'initiative du corps professoral afin de proposer aux étudiants des sessions d'études à l'étranger, vise à favoriser l'apprentissage d'une nouvelle langue et l'acquisition d'aptitudes à la communication interculturelle, en plus des connaissances propres à leur domaine d'études. Les échanges d'étudiants sont rendus possibles grâce à des ententes bilatérales qui garantissent un encadrement de qualité. Mais le Profil international se distingue par le fait qu'il est mis en place dans les programmes d'études. La collaboration étroite entre le Bureau international et les directions de programmes constitue donc une condition essentielle à sa réalisation. Les directions de programmes décident des partenariats en fonction de la qualité et de la complémentarité des programmes des établissements partenaires.</p>

Les cours à suivre à l'extérieur sont identifiés à l'avance par entente formelle entre et les deux parties, elles font partie intégrante du protocole d'entente. Le fait de pré-approuver le choix de cours des étudiants facilite grandement la demande de reconnaissance au retour de ces derniers. C'est également la direction de programme qui sélectionne les étudiants, en fonction de leur intérêt, de leur cheminement et des critères préétablis avec chaque université partenaire (nombre de places, durée, etc.). Véritable tremplin, le Profil international aura permis à des milliers d'étudiants inscrits dans tous les domaines d'études de l'Université Laval de participer à un séjour d'études de qualité. Il est offert dans 99 programmes de baccalauréat et 57 programmes de maîtrise sans mémoire.

302A

C2 – Initiating & Nurturing Strategic Partnerships

Pat Schultz, Associate Registrar, Enrolment Management, and Melissa Padfield, Assistant Registrar, University of Alberta

Moderator: Laurens Verkade, Senior Graduate Admissions Specialist, McGill University

As a central office in a very decentralized environment the Office of the Registrar (RO) must be strategic and intentional in its approach to developing partnerships, both on and off campus. During the last five years the RO at the University of Alberta has identified the importance of initiating and nurturing strategic partnerships. From Alumni Relations to our Community Social Work team these partnerships have been instrumental in the RO's transformation from an administrative office to an integral part of the success of the university's engagement with students, faculty, alumni and government. During the presentation we will share our road map to achieving success in this area, including the challenges, opportunities and some unanticipated results. Join us to discuss how the Office of the Registrar drove organizational change by leveraging strategic partnerships.

303A

C3 – University of Toronto – Next Generation Student Services: A Guided Tour

Margaret Bura, Senior Client Representative, Enterprise Applications & Solutions Integration, University of Toronto

Cathy Eberts, Director, Solutions Development, University of Toronto

Moderator: Sophie Marcoux, Admission and Recruitment Officer, McGill University

The University of Toronto is currently engaged in a large multi-year project to replace its existing student information systems with a modern application that uses current technologies and provides a superior user experience for both students and the University's administrative staff. U of T has chosen a hybrid approach to delivering this new system, combining open source solutions, best-of-breed commercial packaged solutions and in-house custom development as necessary (as opposed to a pure single vendor packaged solution). During this presentation we will provide you with a guided tour of some of the key applications which have been delivered for staff and students under our Next Generation Student Services (NGSIS) program. Examples of these new applications include a residence selection gateway, a degree audit application, a new co-curricular record application and a number of strategic planning and reporting tools. Information on the benefits of a user-centred design approach, as well as system designs which create a more holistic student user experience, will be shared.

301B

C4 – Applying e-commerce Strategies and Best Practices in Graduate Enrolment Management to Build Your Website

Marc-Olivier Ouellet, Advisor, Web and Social Media, Université de Montréal

Moderator: Gillian Robinson, Senior Director, Strategic Operations, Faculty of Graduate Studies, The University of Calgary

When Peoplesoft was deployed throughout its campus last year, the University of Montreal had to completely change its admission and recruitment website. In the process, the recruitment team learned much about the latest trends in Web and social media. In this session, you will learn how the University took an innovative approach in building a website that would meet the needs of Web-savvy users and prepare the University for the future, without the use of proprietary systems and CRM. The presenter will show you how you can implement features borrowed from

e-commerce websites and apply them to your website. Simple features, such as social login, can help your organization to apply best practices from GEM. Stop looking for the best software, the right time and money, and start taking control of your Website.

In this session, we will start by highlighting the context in which the University of Montreal came about changing its website. We will describe the process that was put in place to achieve its project, from its initial definition, to organizing focus groups with faculty and staff, to prototyping, development and quality control. We will explore various e-commerce features and trends that can be use on University websites, such as comparing programs, faceted search engines, suggestions, social login and more, yet without going too deep in the technical side of them. We will then explain how you can integrate tools to collect information on your website about your users and then, how you can link that data to your existing system to measure and evaluate the impact of your recruitment efforts. Finally, we will discuss how these innovations were introduced to the community in order to minimize resistance to change. We will provide examples of positive approaches that were used to manage this change in the organization.

301A

C5 – The Challenges and Lessons of the Withdrawal Due to Extenuating Circumstances
Concetta Di Francesco, Manager, Student and Academic Appeals, Simon Fraser University

Moderator: Anna Walsh, Associate Registrar, McGill University

Universities across the country have different approaches when dealing with students in distress and helping them withdraw from their courses. At SFU, we help students by centralizing our services and partnering our expertise so that we can refer students to the area best suited to help them in times of trouble. During this session, the presenter will introduce the withdrawal process due to extenuating circumstances and show how a centralized process provides a level of fairness and consistency which ultimately leads to a sense of well-being and academic success.

Strategic Round Table Discussions (optional) / Table ronde stratégique de discussions (en option)

4:30 pm – 5:30 pm
16 h 30 à 17 h 30
302A

RT 1 – Theory to Practice: A Student Situated Context Model for SEM

Discussion led by:

Kate Ross, Associate Vice-President, Enrolment Services & Registrar, University of British Columbia

Moderator: Kathleen Massey, Executive Director, Enrolment Services and Registrar, McGill University

Drawing on the current literature and building on existing theoretical frameworks, this session presents a conceptual model that takes college choice, persistence, and contextual factors into account. It extends and reframes Hossler and Gallagher's (1987) college choice framework from a linear interpretation of predisposition, search, and choice to include persistence in a cycle, incorporating student contextual factors (Perna, 2010) that can influence students post-secondary aspirations, choice and success. Most significantly, the proposed framework provides a tool for institutional analysis of current recruitment and retention initiatives, policies, and practices, which can be used for evaluation and strategic allocation of resources.

302B	<p>RT 2 – What’s In a Standard? Tales of Mapping and Exchanging Electronic Transcripts <i>Discussion led by</i> Doug Holmes, Ontario Universities’ Application Centre (OUAC)</p> <p>Moderator: Nermein Gamal, Assistant Registrar, Project & Change Management, McGill University</p> <p>The American computer scientist Andrew S. Tanenbaum once said, “The nice thing about standards is that there are so many to choose from.” Members of the PESC Canadian User Group have spent the last two years working towards the goal of a Canadian electronic transcript exchange network. In a data exchange world that includes the widespread use of ANSI X12 EDI and many longstanding proprietary values, but is moving rapidly towards PESC XML, what sorts of issues have presented themselves during data mapping and exchange exercises? Join us for a roundtable discussion on the challenges and the solutions.</p>
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4:15 pm – 5:45 pm 16 h 15 à 17 h 45 Hall Vidéotron	<p>RECEPTION IN THE EXHIBIT AREA/ RÉCEPTION DANS L’AIRE D’EXPOSITION <i>Enjoy delicious food while meeting with the exhibitors. See the complimentary drink ticket for this reception in your Conference badge. / Régalez-vous de nourriture délicieuse tout en rencontrant les exposants. Vous trouverez un ticket pour une boisson gratuite à l’intérieur de votre badge du congrès.</i></p>
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Tuesday, June 17, 2014 / Mardi 17 juin 2014

Time/Heure	
7:30 am – 5:00 pm 7 h 30 à 17 h Hall Vidéotron	Registration Desk Open / Ouverture du bureau d’inscription
7:30 am – 8:45 am 7 h 30 à 8 h 45 306AB	Breakfast for all delegates/ déjeuner pour tous les délégués
8:00 am – 8:45 am 8 h à 8 h 45 304A	<p>ARUCC Bi-Annual General Meeting / Assemblée générale biennale de l’ARUCC <i>The formal business of the Association will be discussed. Closed session for ARUCC members only. / Les affaires formelles de l’Association seront discutées à l’Assemblée générale biennale. Séance à huis clos réservée aux membres de l’ARUCC.</i></p>
9:00 am – 10:15 am 9 h à 10 h 15	BLOCK D Concurrent Sessions/Séances simultanées – Bloc D

303A	<p>D1 – Inspiring Collaboration and Innovation: Process Improvement in the Office of the Registrar Meike Carreira, Associate Registrar, Operations, NorQuest College</p> <p>Moderator: Kathy D’Alesio, Senior Service Professional, McGill University</p> <p>NorQuest College embarked upon a college-wide process improvement program two years ago, and the Office of the Registrar jumped in as a key participant and early adopter. We targeted some of our major problem areas and created small “collaborative” cross-organizational project teams. We concentrated on the areas of admissions, enrolment, and our call centre, all of which directly serve students, and came out with some surprising revelations and great wins. NorQuest staff is trained in LEAN Six Sigma methodology and tools. Data and data collection is the key to all process improvement methodologies, and no one process improvement tool is sufficient. Through the College’s process improvement program, we have been able to change the culture in our office; the excitement and enthusiasm surrounding bottom-up improvement is contagious. Learn how we make decisions based on accurate and reliable data, and focus on change management within our organization to lead our team into the future. LEAN Six Sigma is not just for Toyota; it can be used in your institution and office too!</p>
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302A	<p>D2 – Enhancing Value Creation – Enabling Adoption and Sustainment of Major Initiatives Maggie Hartley, Associate Registrar and Stuart Bourhill, Program Manager, University of British Columbia</p> <p>Moderator: Joanne Duklas, Principal, Duklas Cornerstone Consulting</p> <p>Have you ever been involved in a major Business–IT initiative on campus where the end of the project created a new beginning? Yet, when you looked around, all you saw was your “already stretched” team left alone to operate the new capability? Are you seeking to maximize value creation through improved Business–IT alignment, successful change management, and continuous adoption? Are you interested in exploring a revolutionary approach to projects that enables adoption and sustainment – one that ensures due care and attention for what is needed for the ongoing support of faculties, staff and students? Strong executive involvement and direction from leaders like you is key to strategically plan and operate beyond the project end date.</p> <p>This interactive session will challenge the norm of planning projects as a finite event and will explore how the University of British Columbia’s (UBC) Registrar and Executive team have partnered with the Provost, Finance and Information Technology to embrace a new planning and execution model. The model focuses on capitalizing on hidden opportunities to maximize value as well as using change management best practices to understand the process of adopting new technology, processes, and behaviours over time. The model supports the key outcome to create a sustainable operating capability while maximizing benefits realization and increasing value over time. A number of case studies and research will be shared along with a practical toolkit to support your efforts to ensure ongoing adoption and sustainment.</p>
301A	<p>D3 – How SFU Tried to Train the Community and Hopefully Avoided the Dragons Rella Ng, Associate Registrar, Information, Records & Registration, Simon Fraser University</p> <p>Moderator: Mark Quinsey, Admission Systems Manager, McGill University</p> <p>Universities and colleges are by their nature decentralized, with many different people interacting with students every day. The Registrar’s Office plays an important role, as the keeper and maintainer of student records as well as often being responsible for the implementation of institutional policy. While the RO may be responsible, many people around our campuses advise students and enter data into records systems. At SFU, little has been done over the years to ensure that the campus community has a consistent understanding of our policies and the use of our records system. We have begun a project to create a training program for members of the Registrar’s Office, Student Services, and the wider advising and student services communities. This project aims to ensure that these groups understand institutional policy and have a consistent interpretation, and know how to use the student information systems, including its capabilities, limitations, and what’s really going on behind the scenes. This presentation will talk about the environment at SFU that led to the establishment of the project, what the project entailed, what’s happened, and our lessons learned.</p>
302B	<p>D4 – Usage et enjeux des médias sociaux - Les pratiques numériques pour la promotion et le recrutement des étudiants au Brésil Sirléia Ferreira Rosa, Assistante technique et Michèle Glémaud, Directrice, Université de Montréal</p> <p>Modératrice : Kim Bartlett, Directrice des admissions, Université McGill</p> <p>Les médias sociaux ont émergé comme canal incontournable de communication pour le service à la clientèle. Bien s'il agisse d'outils axés sur le divertissement et la socialisation, la grande majorité des universités les utilisent pour diffuser de l'information. La diffusion des contenus se fait alors via la publication de messages sur leur page Facebook ou Twitter, de vidéos sur YouTube, de photos sur Instagram, etc. Ces espaces sont destinés à promouvoir et informer les internautes sur les activités que font les étudiants et professeurs de l'université aussi bien sur le campus que hors campus. Ces initiatives ont comme finalité principale le recrutement d'une clientèle étudiante dans le monde. L'UdeM se distingue quant à elle par des usages des médias sociaux qui vont bien au-delà d'une communication quasi unidirectionnelle.</p>

	<p>À titre d'exemple, dans le cadre d'un projet innovateur de recrutement, les médias sociaux sont utilisés dans toutes les étapes du processus, mais particulièrement pour l'accompagnement des candidats à l'admission. Par le biais d'un groupe Facebook, les étudiants brésiliens reçoivent non seulement des informations, mais aussi des conseils pratiques sur l'admission, l'accueil, les activités de recherche, les services offerts aux étudiants, etc. En un mot, tout ce qui est nécessaire aux candidats pour faire un choix éclairé de destination d'études universitaires. De plus, cette nouvelle stratégie de communication est en train d'être jumelée à d'autres actions associées aux médias sociaux pour l'ensemble des activités de recrutement et d'admission, comme par exemple l'utilisation d'outils de visioconférence, dirigée aussi bien vers un large public (webinaires) qu'un public microciblé.</p>
301B	<p>D5 – The Keys to Student Retention Hans Rouleau, Registrar, Bishop's University Moderator: Ali Martin-Mayer, Assistant Dean, Faculty of Law, McGill University</p> <p>At the heart of student retention is measuring and managing the student experience. To make a sustainable difference in student retention, we need to address the student's experience. Of course it's about engaging our community to increase the number of students who persist, but it's also about increasing the quality of the experience of those who would stay anyway. We will explore some of the "must haves" of a successful, strategic student experience plan. What must be in place to truly imbed your plan in your community's culture and institution-wide? What are a few essential components?</p> <p>Using a step-by-step approach, and some real-world examples, we will explore the following topics:</p> <ul style="list-style-type: none"> • Defining retention and student experience • The business case for improving the student experience • Identifying your school's challenges and assigning measurement criteria • Setting up a student experience management structure • Measuring results against your strategic plan • Reporting results <p>Empowering your entire community to increase student success, from your admissions team to alumni and retired employees</p>
10:15 am – 10:50 am 10 h 15 à 10 h 50 Hall Vidéotron	<p>EXHIBITS/ EXPOSITIONS Refreshments available in the Exhibit Area / Rafrâchissements disponibles dans l'aire d'exposition</p>
10:50 am – 12:05 pm 10 h 50 à 12 h 05	<p>BLOCK E Concurrent Sessions/Séances simultanées – Bloc E</p>
301B	<p>E1 – Collaborative Approaches for Aboriginal Applicants at UBC's Okanagan Campus Jeannine Kuemmerle, Acting Manager - Aboriginal Programs and Services and Michelle Davis, Admissions and Enrolment Support Manager, University of British Columbia (Okanagan) Moderator: Alison Pickrell, Director of Enrolment & Student Affairs, University of Saskatchewan</p> <p>In the fall of 2011, UBC Okanagan's Enrolment Services department, Aboriginal Programs and Services, and the School of Nursing combined in a joint effort to support the admission of Aboriginal applicants. To support recruitment and retention strategies, these departments targeted effective communications between program admissions and Aboriginal students. The success of this pilot has led to further partnerships with the Faculty of Health and Social Development as well as Arts and Sciences. This session will expand on the shared initiatives in place at UBC's Okanagan campus including Aboriginal Admissions policies, the joint review of individual Aboriginal applicants to certain degree programs, supported admission, and Aboriginal Access Studies.</p>

302A	<p>E2 – The Leading Edge: Making a Difference in Complex and Challenging Times Al Wiseman, Registrar, University Secretary, University of the Fraser Valley</p> <p>Moderator: Fiona Lees, Manager, Registration, Programs & Degree Evaluation, McGill University</p> <p>This session will explore the personal side of leadership and how one's style and philosophy can have an important impact on organizational success. Participants will be challenged to examine their own views on leadership against a matrix of questions and applicational issues. In addition to examining leadership style, the session will explore applications to issues such as hiring practices and leading a team of leaders. A variety of evaluation tools will also be examined to provide participants with ways of expanding their own self-understanding as a leader.</p>
301A	<p>E3 – Comparing Apples to Apples or Are They Oranges: Comparing New Admission Systems and Their Implementation Gillian Robinson, Senior Director, Strategic Operations, Faculty of Graduate Studies, The University of Calgary Mark Quinsey, Admission Systems Manager, McGill University</p> <p>Moderator: Kim Bartlett, Director of Admissions (Undergraduate and Graduate), McGill University</p> <p>This presentation will explore and compare the successes and challenges of implementing new, built in-house, admissions systems at McGill University and The University of Calgary. We will look at what prompted both implementations, the expected benefits, the approach each university took to implementing their solutions as well as the differences between the systems themselves.</p>
302B	<p>E4 – Comment bâtir un site Web qui répond aux besoins des étudiants d'aujourd'hui Marc-Olivier Ouellet, Conseiller Web et nouveaux médias, Université de Montréal</p> <p>Modératrice : Brigitte Groulx, Registraire, UQAM</p> <p>L'an dernier, lorsque le logiciel Peoplesoft a été déployé sur tout le campus, l'Université de Montréal a dû changer complètement sa façon de traiter les admissions et revoir la promotion de ses programmes d'études sur son site Web. Dans le cadre de ce changement majeur, l'équipe de recrutement a beaucoup appris sur les dernières tendances Web. Dans cette session, vous apprendrez comment l'Université a adopté une approche novatrice pour la refonte de son site qui répond aux besoins des internautes tout en établissant des bases solides pour les développements futurs, sans recours à des systèmes propriétaires et CRM.</p> <p>Cette session présentera des fonctionnalités empruntées à des sites de commerce en ligne et comment elles peuvent être transposées à un site d'institution universitaire. Nous explorerons les différentes caractéristiques et les tendances qui peuvent être utilisés sur les sites Web des universités, telles que la comparaison de programmes, la recherche par facette, la connexion par réseaux sociaux et plus. Cette session détaillera le processus qui a été mis en place à l'UdeM pour réaliser son projet Web, de sa définition initiale, à l'organisation de groupes de discussion, au prototypage, au développement et à la mise en ligne. Enfin, nous verrons comment ces innovations ont été introduites à la communauté afin de minimiser la résistance au changement. Nous allons fournir des exemples d'approches positives qui ont été utilisés pour gérer ce changement dans l'organisation.</p>
303A	<p>E5 – Putting Students First – Applying Generalist Roles to Maximize Support and Resources Darran Fernandez and Mike Becir, Associate Directors, University of British Columbia</p> <p>Moderator: Sirléaia Ferreira Rosa, Technical Assistant, Université de Montréal</p> <p>In June 2012, UBC took on a radical change to how it supports students through enrolment services. Enrolment Services Professionals (ESPs) are assigned to each undergraduate student in a degree program and support them along their time at UBC from prospect, through current student and till they become alumni. A generalist role, ESPs provide a high level of service at all points in the organization.</p>

	<p>This session will provide an overview to how this generalist role has evolved, share how it has supported students through their time at the school and provide ways for you to adapt a generalist model at your institution to maximize your team and resources while providing a high level of service to your student population. The presentation will present a toolkit of services offered at all points of the organizational change. Highlighting the use of technology used throughout the process; our enrolment services project blog informing staff and the community of the various stages of change before the project was implemented; and our email and voice services workforce tools used currently by ESPs as a way to maximize efficiency and service potential. It will also touch on ways UBC has maximized advising prospective and current students within a centrally managed and coordinated team.</p>
<p>12:05 pm – 1:45 pm 12 h 05 à 13 h 45 306AB</p>	<p>ARUCC 2014 AWARDS LUNCHEON / DÎNER DE REMISE DES PRIX ARUCC 2014</p>
<p>1:45 – 3:00 pm 13 h 45 à 15 h</p>	<p>BLOCK F Concurrent Sessions/Séances simultanées – Bloc F</p>
<p>301B</p>	<p>F1 – Overcoming Financially Challenging Times with Communities of Practice Heidi Emami, Assistant Registrar and Clara Spadafora, Senior Manager, Management of Academic Records, McGill University</p> <p>Moderator: Angelique Saweczko, Associate Vice-President, Strategic Enrolment & University Registrar, Thompson Rivers University</p> <p>In preparation for significant budget cuts and a high number of retirements, the Management of Academic Records unit in Enrolment Services at McGill University had to re-think its delivery of services to students, and staff in departments and faculties. At the same time, the records and registration responsibilities from the Graduate and Postdoctoral Studies Office were integrated with this unit adding to the list of services offered. How were we going to maintain the day-to-day operations with fewer staff, additional responsibilities and a continuously growing student population? Come and hear our story, as we share the creative ways we introduced simple efficiencies, integrated and cross-trained staff, and coped with retirements while maintaining quality service to students, departments and faculties across McGill.</p>
<p>301A</p>	<p>F2 – We Need to Talk: Handling Difficult Conversations Mairead Barry, Associate Registrar, Dalhousie University</p> <p>Moderator: Carol Carlson, Manager, Administration and Finance, McGill University</p> <p>Cultural sensitivity. We've all encountered situations where we need to have difficult, even uncomfortable, conversations at work. Avoiding these conversations only increases stress and anxiety, and allows problems to fester. Addressing sensitive issues and holding difficult conversations requires skill and empathy that are rarely part of our training programs. Join us in an interactive session where we share stories, and explore skills and strategies essential for handling these interactions. Please be prepared to share your experiences, as well.</p>
<p>303A</p>	<p>F3 – Using Technology to Enhance the Student Experience Rella Ng, Associate Registrar, Information, Records & Registration, Simon Fraser University</p> <p>Moderator: Danielle Fleury, Registrar, Université Laval</p> <p>Registrar & Information Services has undergone a journey in recent years to enhance the student experience with Student Services. This presentation will tell the story of how we leveraged technology, assessed our internal team structure, gained insight into student expectations, endeavored to meet and exceed them, and ensured we still kept our individual campus uniqueness to ensure all demographics of students are met. We'll talk about the challenges and gains of embracing new systems and the impact on our teams, relationships with students, and relationships with our fellow Student Services departments.</p>

302A

F4 – UTM Mobile: Providing Services To Students On The Go

Gerald Murray, Application Programmer, IT Support, University of Toronto Mississauga

Moderator: Romesh Vadivel, Director, Service Point, McGill University

With the explosive growth of the use of smart phones and mobile devices such as the iPad, iPhone, Blackberry and Android, the demand for device-specific apps has grown exponentially. According to EDUCASE, half of all college students use a mobile device of some sort to connect to the Internet. The challenge is not only to meet that demand, but to develop apps for multiple platforms that do not share the same programming foundation. Do you develop and support one app platform(s) over another? What if you choose the wrong one (or two)? In effect, it is a variation of the VHS vs Beta conundrum all over again. At U of T Mississauga's Office of the Registrar, we've leapt over this significant bump by developing an app that will work on all platforms. In essence, we've built a web-based app that will recognize the device that is connecting to it, and create the appropriate platform-specific app-like environment. Our students (current and future) are able to access everything on our mobile website, such as timetables, exam schedules, the viewbook, application status, and Twitter and Facebook feeds, regardless of the device they use. Not only does this ensure that we reach the widest possible audience, the economy of scale allows us to maintain a single programming base that can be maintained efficiently and can be adapted to whatever future app platforms and hardware hit the market.

302B

F5 – Reconnaissance des acquis et des compétences : mise en place d'un système de reconnaissance et d'un formulaire portfolio électronique à l'Université du Québec à Trois-Rivières

Céline Camirand, Conseillère en reconnaissance des acquis, Université du Québec à Trois-Rivières

Modérateur : Hans Rouleau, Registraire, Université Bishop's

La mise en place d'un système de reconnaissance des acquis et des compétences (RAC) a une influence certaine sur l'accessibilité aux études postsecondaires et accroît la réussite étudiante. L'analyse de données statistiques sur la reconnaissance des acquis faite par la Direction de la recherche institutionnelle de l'Université du Québec (UQ) a démontré que le taux de diplomation des étudiants au baccalauréat augmente en fonction du nombre de crédits reconnus par l'université et que cette tendance est la même pour les études à la maîtrise. Il importe cependant de reconnaître de façon juste, équitable et rigoureuse les acquis d'une personne. Et lorsqu'il s'agit de l'accessibilité et de la réussite d'étudiants adultes, il est impératif d'être en mesure d'assurer et d'accroître l'offre de services pour reconnaître les acquis extrascolaires. Pour favoriser une culture commune en matière de RAC et pour assurer des processus équitables, l'Université du Québec à Trois-Rivières (UQTR) a mené un projet pilote d'implantation d'un formulaire portfolio électronique.

Ce projet consiste à favoriser l'harmonisation des processus et des procédures en reconnaissance des acquis. La mise en place de ce système vise à améliorer la qualité des services offerts aux étudiants, à favoriser l'accessibilité à la reconnaissance des acquis, ainsi qu'à améliorer les processus d'analyse et de validation des acquis. Cette présentation vous exposera le formulaire portfolio électronique, ce système informatique permet :

- à l'étudiant de compléter en ligne une demande de reconnaissance de ses acquis scolaires, extrascolaires et de l'expérience;
- aux différents intervenants d'y consigner le résultat du traitement de chaque demande de l'étudiant;
- au niveau administratif, de garder trace des décisions rendues, de disposer de données pour générer des rapports, des répertoires et des analyses et de soutenir la recherche institutionnelle.

Tiré du document: Université du Québec, Projet pilote pour une plateforme de reconnaissance des acquis et des compétences à l'Université du Québec, novembre 2013, p. 1-2-3.

3:00 pm – 3:40 pm 15 h à 15 h 40 Hall Vidéotron	Final Exhibit Period / Dernière occasion de rencontrer les exposants Refreshments available in the Exhibit Area / Rafrâichissements disponibles dans l'aire d'exposition
3:40 pm – 4:55 pm 15 h 40 à 16 h 55	BLOCK G Concurrent Sessions/Séances simultanées – Bloc G
301A	<p>G1 – Searching For The "Right" Student: The Use Of Broad Based Admissions Criteria In The UBC Undergraduate Admission Decision Andrew Arida, Associate Registrar, Undergraduate Admissions, University of British Columbia</p> <p>Moderator: Michèle Glémaud, Director, Université de Montreal</p> <p>As both the pressure to gain university admission and students' admission averages get higher and higher, many Canadian universities are considering the use of broader admission criteria in the undergraduate admission decision. Over the past decade, The University of British Columbia has gradually introduced the use of Broad Based Admission (BBA); today, a personal profile (consisting of short answer questions and a list of activities) is required from all direct-entry applicants. Students describe transformative activities and experiences, be they from inside or outside of the classroom, along with what they have learned about themselves and the world around them. In 2013, UBC staff and faculty scored over 50,000 personal profiles to render undergraduate admission and scholarship decisions. The fact that using Broad Based Admission criteria is clearly resource-intensive inevitably leads to a question: how are the students admitted under BBA different than the students they displaced (i.e. previously admitted under a grades-only admission model)? And does BBA actually identify students who are more likely to engage in their education?</p> <p>This presentation will provide an overview of a two-year research study that answers the aforementioned questions in terms of: academic performance, retention to second year, past levels of engagement, and on-campus engagement (both actual and intended). The research comprises the presenter's thesis for a Master of Arts in Higher Education at UBC (2014). The presentation will also describe how the use of BBA criteria has been operationalized in the undergraduate admission process at UBC.</p>
301B	<p>G2 – The Anatomy of a Review Neil Marnoch, Registrar, University of Manitoba Asa Kachan, Assistant Vice President, Enrolment Management & Registrar, Dalhousie University</p> <p>Moderator: Hans Rouleau, Registrar, Bishop's University</p> <p>Periodic administrative review is an important step in ensuring that our operations are effective in meeting the needs of those we serve, and that we are keeping current with trends and standards in the registrarial and enrolment areas. The University of Manitoba Registrar's Office conducted a review of operations, organization and services in October 2011. The review proved to be a valuable experience for both the unit reviewed and the reviewers.</p> <p>This presentation will discuss the reason for the review, formation of the review team and the value of including an external perspective, the review process, and outcomes. Lessons learned will also be shared from the perspective of the unit reviewed as well as the external reviewers. Participants will be given an opportunity to share best practices and discuss ways in which our offices can continuously monitor progress toward meeting our goals.</p>

303A	<p>G3 – Fraud Busters: Protecting Your Registrar's Office! Al Wiseman, Registrar and University Secretary, University of the Fraser Valley Karen McCredie, Registrar, Capilano University Kate Ross, Associate Vice-President, Enrolment Services, and Registrar, University of British Columbia</p> <p>Moderator: Heidi Emami, Assistant Registrar, McGill University</p> <p>Registrars and others who work in this field often don't think about the vulnerability to fraud that exists. Whether one thinks of IT systems, student identification, or key documents such as parchments and transcripts, all share the potential to be hijacked for nefarious purposes. This session will use the "fraud triangle" as a basis for exploring the concept of fraud and why it tends to happen. We will explore real case scenarios as examples of how vulnerable a Registrar's Office can be to fraud. The facilitators will explore solutions and real life implementations to create awareness and promote best practices that will encourage all to consider how to best fraud proof their institution's Registrar's Office. This session will also focus on fraud from the perspective of providing necessary and effective leadership within an institution.</p>
302B	<p>G4 – Stratégie de communication cohérente : du recrutement à la rentrée Judith Picard, Conseillère, Université de Montréal</p> <p>Moderator: Marc-Olivier Ouellet, Conseiller Web et nouveaux médias, Université de Montréal</p> <p>Plusieurs activités de promotion sont déployées par nos universités pour le recrutement des meilleurs candidats : campagnes publicitaires, tournées, visites d'établissements, portes ouvertes, etc. Que faites-vous après le dépôt des demandes d'admission? À l'UdeM, nous croyons que l'équipe du Service de l'admission et du recrutement doit être tout aussi active avant que pendant la période d'admission, et ce jusqu'à la rentrée afin de maintenir l'intérêt et même de développer le sentiment d'appartenance envers l'UdeM. C'est pourquoi nous avons développé un continuum de communication avec les futurs étudiants et des outils multimédias qui permettent d'accompagner et d'engager de la conversation aux moments les plus importants pour les candidats. Nous avons, entre autres, des Webinaires, animés par des conseillères aux futurs étudiants, qui permettent de démystifier les étapes de l'admission et de préparer l'arrivée sur le campus pour des clientèles ciblées.</p> <p>En collaboration avec une équipe d'étudiants-ambassadeurs et des membres de facultés et services, nous avons aussi créé des groupes Facebook. Contrairement aux pages Facebook, beaucoup plus répandues, les groupes rassemblent des personnes qui ont des intérêts similaires. Le groupe Étudiants 2014, réservé exclusivement aux nouveaux étudiants admis, a rapidement permis des échanges, une communication riche et la création d'une communauté virtuelle avant même l'arrivée à l'UdeM. Cette conférence vous présentera des modèles et des outils concrets qui ont démontré leur efficacité et qui ont connu du succès.</p>
302A	<p>G5 – There Still Aren't Enough Hours in an Academic Day (Transforming Course Scheduling) Tom Nault, Associate Registrar, Admissions, University of Toronto</p> <p>Moderator: Anna Walsh, Associate Registrar, McGill University</p> <p>Three years ago the Faculty of Applied Science and Engineering at the University of Toronto embarked on a project to transform how it managed its course scheduling process. The previous scheduling process was inefficient and did not do a good job of scheduling an increasingly complex curriculum. Extensive consultations were held to develop and clearly articulate the new process that the faculty would follow. As the project comes to a close and we enter the steady state of our new process, we will reflect on the journey to get to where we are, focusing on lessons learned, and the change management process that we followed to ensure the success of our new process.</p>

Strategic Round Table Discussions (optional) / Table ronde stratégique de discussions (en option)

5:00 pm – 6:00 pm
17 h à 18 h
302A

Bilingual / bilingue

RT 3 – Moving to New Ways to Recognize Learning, From Credit-Hours to Badges/Vers un nouveau modèle de reconnaissance des apprentissages, des crédits aux "badges"?

Discussion led by: Kathleen Massey, Executive Director, Enrolment Services and Registrar, McGill University and Élise Beauregard, Director, Université du Québec

Discussion conduite par : Kathleen Massey, Université McGill et Élise Beauregard, Directrice, Université du Québec

Moderator: Clara Spadafora, Senior Manager, Management of Academic Records, McGill University

302B

RT 4 – A Matter of Trust!: The Vital Roles of System Research, Practice Dialogue, and Parity of Esteem in Facilitating Inter-institutional Collaboration in the BC Transfer System (and Beyond)

Discussion led by: Rob Fleming, Executive Director and Co-Chair and Robert Adamoski, Associate Director, Admissions & Research, British Columbia Council on Admissions and Transfer (BCCAT)

Moderator: France Myette, Registrar, Université de Sherbrooke

Drawing from two case study experiences in the British Columbia Transfer System, this session will focus on the necessary inter-relation of system research and ongoing multi-level, multi-role stakeholder discussion on post-secondary practice(s) in establishing a culture of understanding and trust among autonomous institutions, their faculty, staff, and students. Such a milieu is integral to facilitating an environment where not only bilateral and multilateral, but system-wide partnerships flourish for the benefit of students and the educational pathways they follow. Reflecting on the record from two BCCAT symposia held to inform and promote guaranteed admissions degree partnerships and recent research on transcription practices involving program partnerships, the presenters will speak to the cultural, educational practice and BCCAT process components contributing to the success of these system-wide initiatives and their outcomes which include a public database of degree program partnership pathways. To inform the discussion on these initiatives and the underlying approach taken in moving them forward, the presenters will also provide context on the structure and ethos of the BC Transfer system and the value of the faculty-led articulation committees which underpin it.

Session participants are encouraged to share their experiences and engage in discussion on what components of the BC experience may or may not seem applicable to their context. The goal of the session is to enhance our shared understanding of each other's unique post-secondary context and to take away ideas to help us advance appropriate educational partnerships aimed at facilitating access, opportunity, and success for post-secondary students in Canada.

5:00 pm – 6:15 pm
17 h à 18 h 15
Foyer 3

Reception / Réception

Join your fellow delegates for delicious food and good conversation. Don't forget your complimentary drink ticket included with your badge.

Rejoignez vos collègues délégués pour de la nourriture délicieuse et des conversations intéressantes. N'oubliez pas votre ticket pour une boisson gratuite à l'intérieur de votre badge.

Wednesday, June 18, 2014 / Mercredi 18 juin 2014

Time/Heure	
7:00 am – 5:00 pm 7 h à 17 h Hall Vidéotron	Registration Desk Open / Ouverture du bureau d'inscription
7:30 am – 8:45 am 7 h 30 à 8 h 45	Breakfast / déjeuner
8:00 am – 8:45 am	New this year, the following roundtable sessions will be held during breakfast. No advanced registration is necessary. Roundtable locations within the breakfast room will be identified at the registration desk and in the breakfast room. Facilitators and topics are listed below. You are invited to join the session that interests you at the appointed location. Space will be limited to small discussion groups on a first-come, first-served basis.
301A	Roundtable 1) <i>A Unified Deadline for Accepting Offers of Undergraduate Admission to Canadian Universities</i> Led by Andrew Arida, Associate Registrar, Undergraduate Admissions, UBC, and Nancy Cromarty, Director of Student Services, West Point Grey Academy in Vancouver
306AB	Roundtable 2) <i>Speed Networking: Meet colleagues from across Canada and develop your network</i> Led by Stephanie Rose, Assistant Registrar – Faculty of Engineering, University of Toronto
8 h à 8 h 45	Nouveau cette année, les séances de tables rondes suivantes se tiendront pendant le (petit) déjeuner. Il n'est pas nécessaire de s'inscrire à l'avance. L'endroit des tables rondes à l'intérieur de la salle du déjeuner sera identifié au bureau des inscriptions et à l'entrée de la salle du déjeuner. Les animateurs et les sujets sont listés ci-dessous. Vous être invités à vous joindre à la séance qui vous intéresse à l'endroit désigné. L'espace sera limité pour des petits groupes de discussion, sur la base du premier arrivé, premier servi.
301A	Table ronde 1) <i>Une date limite commune pour accepter les offres d'admission des étudiants de 1^{er} cycle dans les universités canadiennes</i> – dirigé par Andrew Arida, Registraire adjoint, admissions des étudiants de 1 ^{er} cycle, UBC, et Nancy Cromarty, Directrice des services aux étudiants, West Point Grey Academy in Vancouver
306AB	Table Ronde 2) <i>Réseautage éclair : rencontrez des collègues de partout au Canada et développez votre réseau</i> – dirigé par Stephanie Rose, Université de Toronto
8:50 am – 9:00 am 8 h 50 à 9 h 306AB	Welcome from PCCAT President / Bienvenue aux délégués du CPCAT Philip Bélanger, <i>Chair, Pan-Canadian Consortium on Admissions and Transfer (PCCAT)</i> Closing Remarks from ARUCC President / Mot de la fin au Congrès ARUCC 2014 Andrew Arida, <i>Associate Registrar, Undergraduate Admissions, University of British Columbia and ARUCC 2014-2016 President</i>
9:00 am – 10:00 am 9 h à 10 h 306AB	Closing Keynote/ Discours de clôture : You Gotta Know the Person: Developing Awareness that Leads to Partnerships for Student Success / Vous devez connaître la bonne personne : Développer la sensibilisation qui mène à des partenariats axés sur la réussite des étudiants Tricia Seifert, Assistant Professor, Department of Theory and Policy Studies, University of Toronto (OISE) Drawing on results from an ARUCC-supported multi-institutional research study of eleven Anglophone and Francophone institutions across four provinces, this presentation will detail how faculty and staff learn about programs and services available on their campus that support

student success. The presentation will also describe the types of partnerships that faculty and staff have engaged in during the past year and how they feel they are encouraged (or discouraged) to do so. The presentation will invite attendees to think about these findings in light of their own institution and conclude with recommendations on how to develop and manage intra-institutional partnerships and collaborations where supporting student success is the objective.

Tricia Seifert is an Assistant Professor in the Leadership, Higher & Adult Education department at the Ontario Institute for Studies in Education at the University of Toronto and is the primary investigator on the “Supporting Student Success” research project, which examines stakeholder groups’ (students, staff, faculty and senior leaders) perceptions regarding how their institution supports student success from organizational and cultural levels. In 2012, Dr. Seifert was awarded an Early Research Award from the Ontario Ministry of Economic Development and Innovation for the “Supporting Student Success” project which has also received funding from the Association of Registrars of the Universities and Colleges of Canada, the Social Sciences and Humanities Research Council, the Higher Education Quality Council of Ontario, and the Connaught New Researcher program at the University of Toronto.

Dr. Seifert earned a bachelor’s degree in Sociology and Political Science with honours from Illinois Wesleyan University, a master’s degree in College Student Services Administration from Oregon State University, and her Ph.D. in Student Affairs Administration and Research from the University of Iowa. In 2010, she was named an Emerging Scholar by the American College Personnel Association.

Se fondant sur les résultats d'une étude de recherche multi-institutionnelle soutenue par l'ARUCC et comprenant onze établissements anglophones et francophones répartis dans quatre provinces, cette présentation donnera les détails sur la façon dont le corps professoral et le personnel découvrent les programmes et les services disponibles dans leur établissement pour soutenir la réussite des étudiants. La présentation décrira également les types de partenariats dans lesquelles les enseignants et le personnel se sont engagés au cours de la dernière année et comment il se sentent encouragés (ou découragés) dans cette démarche. Les participants seront invités à réfléchir à ces résultats à la lumière de la situation dans propre établissement et pour conclure, des recommandations seront faites sur la façon de développer et de gérer des collaborations et des partenariats intra-institutionnels dont l'objectif est le soutien à la réussite des étudiants.

Tricia Seifert est professeure adjointe au département de Leadership, enseignement supérieur et éducation des adultes à l'Institut d'études pédagogiques de l'Ontario à l'Université de Toronto. Elle est la chercheuse principale sur le projet de recherche « Soutenir la réussite des étudiants », qui étudie les perceptions chez des groupes de parties prenantes (étudiants, personnel, professeurs et cadres supérieurs), concernant la manière dont leur établissement soutient la réussite des étudiants aux niveaux organisationnel et culturel. En 2012, Mme Seifert a reçu une Bourse de nouveau chercheur du ministère du Développement économique et de l'Innovation de l'Ontario pour le projet « Soutenir la réussite des étudiants », qui a également reçu du financement de l'Association des registraires des universités et collèges du Canada, du Conseil de recherche en sciences humaines, du Conseil ontarien de la qualité de l'enseignement supérieur et du programme Connaught de nouveau chercheur de l'Université de Toronto.

Mme Seifert a obtenu un baccalauréat en sociologie et sciences politiques avec mention de l'Université Wesleyan de l'Illinois, une maîtrise du Collège d'administration de services aux étudiants de l'Université d'État de l'Oregon et son doctorat en administration et recherche en affaires étudiantes de l'Université de l'Iowa. En 2010, elle a été nommée « Emerging Scholar » par l'American College Personnel Association.

10:00 am – 10:20 am
10 h à 10 h 20
Hall Vidéotron

Refreshments / Rafrâichissements

10:20 am – 11:35 am
10 h 20 à 11 h 35

BLOCK H Concurrent Sessions/Séances simultanées – Bloc H

302A

H1 – Helping Students Start Smart

Alexis Manley, Vice President (Student Services) and Registrar, Cape Breton University
Tammy Byrne, Writing Centre Coordinator, Cape Breton University
Marcy MacKinnon, Institutional Researcher, Cape Breton University

Moderator: Sophie Marcoux, Admission and Recruitment Officer, McGill University

Literature on retention and student success recognizes the importance of students starting off on the right foot, identifying the first year as particularly influential (Tinto, 2009). Yet as newcomers to PSE, first-year students often spend much time and effort at the start of their programs simply learning how to navigate the university system. So, what can be done before the first year begins to prepare students for a smart start on day one? In considering this question, Student Services at Cape Breton University came up with a Start Smart! program that involved an overhaul of the first-year advising experience, orientation programming, and communication strategy. This presentation will outline CBU's efforts to date and next steps, as well as initiate discussion on the practices that equip students with what they need to succeed.

303A

H2 – National Project Update (ARUCC and PCCAT) – Facilitating Student Mobility within Canada: ARUCC/PCCAT National Standards Project on Transcript Practices and Transfer Credit Nomenclature

Joanne Duklas, Project Lead, ARUCC PCCAT National Transcript Standards and Transfer Credit Nomenclature Study; Principal Consultant, Duklas Cornerstone Consulting

Moderator: Rob Fleming, Executive Director and Co-Chair, BCCAT

Student mobility through credit recognition, transfer and admission to successive education levels is a cost-effective and efficient way to promote access to postsecondary education. When well supported, it also removes geographical barriers and carries with it the potential to facilitate a national network for education and workforce preparation and mobility. The session will provide an opportunity for consultation and information-sharing regarding the ARUCC/PCCAT National Standards Project on Transcript Practices and Transfer Credit Nomenclature. The goal of the project is, through broad consultation, to create a national standards guide to help ensure more consistency in communicating information on credit transfer, grading scales and data across institutions and jurisdictions. The result will allow for clearer and more precise direction to individuals pursuing education pathways and educational institutions seeking to evaluate prior learning at other postsecondary organizations. The findings of phase 1 will be presented.

302B

H3 – Système de dépistage des étudiants à risque d'échec ou d'abandon

Geneviève Charland, Conseillère en formation et Pierre-Yves Cloutier, Analyste de l'informatique, Université Laval

Modératrice : Stéphanie de Celles, Régistrare, Polytechnique Montréal

Réduire les abandons et améliorer la réussite des étudiants est une priorité pour l'Université Laval. Parmi les différentes stratégies pour y arriver, l'Université Laval a développé et mis en place un système de dépistage des étudiants à risque d'échec ou d'abandon. Ce système intégré d'aide à la réussite est construit autour de trois axes :

- 1) permettre aux étudiants de prendre rapidement conscience de leur niveau de participation et de performance dans les cours auxquels ils sont inscrits;
- 2) permettre aux intervenants d'être proactifs auprès des étudiants présentant des signes de difficulté (enseignants et directeurs de programme);
- 3) orienter les étudiants vers les ressources d'aide les plus appropriées en fonction de leur situation et des difficultés rencontrées.

Cet atelier portera sur les travaux de recherche ayant orienté le projet, le contexte d'utilisation des outils ayant été déployés, les fonctionnalités destinées aux enseignants, aux étudiants et aux directeurs de programme ainsi que sur la stratégie de gestion du changement ayant guidé le déploiement du nouveau système.

301A	<p>H4 – The Canadian Electronic Transcript Network: Vision Moving Toward Reality Leisa Wellsman, Manager, Applicant Services, Ontario Universities' Application Centre, Marc Provencher, Director, Technology Systems & Infrastructure, Ontario Colleges Application Services, Pascal Robichaud, Registrar, Université de Moncton</p> <p>Moderator: Marie-Claude Binette, Registrar, Université de Montréal</p> <p>In October 2012, the PESC Canadian User Group expressed their vision of a Canadian electronic transcript exchange network through a project charter. Come hear about the progress that has been made by British Columbia, Alberta, Ontario and New Brunswick to move that vision towards reality. Over the past two years, these provinces have been forging ahead in the use of PESC standards on both postsecondary and secondary transcripts, as well as defining a framework, documentation and business rules that will allow other provinces to benefit from their experience. Learn about what's been developed, what's underway, and find out how your organization can be part of this exciting initiative!</p>
301B	<p>H5 – From T to C: Managing the Transferring Student and Assessing Their Credit Equivalency Neil Neebar, Assistant Registrar, Student Records, Registration and Graduation, and Lauren Daley, Manager, Pathways Programs, University of Toronto Mississauga</p> <p>Moderator: Élise Beaugard, Director, Université du Québec</p> <p>With the increase in new pathways and affiliation agreements between post-secondary institutions and in support of student mobility, the University of Toronto Mississauga's (UTM) Office of the Registrar has developed an on-line administrative system to increase the efficiency of the transfer credit (TC) assessment process in a paperless-office environment. The goal of this process is to provide transferring students a transparent and accessible procedure resulting in a timely TC assessment and minimizing repeated course work.</p> <p>This session will outline the service goals of the UTM Transfer Credit Office and how the administrative practice has evolved to meet these goals. We will provide an overview of the comprehensive on-line TC assessment module which manages the process from request to final assessment, notification and historical archive. This transfer credit module tracks payment, pulls student information from a central database (e.g., SIS), automatically composes emails to academic departments requesting assessment of courses, generates customizable assessment letters to student and includes features the ability to run queries (e.g., based on session, assessment status, and payment status), and provide real-time service to students. We will also highlight new initiatives that have developed as a result of the streamlining of this process including advising, mentoring and the development of a transfer guide.</p>
11:35 am 11 h 35	ARUCC Conference Concludes / Fin du Congrès ARUCC