

QUARTERLY PROGRESS

AND

FINANCIAL REPORT NO. 2

OCTOBER 1 - DECEMBER 31, 1993

Submitted to:
The ARA Consulting Group Inc.
February, 1994

Prepared by:
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QUARTERLY PROGRESS

AND

FINANCIAL REPORT

Linkage Project Title: Institutional Linkage Project
Canadian Partners: Ryerson Polytechnic University (Canadian
Lead Partner)
Guelph University
University of Waterloo
Technical University of Nova Scotia
Thai Partners: Suranaree University of Technology
Project No.: 906/14868

Report No. 2

Covering the Period
October 1 to December 31, 1993

Submitted to ARA
March 1994

by

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PART 1

1.1 PROJECT SUMMARY

1. Project Start: July 15, 1993 **Finish:** March 30, 1998

CIDA Contribution: \$ 995,484

2. Summary of Project Management

- In collaboration with CUTC and SUT partners the project implementation unit designed and coordinated the delivery of all activities according to schedule during the period October 1-December 31, 1993.
- Quarterly progress and financial reports for the period July 15-September 15, 1993 were produced and submitted to the ARA Consulting Group.
- Issues around the need for English Language translators to facilitate the training of 2 SUT support personnel on customized fellowship training programs in Canada was resolved through consultation with ARA and SUT administrators in Canada and Thailand.
- An evaluation of the customized fellowship training programs for the 2 SUT academic administrators, indicated the need for clearly defined training objectives to be defined by SUT personnel and forwarded in advance to the CUTC project implementation unit for use in the development of the terms of reference for the particular program. This we hope will assist us in ensuring that the training programs for the SUT personnel and in particular the programs for the various academic administrators, meet the expectations of the individual and SUT.

3. Progress and Achievement to Date

a) Accomplishments

Through liaison with SUT, CUTC partners, and the ARA Consulting

Group, the CUTC Project Implementation Unit has planned, implemented and evaluated the following customized fellowship training programs delivered in Canada and technical assistance consultancy provided in Thailand.

- **Program 1:** Institutional Capacity Building Program

Activity No. A1.11	Provision of customized Training in Canada for 2 SUT Academic Administrators
Activity No. A1.31	Provision of customized Training in Canada for 2 SUT Support Personnel
Activity No A1.42	Provision of Customized Training in Canada for 2 SUT English Language Teachers
Activity No. A1.32	Provision of technical services by 1 Canadian Consultant to Develop SUT Institutional Support services (this was an unscheduled activity which was implemented at this time due to the opportunities related to other assignments in the region.

Details of these activities are provided in Part 2 of this report.

- **Program 2:** International Academic Programs

The CUTC project implementation unit gained the full agreement of CUTC partners on common curriculum of the first-year of the International Engineering and Applied Science programs. The process was facilitated by the presence of the 2 SUT academic administrators at the respective CUTC partner institutions in October-November, 1993.

b) Schedules

As of December 31, 1993 the project activities have been delivered according to schedule. However, it is apparent to CUTC that SUT is at this time otherwise occupied with challenges related to the start up of a new university, and has therefore been unable to forward information needed for the planning of activities scheduled for the following quarter, January 1 to March 31, 1994.

c) Expenditures

For the quarter October 1-December 31, 1993 CUTC budgeted \$87,000. to support project activities. Funds expended totalled \$40,696.

The major variance in the disbursement of funds is as a result of the delay in receipt of documentation from the CUTC partners to facilitate the disbursement of funds for program delivery. The funds will be expended in the next quarter and reported accordingly.

4. Progress Toward Achieving Project Objectives and Deliverables**a) Reached**

The CUTC -SUT Institutional Linkage Project is currently in the second quarter of the project. As of December 31, 1993 the following two deliverables have been completed:

- Activity A1.41 Evaluation of SUT's ESL Capacity and Needs
- Activity A1.42 Study Tour in Canada for 2 SUT ESL Teachers

b) Scheduled

During the period January 1 to April 30, 1994, CUTC is scheduled to deliver customized fellowship training programs in Canada for the following SUT personnel:

- 2 Academic Administrators
- 3 Academic Coordinators
- 1 Institutional Support Person

Can ARA Help?

No assistance from ARA is requested at this time.

PART 2

2.1 REPORT ON PROJECT MANAGEMENT

2.1.1 Project Managers

Canada: Professor Samih Mikhail, Director, Ryerson
International
Thailand: Dr. Sam-Arng Srinilta, Acting Vice-President, Planning
and Development, Suranaree University of technology,
Thailand

2.1.2 Project Management Issues/Concerns/Problems and the Actual or Proposed Solutions

The major issues which have arisen during this period are based on effective and ongoing communication between the Canadian and Thai project implementation units. We will attempt to resolve the issue with our SUT partners through dialogue regarding the difficulties faced by us as a result of the lack of information on the status of progress of activities at SUT.

2.1.3 Sustainable Institutional Relationship

CUTC and SUT have developed strategies within the project to support sustainable linkages once CIDA funding ends. Examples of this are the Joint Phd and International Engineering and Applied Science programs. Therefore, the important issue at this early stage of the project, is to ensure that the appropriate foundations are laid for the sustainability of these programs.

PART 2**2.2 REPORT ON PROJECT DELIVERABLES****Deliverable No: A1.11****Deliverable Title:****Training Academic
Administrators**

MEASURE	PLANNED (TO DATE)		ACTUAL (TO DATE)		VARIANCE (TO DATE)	
Start Date	October 1993		October 1993		n/a	
Milestone Date A	November 1993		November 1993		n/a	
Milestone Date B	March 1994		n/a		n/a	
End Date	March 1994		March 1994		n/a	
Duration	Oct-Dec/94		Oct-Dec/94		n/a	
% of activity	50%		50%		n/a	
% of output	50%		50%		n/a	
Funding	\$23,200	50%	\$11,713	25%	\$11,487	25%

Original Budgeted CIDA Contribution:\$46,400**Revised Budgeted CIDA Contributions:\$n/a****Original Budgeted non-CIDA Contribution:\$43,200****Revised Budgeted non-CIDA Contribution:\$n/a****Narrative**

The customized fellowship training programs for two SUT Academic administrators were delivered according to schedule.

The sequence of institutional attachments for all programs are provided in Appendix A. Available reports on the programs are provided in Appendix B.

The major issue raised by the SUT personnel during their debriefing sessions is the interpretation and expectations of SUT regarding customized fellowship training programs for academic administrators. In particular it was apparent that they anticipated a more structured program with formal professional development sessions. CUTC's response to these issues is as follows:

- That detailed learning objectives and comprehensive curriculum vitae of the candidates will assist CUTC in designing programs which are in keeping with the expectations of SUT and the individual.

- That such programs will be of greater benefit to young SUT academic administrators than more experienced SUT faculty who have held such positions in Thai universities for several years and who also have good working knowledge of Canadian universities.

SUT has agreed to consider these recommendations and respond prior to the scheduling of any further fellowship training programs.

Activity Planned During Next Quarter

The delivery of 2 customized fellowship training programs, in Canada at participating CUTC institutions, for 2 SUT Deans.

Anticipated Challenges

The receipt of detailed training objectives and dates of program delivery for the 2 SUT candidates, with sufficient time for the planning and delivery of the training programs.

Progress Toward Completion

To date 2 of the 4 professional training programs in support of the development of the Academic Administration and Management Framework at SUT have been completed

Changes in the Status in the Next Quarter

We anticipate that there may be delays in the planning and delivery of the customized fellowship training programs for 2 SUT Deans to be designed and delivered during the period January 1-March 31, 1994.

Deliverable No: A1.31**Deliverable Title Training Support Personnel**

MEASURE	PLANNED (TO DATE)		ACTUAL (TO DATE)		VARIANCE (TO DATE)	
Start Date	October 1993		October 1993		n/a	
Milestone Date A	November, 1993		November, 1993		n/a	
Milestone Date B	April 1994		Awaiting proposed dates from SUT		n/a	
End Date	December 1994		December 1994		n/a	
Duration	Oct-Dec/94		Oct-Dec/94		n/a	
% of activity	25%		50%		n/a	
% of output	25%		50%			
Funding	\$11,600	25%	\$ 10,673	23%	\$927	2%

Original Budgeted CIDA Contribution:\$46,400

Revised Budgeted CIDA Contributions:\$n/a

Original Budgeted non-CIDA Contribution:\$43,200

Revised Budgeted non-CIDA Contribution:\$n/a

Narrative

Two customized fellowship training programs in the following areas were delivered according to schedule:

- Library Automation (1)
- Use of Scientific Equipment (1)

The sequence of institutional attachments for all programs are provided in Appendix A. Available reports on the programs are provided in Appendix B.

The English language skills of the participants placed them at a disadvantage in achieving maximum benefit from their training in Canada. CUTC and SUT in consultation with ARA attempted to support our SUT colleagues in overcoming these difficulties through the provision of language interpreters. However, this is not a desirable solution and we have requested that the SUT selection committee carry out an evaluation of the english language skills of all future candidates for their training in Canada.

Activity Planned Next Quarter

The delivery of a customized fellowship training program for 1 Institutional Support person in Canada at participating CUTC institutions.

Anticipated Challenges

The receipt of detailed training objectives and proposed dates of program delivery to facilitate the planning and delivery of the activity according to schedule.

Progress Toward Completion

Two programs in support of the development of the SUT Support Services at SUT have been implemented to date.

Changes in the Status in the Next Quarter

The delivery of the program scheduled for delivery January 1 to March 31, 1994 may be delayed depending on the advice of our SUT partners.

* * * * *

Deliverable No: A 1.42**Deliverable Title:****Study Tour to Canada
for SUT ESL Faculty**

MEASURE	PLANNED (TO DATE)		ACTUAL (TO DATE)		VARIANCE (TO DATE)	
Start Date	Oct. 1, 1993		Oct. 1, 1993		n/a	
Milestone Date A	December 1993		December 1993		n/a	
End Date	Dec.31, 1993		Dec.31, 1993		n/a	
Duration	Oct-Dec., 1993		Oct-Dec, 1993		n/a	
% of activity	100%		100%		n/a	
% of output	100%		100%		n/a	
Funding	\$18,400	100%	\$16,581	100%	\$1,819	0%

Original Budgeted CIDA Contribution:\$18,400**Revised Budgeted CIDA Contributions:\$n/a****Original Budgeted non-CIDA Contribution:\$14,753****Revised Budgeted non-CIDA Contribution:\$n/a****Narrative**

The study tour of Canadian institutions and in particular CUTC members for the 2 SUT ESL faculty was delivered according to schedule. Both SUT personnel and their CUTC counterparts were pleased with the outcomes of the study tour the highlights of which are as follows:

- Preliminary design of the ESL curriculum in support of the International Engineering and Applied Science program.
- An overview of the various ESL programs and issues related to curriculum design and delivery of such programs at various institutions in Canada.
- Participation in the Ontario TESL Conference

The sequence of institutional attachments for all programs are provided in Appendix A. Available reports on the programs are provided in Appendix B.

Activity Planned During Next Quarter

This activity has been completed and is being reported as delivered.

* * * * *

Deliverable No: A1.32**Deliverable Title:****Development of
Institutional Support
Units at SUT**

MEASURE	PLANNED (TO DATE)		ACTUAL (TO DATE)		VARIANCE (TO DATE)	
Start Date	October 1993		October 1993		n/a	
Milestone Date A	July 1993		November 1993		n/a	
Milestone Date B	March 1995		n/a		n/a	
End Date	June 1995		June 1995		n/a	
Duration	Oct-Dec/93		Oct-Dec/93		n/a	
% of activity	16%		0%		16%	
% of output	16%		0%		16%	
Funding	\$18,800	16%	\$0	0%	\$18,800	16%

Original Budgeted CIDA Contribution:\$112,800**Revised Budgeted CIDA Contributions:\$****Original Budgeted non-CIDA Contribution:\$129,600****Revised Budgeted non-CIDA Contribution:\$****Narrative**

Due to commitments on other Ryerson Polytechnic University projects in Asia, it was possible for CUTC to split the consultancy in support of the development of the SUT library into two separate assignments with negligible additional costs to CUTC and SUT. The timing of the visit to SUT also facilitated immediate follow-up to the customized fellowship training program in library automation delivered during October to November 1993.

The sequence of institutional attachments for all programs are provided in Appendix A. Available reports on the programs are provided in Appendix B.

Activity Planned During Next Quarter

The second half of the consultancy will be planned after further discussions with our SUT partners.

Anticipated Challenges

None at this time.

Progress Toward Completion

The timing and split of this consultancy has allowed CUTC to gain first hand information on the status of the SUT library and related services.

Changes in the Status in the Next Quarter

Not applicable

Deliverable No: A4.21**Deliverable Title:****Canadian Management
Team and Project
Implementation unit**

MEASURE	PLANNED (TO DATE)		ACTUAL (TO DATE)		VARIANCE (TO DATE)	
Start Date	Oct. 1, 1993		Oct. 1, 1993		n/a	
Milestone Date A	n/a		n/a		n/a	
Milestone Date B	n/a		n/a		n/a	
End Date	Dec. 31, 1993		Dec. 31, 1993		n/a	
Duration	Oct-Dec, 1993		Oct-Dec, 1993		n/a	
% of activity	10%		8%		2%	
% of output	10%		8%		2%	
Funding	\$21,440	10%	\$21,440	8%	\$0	0%

Original Budgeted CIDA Contribution:\$177,703**Revised Budgeted CIDA Contributions:\$****Original Budgeted non-CIDA Contribution:\$118,469****Revised Budgeted non-CIDA Contribution:\$****Narrative**

In consultation with CUTC institutions, SUT and ARA, the CUTC project implementation unit designed, implemented and evaluated six customized fellowship training programs, and delivered 1 technical assistance consultancy as described above.

Agreement of the CUTC institutions and SUT was obtained regarding the common curriculum for the first year of the International Engineering and Applied Science programs.

The required quarterly progress and financial reports were submitted to ARA.

Activity Planned During Next Quarter

The planning and delivery of the customized fellowship training programs scheduled for delivery during the period January 1- April 30 1994.

Anticipated Challenges

The CUTC project implementation unit anticipates that due to the challenges faced by the SUT administration in the implementation of the activities related to the start-up of a new university that there may be delays to the activities scheduled for January 1 - April 30 1994.

Progress Toward Completion

Due to the above mentioned administrative responsibilities of SUT, the implementation of project activities has been delayed.

Changes in the Status in the Next Quarter

It is possible that the activities scheduled for the delivery in this quarter will not be delivered.

* * * * *

Deliverable No: A4.33**Deliverable Title:****Project Management
and Coordination**

MEASURE	PLANNED (TO DATE)		ACTUAL (TO DATE)		VARIANCE (TO DATE)	
Start Date	July 1, 1994		October 1, 1993		2 quarters	
Milestone Date A	n/a		n/a		n/a	
Milestone Date B	n/a		n/a		n/a	
End Date	Sept.30, 1997		Sept. 30, 1997		n/a	
Duration	July 1994-Sept. 1997		Oct. 1993-Sept. 1997		2 quarters	
% of activity	0%		5%		5%	
% of output	0%		5%		5%	
Funding	\$0	0%	\$1,002	5%	\$1,002	5%

Original Budgeted CIDA Contribution:\$62,543**Revised Budgeted CIDA Contributions:\$****Original Budgeted non-CIDA Contribution:\$36,204****Revised Budgeted non-CIDA Contribution:\$****Narrative**

On going liaison with CUTC institutions, SUT and ARA is required for the successful and efficient implementation of project activities. The CUTC Project Implementation Unit and the CUTC partners have to continue to collaborate as necessary on the various issues.

Activity Planned During Next Quarter

The continuation of project management related activities.

Anticipated Challenges

Efficient communication with SUT.

Progress Toward Completion

The Project Implementation Unit is to date pleased with the progress in the start up of the project and the activities scheduled for the first two quarters. However, we anticipate that there may be some slippage in the overall implementation timetable for the project and will discuss this further with the

CUTC partner institutions and ARA once the timetable has been clarified with our SUT partners.

Changes in the Status in the Next Quarter

Our activities may be focussed on the rescheduling of activities rather than on their delivery.

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2.3 FINANCIAL REPORTS

2.3.1 FINANCIAL REPORTS
FOR
CIDA FUNDED EXPENDITURES

THAI CANADIAN HRD PROJECT
Linkage -- CUTC & SUT
Project Number #L3004-91063
CIDA # 906/14868

CIDA FUNDED EXPENDITURES
Fiscal Year Summary
As at December 31, 1993

	JULY-SEP Actual	OCT-DEC Actual	JAN-MAR Budget	FY Total Actual/Budget	FY Budget	VARIANCE	Project Total Budget
Program 1							
Fees	5,400	8,690	43,200	57,290	82,800	(25,510)	135,000
Travel	17,156	17,315	40,800	75,271	82,000	(6,729)	122,400
Other	0	0	0	0	0	0	0
Subtotal	22,556	26,005	84,000	132,561	164,800	(32,239)	257,400
Program 2							
Fees				0		0	120,600
Travel				0		0	216,000
Other				0		0	0
Subtotal	0	0	0	0	0	0	336,600
Program 3							
Fees			5,400	5,400	5,400	0	5,400
Travel			9,600	9,600	9,600	0	13,000
Other			0	0	0	0	0
Subtotal	0	0	15,000	15,000	15,000	0	18,400
Program 4							
Fees	10,720	10,720	10,720	32,160	32,160	0	175,200
Travel	1,486	1,002	3,260	5,748	6,520	(772)	86,760
Other	335	289	1,322	1,946	4,374	(2,428)	21,870
Subtotal	12,541	12,011	15,302	39,854	43,054	(3,200)	283,830
Total	35,097	38,016	114,302	187,415	222,854	(35,439)	896,230

THAI CANADIAN HRD PROJECT
Linkage - CUTC and SUT
Project #L3004-91063
CIDA #906-14868

CIDA FUNDED EXPENDITURES
Deliverable Status
As at December 31, 1993

Deliverable	Current Quarter			Project to Date			Estimated Expenditures to Completion
	Oct - Dec/93 Actual	Oct - Dec/93 Budget	Variance	Actual Exp. to Dec 31/93	Budget Exp. to Dec 31/93	Variance	
1. Institutional Capacity Building Program							
A1.11 Training Academic Administrators	3,778	23,200	(19,422)	11,713	23,200	(11,487) A	46,400
A1.21 Training Faculty Members	0	18,800	(18,800)	0	18,800	(18,800) A	112,800
A1.31 Training Support Personnel	5,147	11,600	(6,453)	10,673	11,600	(927) A	46,400
A1.32 Institutional Support Services	499	0	499	499	0	499 B	14,000
A1.41 Evaluate ESL Needs	0	0	0	9,095	8,800	295	9,095
A1.42 Study Tour ESL	16,581	18,400	(1,819)	16,581	18,400	(1,819)	18,400
A1.43 ESL Course Thailand	0	0	0	0	0	0	10,600
Program 1 Sub-total	26,005	72,000	(45,995)	48,561	80,800	(32,239)	257,695
2. International Academic Program							
A2.11 Academic Program Planning			0			0	84,800
A2.12 Curriculum Implementation			0			0	108,800
A2.21 Selection Supervisors/PHD			0			0	35,000
A2.23 PHD Research			0			0	70,000
A2.24 Thesis Defense			0			0	29,000
A2.31 Work Placements - Canada			0			0	9,000
Program 2 Sub-total	0	0	0	0	0	0	336,600
3. University-Industry Linkage Program							
A3.11 Training Co-op Program			0			0	11,600
A3.21 Industrial Training Framework			0			0	3,400
A3.31 SUT Expo			0			0	3,400
Program 3 Sub-total	0	0	0	0	0	0	18,400
4. Project Management							
A4.21 Canadian Management Team	13,400	10,720	2,680	21,440	21,440	0	160,800
A4.31 Project Review Committee - Thai	0	0	0	0	0	0	28,000
A4.32 Project Review Committee- Can	0	0	0	0	0	0	20,000
A4.33 Project Management	1,002	3,260	(2,258)	2,488	3,260	(772)	53,160
A4.41 Communication/Support	289	1,457	(1,168)	624	2,915	(2,291)	21,870
Program 4 Sub-total	14,691	15,437	(746)	24,552	27,615	(3,063)	283,830
Total	40,696	87,437	(46,741)	73,113	108,415	(35,302)	896,525

Footnotes:

A. Variance due to delay in receipt of financial reports from CUTC partners. Payments to be made in quarter 4.

A1.21, training for two trainees to be rescheduled after discussion with SUT.

A1.31, actually received two trainees, only budgeted for one.

B. Decision taken to deliver 50% of technical assistance consultancy due to feasibility of having 2nd consultant visit at this time.

THAI CANADIAN HRD PROJECT
Linkage - CUTC & SUT
Project #L3004-91063
CIDA #906-14868

CIDA FUNDED EXPENDITURES
Contract Summary
As at December 31, 1993

	1993/94 Actual/Budget	1994/95 Budget	1995/96 Budget	1996/97 Budget	1997/98 Budget	Total Actual/Budget	Contract Value	Variance
Program 1								
Fees	57,290	52,200				109,490	135,000	(25,510)A
Travel	75,271	40,400				115,671	122,400	(6,729)A
Other	0	0				0	0	0
Subtotal	132,561	92,600	0	0	0	225,161	257,400	(32,239)
Program 2								
Fees		46,800	33,300	33,300	7,200	120,600	120,600	0
Travel		44,200	44,200	64,600	63,000	216,000	216,000	0
Other		0	0	0	0	0	0	0
Subtotal	0	91,000	77,500	97,900	70,200	336,600	336,600	0
Program 3								
Fees	5,400	0				5,400	5,400	0
Travel	9,600	3,400				13,000	13,000	0
Other	0	0				0	0	0
Subtotal	15,000	3,400	0	0	0	18,400	18,400	0
Program 4								
Fees	32,160	39,360	32,160	39,360	32,160	175,200	175,200	0
Travel	5,748	19,600	22,800	19,600	22,800	90,548	84,360	6,188 B
Other	1,946	4,374	4,374	4,374	4,374	19,442	24,270	(4,828)C
Subtotal	39,854	63,334	59,334	63,334	59,334	285,190	283,830	1,360
Total	187,415	250,334	136,834	161,234	129,534	865,351	896,230	(30,879)

Footnotes:

A. Delay in receipt of financial reports from CUTC partners, payments to be made in quarter 4.

A1.21, training for two trainees to be rescheduled after discussions with SUT.

A1.31, actually received two trainees, only budgeted for one.

B. Technical Advisor travel in Canada required, not originally planned.

C. Actual expenses less than budgeted.

THAI CANADIAN HRD PROJECT
Linkage -- CUTC & SUT
Project Number #L3004-91063
CIDA # 906/14868

CIDA FUNDED EXPENDITURES
Fiscal Year Summary
As at December 31, 1993

	JULY-SEP Actual	OCT-DEC Actual	JAN-MAR Budget	FY Total Actual/Budget	FY Budget	VARIANCE	Project Total Budget
Program 1							
Fees	5,400	8,690	43,200	57,290	82,800	(25,510)A	135,000
Travel	17,156	17,315	40,800	75,271	82,000	(6,729)A	122,400
Other	0	0	0	0	0	0	0
Subtotal	22,556	26,005	84,000	132,561	164,800	(32,239)	257,400
Program 2							
Fees				0		0	120,600
Travel				0		0	216,000
Other				0		0	0
Subtotal	0	0	0	0	0	0	336,600
Program 3							
Fees			5,400	5,400	5,400	0	5,400
Travel			9,600	9,600	9,600	0	13,000
Other			0	0	0	0	0
Subtotal	0	0	15,000	15,000	15,000	0	18,400
Program 4							
Fees	10,720	13,400	8,040	32,160	32,160	0	175,200
Travel	1,486	1,002	3,260	5,748	6,520	(772)	86,760
Other	335	289	1,322	1,946	4,374	(2,428)	21,870
Subtotal	12,541	14,691	12,622	39,854	43,054	(3,200)	283,830
Total	35,097	40,696	111,622	187,415	222,854	(35,439)	896,230

Footnotes:

- A. Variance due to delay in receipt of financial reports from CUTC partners, payments to be made in quar
A1.21, training for two trainees to be rescheduled after discussion with SUT.
A1.31, actually received two trainees, only budgeted for one.

2.3.2 FINANCIAL REPORT
FOR
CONSOLIDATED PROJECT EXPENDITURES

Deliverable	Current Quarter			Project to Date			Estimated Expenditures to Completion
	Oct - Dec/93 Actual	Oct - Dec/93 Budget	Variance	Actual Exp. to Dec 31/93	Budget Exp. to Dec 31/93	Variance	
1. Institutional Capacity Building Program							
A1.11 Training Academic Administrators	25,378	44,800	(19,422)	33,313	44,800	(11,487) A	89,600
A1.21 Training Faculty Members	0	40,400	(40,400)	0	40,400	(40,400) A	242,400
A1.31 Training Support Personnel	15,947	22,400	(6,453)	21,473	22,400	(927) A	89,600
A1.32 Institutional Support Services	499	0	499	499	0	499 B	25,800
A1.41 Evaluate ESL Needs	0	0	0	9,095	8,800	295	17,195
A1.42 Study Tour ESL	30,981	32,800	(1,819)	30,981	32,800	(1,819)	32,800
A1.43 ESL Course Thailand	0	0	0	0	0	0	21,900
Program 1 Sub-total	72,805	140,400	(67,595)	95,361	149,200	(53,839)	519,295
2. International Academic Program							
A2.11 Academic Program Planning			0			0	175,200
A2.12 Curriculum Implementation			0			0	2,620,800
A2.21 Selection Supervisors/PHD			0			0	64,500
A2.22 Provision of PHD Courses			0			0	600,000
A2.23 PHD Research			0			0	169,000
A2.24 Thesis Defense			0			0	85,000
A2.31 Work Placements - Canada			0			0	183,000
A2.32 Work Placements - Thailand			0			0	140,000
Program 2 Sub-total	0	0	0	0	0	0	4,037,500
3. University-Industry Linkage Program							
A3.11 Training Co-op Program			0			0	37,400
A3.21 Industrial Training Framework			0			0	12,900
A3.22 Industrial Enterprise Training			0			0	101,400
A3.31 SUT Expo			0			0	12,900
Program 3 Sub-total	0	0	0	0	0	0	164,600
4. Project Management							
A4.11 Thai Program Implementation	6,900	6,900	0	6,900	6,900	0	130,500
A4.21 Canadian Management Team	20,547	17,867	2,680	28,587	28,587	0	268,000
A4.31 Project Review Committee - Thai	0	0	0	0	0	0	51,600
A4.32 Project Review Committee - Can	0	0	0	0	0	0	29,600
A4.33 Project Management	1,002	3,260	(2,258)	2,488	3,260	(772)	87,200
A4.41 Communication/Support	1,571	2,739	(1,168)	1,906	4,197	(2,291)	39,050
Program 4 Sub-total	30,020	30,766	(746)	39,881	42,944	(3,063)	605,950
Total	102,825	171,166	(68,341)	135,242	192,144	(56,902)	5,327,345

Footnotes:

- A. Variance due to delay in receipt of financial reports from CUTC partners, payments to be made in quarter 4.
A1.21, training for two trainees to be rescheduled after discussion with SUT.
A1.31, actually received two trainees, only budgeted for one.
- B. Decision taken to deliver 50% of technical assistance consultancy due to feasibility of having 2nd consultant visit at this time.

THAI CANADIAN HRD PROJECT
Linkage - CUTC & SUT
Project #L3004-91063
CIDA #906-14868

CONSOLIDATED PROJECT EXPENDITURES
Contract Summary
As at December 31, 1993

	1993/94 Actual/Budget	1994/95 Budget	1995/96 Budget	1996/97 Budget	1997/98 Budget	Total Actual/Budget	Contract Value	Variance
Program 1								
Fees	207,490	129,000				336,490	362,000	(25,510)A
Travel	96,971	62,300				159,271	166,000	(6,729)A
Other	0	0				0	0	0
Subtotal	304,461	191,300	0	0	0	495,761	528,000	(32,239)
Program 2								
Fees		366,000	949,500	913,500	598,000	2,827,000	2,827,000	0
Travel		113,700	436,700	252,100	168,000	970,500	970,500	0
Other		0	200,000	32,000	8,000	240,000	240,000	0
Subtotal	0	479,700	1,586,200	1,197,600	774,000	4,037,500	4,037,500	0
Program 3								
Fees	21,000	6,000		18,000	36,000	81,000	81,000	0
Travel	13,200	6,900		15,800	31,600	67,500	68,600	(1,100)
Other	0	0		0	0	0	0	0
Subtotal	34,200	12,900	0	33,800	67,600	148,500	149,600	(1,100)
Program 4								
Fees	74,300	86,300	78,300	86,300	78,300	403,500	403,500	0
Travel	5,748	35,600	32,600	35,600	32,600	142,148	136,400	5,748 B
Other	5,790	7,810	7,810	7,810	7,810	37,030	39,050	(2,020)C
Subtotal	85,838	129,710	118,710	129,710	118,710	582,678	578,950	3,728
Total	424,499	813,610	1,704,910	1,361,110	960,310	5,264,439	5,294,050	(29,611)

Footnotes:

A. Delay in receipt of financial reports from CUTC partners, payments to be made in quarter 4.

A1.21, training for two trainees to be rescheduled after discussions with SUT.

A1.31, actually received two trainees, only budgeted for one.

B. Technical Advisor travel in Canada required, not originally planned.

C. Actual expenses less than budgeted.

THAI CANADIAN HRD PROJECT
Linkage -- CUTC & SUT
Project Number #L3004-91063
CIDA # 906/14868

CONSOLIDATED PROJECT EXPENDITURES
Fiscal Year Summary
As at December 31, 1993

	JULY-SEP Actual	OCT-DEC Actual	JAN-MAR Budget	FY Total Actual/Budget	FY Budget	VARIANCE	Project Total Budget
Program 1							
Fees	18,000	69,490	120,000	207,490	233,000	(25,510) A	362,000
Travel	21,656	24,915	50,400	96,971	103,700	(6,729) A	166,000
Other	0	0	0	0	0	0	0
Subtotal	39,656	94,405	170,400	304,461	336,700	(32,239)	528,000
Program 2							
Fees				0		0	2,827,000
Travel				0		0	970,500
Other				0		0	240,000
Subtotal	0	0	0	0	0	0	4,037,500
Program 3							
Fees			21,000	21,000	21,000	0	81,000
Travel			14,300	14,300	14,300	0	68,600
Other			0	0	0	0	0
Subtotal	0	0	35,300	35,300	35,300	0	149,600
Program 4							
Fees	24,766	27,447	15,187	67,400	74,300	(6,900)	403,500
Travel	1,486	1,002	3,260	5,748	0	5,748	136,400
Other	1,616	1,571	2,603	5,790	8,218	(2,428)	39,050
Subtotal	27,868	30,020	21,050	78,938	82,518	(3,580)	578,950
Total	67,524	124,425	226,750	418,699	454,518	(35,819)	5,294,050

Footnotes:

- A. Variance due to delay in receipt of financial reports from CUTC partners, payments to be made in quarter A1.21, training for two trainees to be rescheduled after discussions with SUT.**
A1.31, actually received two trainees, only budgeted for one.

APPENDIX A
SUT FELLOWSHIP SCHEDULE

SUT FELLOWSHIP SCHEDULE 1993

NAME	TITLE	OCTOBER				NOVEMBER			
Dr. Kasem Prabiputaloon	Dean, Institute of Resources Technology	Guelph			TUNS			RPU	
Dr. Tavee Lertpanyavit	Acting Vice President for Administration and Dean, Institute of Industrial Technology	Waterloo	Ryerson		TUNS				
Ms. Somsri Issariyanatr	System Analyst, Library Materials and Educational Media Centre	Guelph		Ryerson		U of G	OL AC*	Ryerson	
Mr. Apichai Tuanyok	Scientist, Scientific and Technological Equipment Center		Guelph					TUNS	
Dr. Puangpen Intaprawat	Acting Chair, School of English, Institute of Social Technology					Ryerson			
Ms. Catherine Owens	Instructor, School of English, Institute of Social Technology					Ryerson			

*Ontario Library Association Conference
 RPU Ryerson Polytechnic University
 U of G University of Guelph

APPENDIX B

AVAILABLE FELLOWSHIP REPORTS



Technical
University
of Nova Scotia

**Faculty of Engineering
Office of the Dean**

January 4, 1994

Ms. Marsha McEachrane-Johnson
RIDC
Ryerson University
350 Victoria Street
Toronto, Ontario
M5B 2K3

Dear Marsha:

I attach a brief report of activities at TUNS last October/November for Drs. Tavee and Kasem, and Apichai Tuanyok. I trust that this is sufficient to enable you to release TUNS' portion of the funds for these activities; if not, please let me know your wishes.

I also attach Apichai's report; he indicated that he would add to the report on his return to Thailand, but I have not received anything additional to date.

All the best for 1994.

Yours sincerely,

A handwritten signature in dark ink, appearing to be "W. F. Caley", is written above the typed name.

W. F. Caley, P.Eng.
Dean

WFC/fep
Attachment

P.O. Box 1000
Halifax, Nova Scotia
Canada
B3J 2X4

Tel: (902) 420-7576
Fax: (902) 492-3744

**CUSTOMIZED TRAINING PROGRAM FOR SUT
TUNS
October/November 1993**

1. October 25-29, 1993: Drs. Tavee Lertpanyarit and Dr. Kasem Prabripataloong

October 25: Drs. Tavee and Kasem met with Drs. Caley, Boctor (Ryerson), Amyotte and Pegg. Discussions involved the first year Chemical Engineering curriculum, as well as a 2 hour visit to the ongoing Science and Engineering Olympics.

October 26: The morning was spent discussing the curriculum, with the addition of Dr. Peter Douglas from Waterloo; the afternoon was devoted to issues related to the budget, including the fee structure for PhD students. The day ended with a reception and dinner.

October 27: Meetings with the TUNS President, (Dr. D. A. Roy), the Vice President, Administration (Mr. J. R. Dexter Kaulbach), and Mr. Rob Eagle, Director, Research Services.

October 28: Concluding discussions on budget, curriculum, academic administrative activities and University structure.

October 29: Dr. Tavee returns to Toronto; Dr. Kasem visits Chemical Engineering, TUNS.

2. October 1 - November 10, 1993

Dr. Kasem visits TUNS Chemical Engineering. During this period, the first year curriculum for Chemical Engineering was agreed upon; as well, course sequencing for the remainder of the SUT/TUNS program was tentatively developed. As well, Drs. Kasem and Caley met as required. In addition to the Chemical Engineering activities, Dr. Kasem met with Dr. Kipouros (Metallurgical Engineering) to discuss the feasibility of involving the TUNS Metallurgical Program on implementation of the Metallurgical Program at SUT in 1994. Visits to TUNS Metallurgy concluded the stay.

3. November 15 - 26, 1993: Mr. Apichai Tuanyok

During this period Mr. Apichai spent most of his time in Metallurgical Engineering; brief visits were also made to TUNS Fisheries/Food Science, TUNS Chemical Engineering, and Dalhousie University Earth Sciences (electron microprobe). The activities were coordinated by Dr. G. J. Kipouros, TUNS Metallurgical Engineering; a copy of the Itinerary is attached.

W. F. Caley
December, 1993

TECHNICAL UNIVERSITY OF NOVA SCOTIA
(Department of Mining & Metallurgical Engineering)

Re: Apichai (At) Tuanyok, Suranaree University of Technology, Thailand

Itinerary - November 15 - 26, 1993

Week 1	Morning	Afternoon
Nov. 15 Monday	Meeting (G.J. Kipouros/W.F. Caley)	Read Materials Science Lab Book
Nov. 16 Tuesday	Tour Metallurgical Eng. (G.J. Kipouros)	SEM/Metallography Lab (Bill McManus)
Nov. 17 Wednesday	SEM Sample Preparation (Art Marshall)	Materials Science - Welding/Casting (Dave Arnold)
Nov. 18 Thursday	Fracture Mechanics (Ken MacKay)	Materials Science - Corrosion (Dana Goski)
Nov. 19 Friday	Industrial Metallurgy (Dr. K.V. Gow)	Seminar
Week 2		
Nov. 22 Monday	TEM Sample (Ken MacKay)	SEM (Bill McManus or Ken MacKay)
Nov. 23 Tuesday	Metallography (Art Marshall)	Food Science (W.F. Caley)
Nov. 24 Wednesday	ChE 1050 (J. Kozel)	Materials Science - Tensile & Impact (Ray Bryden)
Nov. 25 Thursday	SEM (Bill McManus or Ray Bryden)	Materials Science - Cold Working/Annealing (Paul Bishop)- Summary Session
Nov. 26 Friday	Microprobe Analysis - Dalhousie (W.F. Caley)	Departure

Suranaree University of Technology
Nakhon Ratchasima
Thailand

Report

November 1993 ESL Study Tour

Submitted by

Dr. Puangpen Intraprawat
Catherine Owens

This report includes the agenda we followed weekly in and around Toronto for the period November 1 through November 27, 1993. Our comments regarding the nature of each activity and what we learned from them are reported here.

Academic Activities

1. observing classes
 - ESL classes at Ryerson and York universities
 - Engineering classes at Ryerson - 1st and 3rd year electrical engineering

The classes we observed in Engineering were the most informative input we had in terms of designing our curriculum for EFL. Classroom language, teacher's instructions, modes of explanation, use of idiomatic language, student-teacher interaction and student behaviour were all aspects we found important in determining how to prepare our Thai students for eventual admission to such a context.

2. visiting ESL collections, resource centres and libraries
 - HUB (the York Board of Education) self-access centre
 - the Metro Central Reference Library ESL holdings
 - the Modern Language Center at OISE
 - the ESL center at Fanshawe College, London
 - the ESL center, intensive program at University of Toronto

The various collections gave us an overview of how ESL programs view the self-directed learning aspect of language teaching. We found a wide use of print materials, some interactive computer disc materials, some computer-assisted learning exercises, and certain kits and workbooks. It is self-evident, and thus confirmed by these visits that the student needs

- i) motivation
- ii) incentive
- iii) time

to use the materials in a self-access centre. By and large, the students using the centres in Ontario that we visited are adults. In Thailand, we have the added challenge of making a centre attractive to teenagers, in an EFL, as opposed to ESL, environment with materials tied to their language learning curriculum and interests.

3. Discussions with ESL professionals
 - Neil Naiman, Glendon College, York University
 - Lou Buchanan, Ryerson Polytechnic
 - Maureen McNerney, York University English Language Institute
 - Ian Martin, Glendon College, York University
 - David Mendelsohn, York University Faculty of Arts, English as a Second Language Program
 - Elizabeth Taborek, Toronto Board of Education

All of these ESL professionals were in agreement on one particular point. That was: the absolute requirement of on-going ESL language classes as essential to the

- i) immediate abilities of Thai students to learn from engineering courses given in English in Thailand
- ii) the eventual capacity for success in engineering courses in Canadian universities

These are the teachers who have contact with the second language students at Canadian universities. They report that many second language students do not approach their course subject teachers when they need help. As a result, many subject teachers are not aware of the students' lacks until it is too late.

4. Meetings with the engineering faculty at Ryerson
 - Dr. Stalin Boctor, Chair of Electrical Engineering
 - Dr. Yao-C Chen, Professor of Electrical Engineering
 - Dr. Yuri Silmberg, Professor of Electrical Engineering

These meetings were invaluable as the individual professors pointed out to us the pitfalls and problems foreign students have in the Engineering program at Ryerson, along with the challenges such students face. They confirmed as imperative our intention to provide ongoing critical thinking, language training, and academic skills courses to our Thai students.

5. Working on the curriculum for English language for the International Program at SUT

This was a continuous process, taking up many hours of writing, discussion, feedback and revision. It was a great opportunity for us to concentrate clearly on the job at hand, and we are grateful for the time we were given. The document created is, as all curricula, a beginning, and will be revised many more times before it is implemented. It will be revised again on the basis of on-going evaluation.

6. Materials assessment and procurement
 - Nelson Publishers
 - TESL Ontario Conference

This is an essential element of our time here, in view of the limited resources available in Thailand. We would like to start our resource centre with a good selection of what is on the market here in terms of workbooks, reference books, audio tapes, video tapes, computer software and authentic materials usable in the language learning context.

7. Attendance at the TESL Ontario Conference

As this occurs at the end of our stay, this report cannot cover it. We are sure that there will be numerous opportunities to review our planning, discuss with professionals, hear about recent developments in our field, and search for more materials.

8. Working with the ESL coordinator at Ryerson

This has been most helpful to us in terms of communication, clarifying our ideas, revising the curriculum, discussing perceived needs and wants for the students who will be coming to Canada. A contact person is essential at all four universities for the eventual placement of students and for the ongoing communication of program developments and requirements.

Recommendations for future visits

We can report some activities that we did not have the opportunity to do, and would have found useful:

1. meeting with engineering/food technology professors from all universities involved in this project
This might have clarified differences in programs, in orientation to foreign students, in EFL support, etc.
2. meeting ESL co-ordinators from the other universities
3. seeing the engineering curriculum on paper, as proposed by the committee of engineering faculty from all five universities
This might have helped in our planning, possibly to help with modifications to include the EFL component we recommend. This also might give us insight into planning what will happen to the students who do not come to Canada.
4. knowing in advance the numbers and types of students we will be dealing with, for obvious reasons.

To: S. Mikhail and M. Johnson, Ryerson International
From: J. Hunter, English Department
Date: December 2, 1993
Subject: Report on SUT English Faculty Study Tour, November, 1993

My involvement in this project took place on two fronts:

a) Planning and coordination of visits to academically oriented ESL centres; investigation of current ESL materials; discussions with administrators of EAP programmes about curriculum, programme design and delivery, testing and support services; needs analysis in Electrical Engineering at Ryerson; and registration at the annual Ontario TESL Conference.

b) Consultation with Thai counterparts on issues of programme structure and curriculum design, along with support in the curriculum development project assigned them for this month.

EAP Centres and Programmes: Structure, curriculum, and testing
These include all the university EAP programmes in the Toronto area, one community college programme recommended by Ryerson International for its structure and resources, and one interview on the National Benchmarks Project.

ESL Instructor, Fanshaw Community College
Look at programme organization, testing and streaming of classes, organization of progression through the programme, set up of access centre

ESL Director, Glendon College, York University
Look at ESL content curriculum, range of courses and how courses are designed to meet specific needs in EAP

ESL Coordinator and English faculty, Ryerson Polytechnic University
Placement testing, CE summer intensive programme, organization, extra curricular support for students, expectations and demands in and out of programme
Classroom observation

Coordinator of Programme Development, Language Learning Unit, University of Toronto School of Continuing Studies
Programme delivery for EAP, materials, curriculum, testing pre and

post, placement
Classroom observation

Director, York University English Language Institute
Programme delivery for EAP, materials, curriculum, testing pre and
post, placement
Classroom observation

Faculty member, York University Department of Languages, Literature
and Linguistics
Discussion on York ESL Tutoring Resource Centre, ESL academic
programme at York

Administrator, Adult Resource Centre, Toronto Bd. of Ed. and
Committee Member, National Benchmarks Testing Project
Content, approach and rationale for ESL benchmarks

Major differences exist between the SUT and the Toronto
environment in terms of language and cultural learning
opportunities outside the classroom, institutional placement of
intensive programmes, and homogeneity of student goals and
background. These factors had to be accounted for in determining
programme applicability for SUT.

First, SUT exists in an EFL setting, which implies a disadvantage
for Thai students in terms of immediate availability of English
context. In other words, their opportunities to use English with
native speakers outside the classroom will be nearly nonexistent.
The Thai programme will need to make up for the important
contextual advantage ESL in Toronto has. Three good approaches to
this problem are incorporated into the programme design: the access
centre, the ongoing social studies/English courses given each
semester along with the professional courses, and English as the
language of instruction in all courses. Ongoing English courses,
with consistent, systematic academic language instruction, practice
and feedback, will present the greatest benefit. The access centre
has a great deal of potential as an adjunct for individualized
support and instruction. It will be important to staff it
appropriately, to set up adequate time for student use, and to make
sure that it is not seen as a punishment for students who fail, but
an interesting opportunity for all students to practice and upgrade
their language use. It will also be important to establish it as
a place for interpersonal interaction in English, for the
spontaneity, immediacy and context of communication constitutes
much of the challenge of language use. While technology and self-
study resources are essential, they are not alone sufficient for
the objectives of the international programme. English instruction
in professional courses will be a clear asset in helping the
international students realize and maintain language exposure in
their field. The teaching presence of the ESL trained Canadian
chemical engineer identified by Stalin Bockter will definitely
enhance the programme. Nonnative English students in subject
matter courses at the levels of the Thai students need relevant

language support as well as exposure to content for improved proficiency and success.

Second, intensive EAP programmes at all three Canadian universities the Thai teachers visited serve students before they are accepted, meaning they may not all share the same academic interests. They may be applying to quite different programmes in different universities. Canadian intensive ESL students are also heterogeneous in language background. This contrast with the Thai situation actually allows the Thai programme and curriculum to be more explicitly designed for SUT international students' needs. The visiting Thai teachers needed to focus their curriculum more narrowly than our EAP programmes. Whereas this could be seen as a constraint and added challenge, it is also an opportunity to closely address the needs of the SUT programme, provided that resources are available.

Fortunately, the experience and expertise of the SUT ESL instructors precluded the need for professional development in methodology or curriculum planning. This meant that visits and discussions in Canadian EAP programmes provided confirmation and refinement of ongoing planning for the SUT programme. Increased knowledge of the nature, scope and depth of language and cultural expectations for students in Canadian ESL programmes and knowledge of their educational context have been valuable to the Thai faculty in my estimation.

Timetabling for the Thais was flexible and every attempt was made to accommodate their needs, unforeseen developments in the programme plans, and the assignment they received shortly before coming here, to write the curriculum. Regarding visits to the other three receiving universities, an attempt was made to arrange a visit to Waterloo, who did not follow up my requests. As time became a constraint during the month, after consulting the Thai teachers, I did not pursue the meeting.

Materials

Research Associate, Modern Language Centre Resource Centre, OISE

Toronto Reference Library ESL holdings (Arrangements: Marg Morriss)

York Board of Education ESL Resource Centre (Arrangements: Marg Morriss)

Nelson Publishers ESL Warehouse

ESL Conference Publishers' Exhibits

SUT faculty met two needs with these resources. One was to consult current scholarly research on ESL and EFL curriculum design. The

other was to survey materials for use in their programme. So far they have purchased a number of texts and resources from Nelson and at the Conference. Video materials, unfortunately, have been difficult to obtain internationally, partly because of the difference in the video systems between Thailand and Canada. Video, such as CFB films, would be highly valuable for cultural information.

Needs Assessment: Linguistic, academic and cultural needs

Observation of first and third year Electrical Engineering classes at Ryerson

Discussions with Chair and faculty in first and third year Electrical Engineering

Most informative from this aspect of the needs assessment have been in the socio-linguistic domain: namely the interaction between students and professors, expectations of professors, independence and initiative of students. In other words, the cultural roles and relationships of participants in the Canadian educational setting contrast sharply with those in Thailand. These differences will require extensive learning in the SUT programme. We also noted a number of dominant schemes in the organization of knowledge as presented in the classes, e.g. problem-solution schemes and demonstration by example, which may be foreign to Thai students' experience. Discussion with one of the faculty suggested that more extensive analysis of socio-cognitive language demands in Canadian contexts may be beneficial for needs analysis. At the same time, the level of linguistic needs in both print and oral modes was clarified. Ideally, needs analysis of this valuable nature would have been expanded, but time constraints and the curriculum design requirement precluded it.

Curriculum design

Unforeseen changes in the original English programme structure, as outlined during the summer, impinged seriously on curriculum development. Renegotiating changes and redirecting the focus of the curriculum took time away from the task itself. The results were that one initial intensive programme has been planned and an additional course in the humanities/social science complement with ESL emphasis will be offered each term. Whereas this plan continues vital English language support and instruction throughout the programme, it presents obstacles to the development of closer, more flexible, and creative links between professional programmes and English. The English curriculum is now tied to nonprofessional courses. Overall, the current curriculum outline should be seen as formative rather than summative, and I predict that further modifications will be ongoing.

Conclusion and Recommendations

Although this joint project focuses on professional education in engineering and food sciences, English language competence and proficiency for Thai students will be essential to its success. Clearly, this need was recognized in the project planning, but at the same time, I would like to underline its importance and to advise against diminishing its value or sidelining its integration in the planning. The Thai visiting faculty comprised a team of well-qualified, experienced ESL specialists who will contribute vitally to the success of this project.

In addition, the role of Canadian ESL coordinator demands a high level of expertise and time commitment. Besides planning and preparation, the task involves continuous informal discussion, consultation, planning revision, and post visit follow-up work. These requirements are quite difficult to fulfill on top of a full academic load, and I recommend a one-half course release time from other academic duties for this type of assignment.

All in all, I found the work with the Thai SUT faculty and the project stimulating and challenging. I look forward to our continuing professional exchange and to the success of the project.



Judy Hunter

Attachment: Study Tour Agenda

Copies: Puangpen Intaprawat, SUT
Catherine Owens, SUT
Bill Emery, RPU
Marg Morriss, RPU

SUT ESL Study Tour at Ryerson
Agenda for Week 1: November 1-5

NOVEMBER 1 MONDAY

9:00-11:00 am

Orientation meeting with Judy and Marg.
Overview of current developments at SUT ESL
Objectives and themes of the month's agenda

11:00 am-2:00pm

Campus tour (Marg) and lunch (Marg and Judy)

2:00-3:00 pm

Set-up in the office (Judy)

NOVEMBER 2 TUESDAY

9:30 meet Judy

10-11 am

ESL Class observation Judy

Focus on activities, content, language, student and teacher roles
How do these relate to EAP needs for RPU students?

How could they be adapted or be useful to SUT students?

2-4 pm

The Hub: York Bd of Education Resource Centre

Joanne Wrey (394-3424) Accompanied by Marg

What selection processes and criteria does the Board follow for its
ESL resource holdings?

How might they be relevant to your instructional and access centre
needs at SUT?

NOVEMBER 3 WEDNESDAY

9:30am-2:00pm (with breaks)

Meeting with Judy regarding needs at SUT, refining the month's
agenda and objectives

3-5 pm

Metro Central Reference Library ESL Collection, 5th floor

meet with Laura Soto-Barra (393-7172), accompanied by Marg

What selection processes and criteria does the Metro Library follow
for its ESL resource holdings?

How might they be relevant to your instructional and access centre
needs at SUT?

NOVEMBER 4 THURSDAY

10:30 am

Meeting with Neil Naiman, Director of ESL, C212 York Hall, Glendon College, York University (736-2100 x88161)

The Glendon EAP programme, objectives, curriculum approach, range of courses and placement testing

How are course offerings and curriculum designed to meet the objectives of students enrolment in mainstream English content courses? How does the approach differ from traditional skills approaches?

How is the placement test designed to match student needs with courses?

How are these features of the Glendon programme applicable to SUT?

2:00 pm

Meeting with Stalin Bockter, Electrical Engineering, RPU

Accompanied by Judy

Arrangements for class observations, discussions with Engineering faculty and ESL students in the programme

NOVEMBER 5 FRIDAY

Morning: open

2:15 pm

Meeting with Lou Buchanan: discussion of Ryerson Proficiency Test Objectives, design, content, relevance to academic language use

In what ways might any aspects of this test be useful to SUT?

SUT ESL Study Tour at Ryerson
Agenda for Week 2: November 8-12

NOVEMBER 8 MONDAY

9:00-11:00 am

Curriculum design: meeting with Judy

1:00 pm

Proposal for programme design: with Marg and Judy

NOVEMBER 9 TUESDAY

York University English Language Institute all day

10:00 am Meet Maureen McNerney, Director
287 Winters

Curriculum of EAP programme, testing, streaming, objectives and materials How do these aspects of the programme meet the needs of pre-university students at York? How are they relevant to STU students?

Afternoon Classroom observation: Margaret Lasserre and Barbara Abrams

Get location and directions from Maureen or Anne Friedman, YUELI Secretary

How is the programme delivered?

Focus on activities, content, language, student and teacher roles

How do these relate to EAP needs for RPU students?

How could they be adapted or be useful to SUT students?

NOVEMBER 10 WEDNESDAY

Morning or afternoon

Meeting with Judy: SUT programme and Curriculum

Tentative meeting with Ryerson International

NOVEMBER 11 THURSDAY

Morning: open for writing

11:30 Lunch meeting Ian Martin and Judy

1:30 Meet Stalin Bockter, Electrical Engineering, accompanied by Judy

1:30 Meeting with Prof. Yao-C Chen, Room 240

2:00 Classroom observation, Prof. Juri Silmberg, 1st year, T142

3:00 Classroom observation, Prof. Yao-C Chen, 3rd year, T142
4:00 Meeting with Prof. Silmberg, Room 221
4:30 Debriefing with Stalin Bockter

Focus on needs analysis: teacher-student roles and relationships, expectations and demands on students, task analysis and evaluation criteria, language needs

What kinds of preparation will SUT students require to function effectively in RPU settings like these?

NOVEMBER 12 FRIDAY

10:45-12:30 Seminar on TEIL in Thailand at Glendon, Ian Martin C226
Questions:

What directions is Thailand taking in ELT?

What challenges does the profession face?

How are current ELT approaches like communicative competence realized in the EFL setting of Thailand?

12:30 Lunch at Glendon with Ian and perhaps others

Afternoon: Meeting with Ryerson International (if not Wednesday)
Open for writing

SUT ESL Study Tour at Ryerson
Agenda for Week 3: November 15-19

NOVEMBER 15 MONDAY

9:00-11:00 am

Curriculum design: meeting with Judy

Afternoon

Nelson Publishers, 1120 Birchmont Rd.

Visit to warehouse for inspection of ESL materials and possible purchasing (Contact person: Jenny Faulkner)

NOVEMBER 16 TUESDAY

11:45

Meet with David Mendelsohn

York University Faculty of Arts English as a Second Language Programme, 544 Ross South

EAP programme: Curriculum, testing, objectives and materials How do these aspects of the programme meet the needs of university students at York? How are they relevant to STU students?

The ESL Access Centre: organization, staffing, objectives, mission
Adjunct ESL Tutorials: delivery, staffing, curriculum, kind of support for ESL

How are these courses and support models adaptable or useful to SUT needs?

Afternoon: Curriculum Work

NOVEMBER 17 WEDNESDAY

9:30 am

Modern Language Centre Resource Centre, OISE

Meet with Alice Weinrib, 10th Floor, and view collection

How are new materials discovered and obtained? What selection criteria are followed?

1:30 pm

Elizabeth Taborek, Toronto Board of Ed., Bickford Centre, 777 Bloor W., Rm. 305
Accompanied by Judy

Discussion of national Benchmarks testing. What are the purposes of this test design? What does it show in terms of language competence and performance? What are its underlying assumptions about language, language learning, and language use? How useful could

this testing concept be for SUT placement or proficiency?

NOVEMBER 18 THURSDAY

Morning: Curriculum work

1:00 pm - 3:00 pm Meet Vivian McDonough, English as a Second
Language Intensive Programme, School of
Continuing Studies, University of Toronto
3rd Floor accompanied by Judy

EAP intensive programme: Curriculum, testing, objectives and materials How do these aspects of the programme meet the needs of university students at York? How are they relevant to STU students?

NOVEMBER 19 FRIDAY

Fanshaw Community College, London all day

11:00 am Meet Christine Nath, Language Centre, 35 7-Up Ave.
Look at organizational features of the ESL
programme, view two access centres

How are ESL students effectively placed and moved through the programme? How are different levels within classes and different rates of progress dealt with? How are resource centres and multimedia work integrated into the programme?

SUT ESL Study Tour at Ryerson
Agenda for Week 4: November 22-27

NOVEMBER 22 MONDAY

All day

Puangpen: Research at Modern Language Centre Library, OISE

Kate: Curriculum work at Ryerson

Judy: Consultation on curriculum throughout the day

NOVEMBER 23 TUESDAY

Morning

Curriculum work

1-3 pm

Meeting and presentation of reports and curriculum with Ryerson International

NOVEMBER 24 WEDNESDAY

All day

Final wrap up

Review and discussion of month's activities and ongoing needs for SUT EFL programme

NOVEMBER 25 THURSDAY

All day: TESL Ontario Conference

NOVEMBER 26 FRIDAY

All day: TESL Ontario Conference

NOVEMBER 27 SATURDAY

All day: TESL Ontario Conference

Somsri Issariyanatr
Suranaree University of Technology
Visit to Ryerson Polytechnic University Library

The Ryerson Library was pleased to have Somsri visit during the week of October 18 to 29 and November 8 to 12, 1993. During these two periods, Somsri spent time visiting various sections of the library to discuss policy and process issues as well as visiting other libraries in Toronto which have Dynix library systems. The attached schedule outlines the staff to whom she talked and the topics that they talked about (schedule attached). The following are brief reports by the members who met Somsri.

1. Richard Malinski, Chief Librarian

I covered two broad aspects of library management and administration. Policies and their links with university mission and procedures and how they change. To assist in this, I gave Somsri copies of the various library discussion papers, terms of reference of the committees, and organizational materials. Throughout, I explained how these documents fit without overall mission and how we translated the vague statements into more and more concrete processes.

2. Joan Parsons, Audio Visual Librarian

Somsri's visit to Ryerson's Audio Visual library covered the following:

- . Tour of the Audio Visual library showing the collection and equipment;
- . Discussion centering on equipment types and prices, material formats and prices, budgets etc.;
- . Observation of, and discussion about, internal booking and loaning of library films and video collection, kardex and loan forms;
- . Tour of the Media Centre's equipment room; noted types of equipment and had a short discussion about the types and prices of equipment;
- . Discussion regarding ordering of audio visual material.

3. Daniel Phelan, Head of Library Access Services

Several aspects of the library were covered with Somsri. These included Interlibrary Loans, Distance Support and Continuing Education. Circulation and Reserves were also covered. Somsri received an overview of the activities of the departments with special emphasis on the technological aspects i.e. computer applications, ARIEL, AVISO, the new DRA system, etc. Interlibrary Loans and document delivery options were covered in some detail and an explanation of bibliographic utilities, delivery systems, policies and procedures were given. The basics of the integrated library system were explained. The above was covered from 1:30 pm to 4:00 pm. Circulation was covered in the last hour.

Somsri Issariyanatr
Suranaree University of Technology
Visit to Ryerson Polytechnic University Library

4. Zita Murphy, Computerized Information Search Librarian

The following is a brief outline of the activities covered during the 1.5 days that Zita Murphy spent with Somsri:

i. On-line Services

- a. On-line overview - service and facilities at Ryerson library
- b. Discussion of on-line services for Suranaree
- c. Provision of information on databases and on-line vendors of possible relevance to Suranaree (including, for example, STN Services).
- d. Demonstration of Lexis/Nexis service
- e. Hands-on searching of Nexis files, using a sample search relevant to Somsri

ii. CD-ROM Services

- a. CD-ROM overview - service and facilities at Ryerson library
- b. Discussion of CD-ROM databases and service for Suranaree
- c. Demonstration of selective databases on compact disc
- d. Provision of information on access and sources of further information on available compact disc databases (including the CD-ROM Directory)
- e. Attendance at a representative CD-ROM workshop (for students) and discussion of CD-ROM instruction
- f. Hands-on searching of selected databases on compact disc (including CD-ROM Directory on compact disc and Computer Select)

5. Eva Friesen, Head of Technical Services
Ross Thrasher, Cataloguing Librarian

Somsri spent an afternoon with me in the Cataloguing Dept. I gave her a brief verbal overview of the "startup phase" in Cataloguing, including the selection of MARC record source vendors (Bibliofile and OCLC). Then I demonstrated our cataloguing workflow, concentrating on the search-edit-save process in Bibliofile, the uploading of saved records into DRA, and the addition of item records (barcoding) in DRA.

6. Ophelia Kam, Head of Information Services

The administrative structure within Information Services was explained i.e. the composition and levels of staff and their respective duties and responsibilities. Then I

Somsri Issariyanatr
Suranaree University of Technology
Visit to Ryerson Polytechnic University Library

went through the following documents with her to illustrate the points I was making regarding the purpose of reference and information service:

- a. Overall philosophy of Information Service
Documents:
The Ryerson Library Services
Ethical Issues in Public Services (just the parts related to Information Services)
- b. Reference assistance
Document:
Reference desk checklist summary and checklist of sources (which we keep at all 3 reference desks)
- c. Library instruction
Document:
Library Instruction Committee Mandate and Mission Statement
General Guidelines for Library Instruction
Quick Tips for Effective Library Instruction
- d. Collection development
Discussed with her briefly our approach and asked Eva to provide her a copy of the guidelines for collection evaluation
- e. Tour of the 5th floor
Document:
Ryerson Library Summer Orientation Tour Highlights
The tour included a demo of PAC and access to U. Of T catalogue, Trent and Internet (examples of access to external resources)

Somsri was given a copy of each of the above documents.

7. Bob Jackson, Associate Librarian, Technical Support & System
Sally Wilson, Systems Librarian

At our first meeting I presented a detailed outline of the process we had undertaken in selecting the DRA system. This presentation included a brief history of our relationship with the Bibliocentre and an overview of the request for proposal and vendor evaluation process. I also went into some detail with respect to our overall objective of removing barriers to information and the role that an integrated system will play in accomplishing this.

Somsri Issariyanatr
Suranaree University of Technology
Visit to Ryerson Polytechnic University Library

Somsri was particularly interested in our reasons for choosing DRA over Dynix. I indicated that though we felt the Dynix system to be comparable in many ways to that of DRA, DRA's considerable profile in North American academic libraries and the possibilities for networking with other DRA sites were principle factors in our decision.

Somsri and I also spent a considerable amount of time during our first meeting reviewing the implementation process for the DRA system and discussing aspects of our contract with DRA. I got the impression that this discussion provided her with useful background information with respect to her library's implementation of the Dynix system.

At our second meeting, Somsri and I discussed cd-rom networking, tape loading of data and the use of the Internet to gain access to remote databases. We reflected on the changes to libraries that are occurring given initiatives in the area of automation. We agreed that academic libraries will have to initiate changes with respect to staffing and physical organization in order to benefit fully from these initiatives.

Somsri's meetings with Sally took a more "hands on" approach to the library's automated systems. Sally spent 2 half day sessions with Somsri. The first of these sessions encompassed an in depth look the specifics of the DRA system and the applications that we are running in the library. The second session focused on library links to the Internet, with considerable emphasis on Hytelnet as a tool for making that link. Using Hytelnet, Somsri was able to connect to and examine several Dynix based pacs.

8. Claude Doucet, Archivist

The Archivist started off by discussing the nature of archives and how the Ryerson Archives fits into the archival field in Canada. He then reviewed the history of the University's archival programme and its relevance to Ryerson's young but not insignificant history as an educational institution. Within the context of the Archives' overall mandate, he proceeded to discuss the nature of Ryerson's archival holdings, the uses and users of the collection, the variety of manual and automated finding aids, conservation work and the Archives' physical areas and facilities. Although the information conveyed may not of immediate relevance, Somsri felt that her visit to the Ryerson Archives opened up new areas for her institution to explore in the future.

Somsri Issariyanatr
Suranaree University of Technology
Visit to Ryerson Polytechnic University Library

Mon. Oct 18	A.M. P.M.	R. Malinski		Library Management
Tues Oct 19	A.M. P.M.	R. Malinski R. Malinski	10:00 - 4:00	Library trends and developments
Wed Oct 20	A.M. P.M.	R. Malinski J. Parsons	1:30-4:00	Administration Audio Visual
Thurs Oct 21	A.M. P.M.	R. Malinski D. Phelan	9:30-12:00 3:30-4:00	Administrative/Questions Circulation, ILL, Distance Education
Fri Oct 22	A.M. P.M.	Z. Murphy Z. Murphy	9:00 - 4:00	Computer Searching
Mon Oct 25	A.M. P.M.	E. Friesen/R. Thrasher E. Friesen/R. Thrasher	9:00 - 4:00	Tech Svs,Cataloguing, Acquisitions, Serials Control
Tues Oct 26	A.M. P.M.	E. Friesen/R. Thrasher O. Kam	9:00-12:00 1:30-3:30	Tech Svs,Cataloguing, Acquisitions, Serials Control Information Services
Wed Oct 27	A.M. P.M.	B. Jackson/S. Wilson B. Jackson/S. Wilson	9:00 - 4:00	Systems DRA/Dynix Comparisons
Thurs Oct 28	A.M. P.M.	C.Doucet -	9:00-12:00 -	Archives Free time
Fri Oct 29	A.M. P.M.	L. Bishop	9:00 - 4:00	Overview
Mon. Nov 8	A.M. P.M.	B. Jackson Z. Murphy	9:00-12:00 1:00-4:00	Computer Systems On-line Research
Tues Nov 9	A.M. P.M.	S. Wilson	9:00-2:00 2:00-4:00	Ontario College of Art Library Ryerson International-Dynix Library System
Wed Nov 10	A.M. P.M.	D. Phelan	9:00-2:00 2:00-4:00	Toronto Public Library Ryerson International-Dynix Library System
Thurs Nov 11	A.M. P.M.	B. Jackson/S. Wilson Z. Murphy	9:00-2:00 2:00-4:00	Computer system review CD-ROM work
Fri Nov 12	A.M. P.M.	---- ----	--- ---	Ryerson International

REPORT ON AUTOMATED LIBRARY SYSTEM

By: Somsri Issariyanate
Suranaree University of Technology (Thailand)
Between October 2 - November 13, 1993

The link project between Suranaree University of Technology (SUT) and the Canadian University of Technology Consortium sponsored me, Ms. Somsri Issariyanate, to train in the Automated Library System program in order to develop:

- 1) The automated library system at SUT;
- 2) The library collections;
- 3) The organization structure of the library;
- 4) The library management and processing;
- 5) The library equipments; and
- 6) The work strategy.

The training was held at the libraries of the University of Guelph, the University of Waterloo, Ryerson Polytechnic University, the Ontario College of Art, and the Toronto Public Library.

The Library and Educational Media Centre at SUT is consisted of two sections, library resources and educational media. My responsibility is restricted to the library resources section; therefore this report will only concern this section. My knowledge and understanding, which I received from the training can be utilized at the SUT as follows:

Structure of the Library Section:

- 1) Technical Services Division respond to:
 - Collection development
 - Acquisition and bibliographic search
 - Correct bibliography
 - On-line bibliographic search
 - Original cataloguing
 - Technical processing
 - Government document

2) Information Services Division respond to:

- Circulation
- Inter-library loan
- Reserved books
- References
- Audiovisual materials
- Serials
- On-line database searches

3) Library Computer Services Division respond to:

- Develop the automated library system
- Support and maintenance the computer system

4) University Archives Division respond to:

- Specify the scope of archives material
- Classify archives material
- Equipment acquisition
- Develop services technology

Automated Library System:

GEAC is a system which has been developed and used in the libraries of the University of Guelph and the University of Waterloo for some time. DOBIS/LIBIS is a system being used at Ryerson Polytechnic University. Because of the high maintenance of both, and the high efficiency which users want, the three libraries are replacing the old systems with better ones. For example, the library of the University of Waterloo is going to use ISM instead of GEAC. The library of Ryerson Polytechnic University is going to use the DRA system. The systems, however, are different from DYNIX, the system being used at SUT. Library management at SUT is, therefore, somewhat different from these libraries. However, database structures of every system have the same standard. The knowledge and understanding I achieved from this training is therefore applicable to my work at SUT.

In order to develop the automated library system at SUT, not only the centralized databases have to be completed, but also the conversion from a manual system to an automatic system, and finding appropriate tools is important.

My suggestions for the duties of each division and their tools are as follows:

Technical Services Division:

I. Collection Development:

- Consult with faculty in selection of books, journals, and media.
- Control budget.
- Check bibliography and prices.
- Check duplicated list.

II. Acquisition and Bibliographic Search:

- Order books, journals, and media according to the list from each department.
- Check and update acquisition database of new arrival books, journals, and media.
- Search bibliographic database of the new arrival materials from the CD-ROM.

Tools for I and II:

- 1) Microcomputer for checking duplicated lists in the centralized database.
- 2) Microcomputer and CD-ROM player.
- 3) CD-ROM databases, i.e. BTP Plus, ULRICH PLUS, CD MARC, etc.
- 4) Publisher catalogue.
- 5) Book review.
- 6) Budget document.

III. Check Bibliographic Data of New Arrival Books, Journals and Media:

- Compare bibliographic record of new arrival books, journals and media in the CD-ROM database to the data attached to the materials and make corrections according to the materials.

IV. On-line Bibliographic Search.

Tools for IV:

- 1) Microcomputer for checking lists in the centralized database.
- 2) Microcomputer and interface link to NECTEC, Thailand to be able to access to Thai bibliographic database and the international information centre.

V. Original Catalogue.

Tools for V:

- 1) Microcomputer for inputting bibliographic data into the centralized database.
- 2) LC classification, LC subject heading, Thai subject heading.

VI. Technical Processing:

- Place stickers
- Place bar codes
- Place security magnetic tapes
- Place due date charges

Tools for VI:

- 1) Microcomputer for checking bibliographic data in the centralized database.

VII. Government Document:

- Specify the scope of government documents
- Develop classification system
- Classify government documents

Tools for VII:

- 1) Microcomputer for imputing bibliographic data into the centralized database.

Information Services Division:

I. Circulation:

- Specify type of books
- Specify type of users
- Make and validate library cards
- Serve reading facilities
- Shelf
- Library catalogue search
- Holding service
- Reserve books

Tools for I:

- 1) Microcomputer and barcode reader
- 2) Sensitizer and desensitizer
- 3) Microcomputer for library catalogue searching
- 4) Detector

II. Interlibrary loan:

- Establish interlibrary loan regulations
- Make connection with other libraries
- Search catalogues of other libraries

Tools for II:

- 1) Microcomputer and network interface facilities
- 2) Facsimile
- 3) Union list of serials

III. Reference:

- Introduce to indexing and abstracting tools
- Establish reference manuals

IV. Information Search

- On-line databases search
- CD-ROM databases search

Tools for IV:

- 1) Microcomputer and network interface facilities
- 2) Microcomputer for CD-ROM player and printer
- 3) CD-ROM database for each field
- 4) On-line databases

Library Computer Services Division

I. Systems Development:

- Coordinate among institutes in which the integrated library system is being used
- Follow up any new technology and apply to use

Tools for I:

- 1) Automated Library System (hardware and software)
- 2) Printer
- 3) UPS
- 4) Interface network facilities
- 5) Utility software

II. Support and Maintenance:

- Introduce a proper use of the system
- Assisting the user when problems occur
- Print out reports

Tools for II:

- 1) Microcomputer and network interface facilities
- 2) Printers

University Archives Division

Archives collection in the library of the University of Guelph and of Ryerson Polytechnic University are quite large. They take a lot of space to collect original and photocopy documents for service. I suggest that a proper service technology should be the first priority of the archives collection management at the SUT library in order to reduce the space needed. Something that should be done at the beginning are:

- Set up a committee which will take responsibility for specifying the scope of the university archives.
- Archives classification
- Collection of original documents
- Provide equipment for archives collection
- Searching for a proper technology for services

Development Plan for 1994 - 1995

1) Collection Development

Provide books, journals and media to fulfil SUT educational efficiency which can be done as follows:

1.1) Collection development committee. The committee is consisted of library representatives from each department working in cooperation with librarians in the selection of books, journals and media.

1.2) Donation. Search for more donation sources. At the present, there is one source, Ryerson Polytechnic University.

1.3) Electronic-mail. Become a member of internet in order to gain access to both domestic and international databases.

1.4) CD-ROM databases

2) Automated Library System Development

SUT is persuing an automated library system. Since I am writting this report in Canada, I do not know the last decision. However, I suspect that DYNIX and HP were chosen. There will be a module for three applications, such as: cataloguing modules; acquisition modules; and OPAC.

In details of setting up the system, training, and testing, the efficiency of the system should be negotiated with the sales representative.