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Glasbergen wins staff award at UTSC

An endowed award was established in the name of Patrick S. Phillips, Director of Administration, when he retired in June 1999 from the University of Toronto at Scarborough (UTSC). Created to commemorate the outstanding legacy and leadership left by Phillips during his 15 years of service at UTSC, the award is presented to a deserving staff member who routinely displays competence, commitment, courtesy, and concern for others and the success of the college.

Following the inaugural award in 2000 to Nick J. MacDonnell, Superintendent of Building Services, Audrey Glasbergen, Secretary to the Chair of the Social Sciences Division, received the honour for 2001 to recognize her tremendous contribution to the smooth running of day-to-day activities in the Division. From providing a sense of continuity for faculty members working between UTSC and the U of T St. George campus, to being a friendly Divisional contact point for graduate students and sessional lecturers, Audrey has played a pivotal role and performed an unheralded job for many staff, faculty, and students.
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McDonald heads Memorial HR
Gerard McDonald is Memorial University's new Director of Human Resources. A graduate of Memorial (B. Comm 1977) and Dalhousie University (MBA 1982), McDonald joins Memorial from the Hibernia Management and Development Company where he served in a senior human resources capacity. Previously, he was a principal with KPMG Consulting and president of McDonald Human Resources. He also worked in senior positions with Carling O'Keefe Brewery of Canada and the Newfoundland Treasury Board.

Hughes joins U of C HR
Margaret Hughes, a University of Calgary law professor, has been appointed the university's Associate Vice-President (Human Resources). A former dean of Law, Hughes is a specialist in employment and labour law who has been an instructor of senior university administrators, a labour arbitrator and mediator, and a co-chair for 10 years of the University of Calgary's annual labour arbitration conference.

Carter directs Facilities Management at Dalhousie
Robert Carter was recently named Director of Facilities Management at Dalhousie University. Carter was educated in engineering at the University of Windsor and is a member of the Association of Professional Engineers of Ontario. He has 28 years of professional experience in both the public and private sectors. For the past 13 years, he has been the Director of the Physical Plant at McMaster University.

McKinnon retires from U of C
After 36 years at the University of Calgary, Stuart McKinnon has retired from his position as Associate Vice-President (Human Resources), a position he has held for the past six years. During his time at U of C, he has also served as Secretary to the Board of Governors, as the first Director of University Resources and Community Relations, as Assistant to the Vice-President (Finance and Services) and as Assistant to the President.

Buell is new VP at Lakehead
Tim Buell is Lakehead University's new Vice-President (Research and Development). Buell joined Lakehead from the University of Calgary where he held academic appointments in the faculties of Communication and Culture, Continuing Education and Education.

Wickens heads up new York department
Andrew Wickens has been appointed Executive Director of York University's newly formed Campus Services and Business Operations. He brings to the position 25 years of experience working as the Recreation Programs Coordinator, then Conservation Areas Manager for the Toronto and Region Conservation Authority, and most recently as Manager, Business Services for the City of Toronto Parks and Recreation Division.

Levan appointed Huntington President
Effective July 1, 2001, Dr. Christopher Levan was appointed President-Principal of Huntington University in Sudbury. Dr. Levan received his BA from Loyola College, Montreal; M DIV from Emmanuel College, Toronto; MA from Université de Québec à Montreal; and his PH D from McGill University, Montreal. He was minister of a two-point charge in Quebec, an inner-city church in Montreal, and a downtown faith community in Saint John, New Brunswick. He was also Principal of St. Stephen's College in Edmonton, Alberta.

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Retention: a strategic HR policy issue

By Jim Horn, Human Resource Consultant

If one did a search of university executive agendas, the expression 'recruitment and retention' would be common to most, if not all. But what does this expression mean?

Recruitment is an area of relatively common experience for university administrators. Although recruitment may vary from university to university, the fundamental principles are quite similar. Universities are now facing similar shifts in workforce demographics such that the dramatic increase in the number of vacancies for faculty and staff has created a more intense competition between the universities for talent. Universities are also competing with employers from other sectors. So, when one university is seeking to recruit new faculty and staff, another university may well be trying to retain its faculty and staff. But what does 'retention' mean?

To some administrators, it simply means being able to increase salaries, preferably in a selective manner, in order to keep certain faculty or staff. But is this a solution or part of the problem? When you think of retention, what do you think of? Perhaps, you think of retaining only the faculty or staff employees who are seen to be your best performers. Or, perhaps you think of the bottom end – those that you wish would leave. But where do you draw the boundary? How do you make the judgement of who should be retained? Who makes this judgement and how well informed is the decision? What impact do these decisions have on the majority of your workforce?

Perhaps, a broader set of questions should be asked. For example: Why do your employees leave? What strategies can a university develop to retain faculty and staff? Or, what can your university do to ensure that your employees want to stay? What motivates employees? Or, the flip side, what de-motivates employees?

The more one thinks about the issue of retention, the more complex it becomes.

Arbitrary, ad hoc management decision making to 'fix' a problem without a full understanding or appreciation of the broader context frequently creates serious 'morale' issues with employees. Seeing retention as a straightforward 'fix it' could be one of these examples. One could argue that retention is a complex and concentric strategic issue that actually falls into the broader field of organizational development. In other words, individual administrative actions need to be consistent with an organizational strategy that works for both recruitment and retention. One ad hoc decision can have a very significant negative impact on employee morale. The employees may not leave but the day-to-day attitude will subtly shift and the environment will not be as productive or service oriented as it was or could be.

If one goes through the management literature, one of the themes that appears time and time again is 'leadership.' Leadership/management is the key to faculty and staff retention. Your institutional salary policies and pension and benefits plans need to be competitive. But what really counts is how people are treated by the leadership/management of your university. Recognition and reward processes are central to this theme. It is equally important that employees perceive these processes to be fair and equitable.

So, you say, all this may be true, but what can be done?

At a strategic level, universities need to work towards the creation of one organization, or better yet, one community. Unfortunately, most universities are really like two communities – one academically based and one support based. Each community has its own culture and language, and little understanding of the other. Learning to bridge the culture gap is extremely important to the creation of a positive environment for faculty and staff. Learning to respect one another is the cornerstone. The starting point is the creation of an awareness of the university community within the university community. The method involves dialogue. The technique involves large group interventions.

Universities need stronger internal support to the organizational needs. Few have modern organizational development departments. This is desperately needed to assist the university leadership in doing things better. A key strategy for the organizational development function would

"Institutional salary policies and pension and benefits plans need to be competitive. But what really counts is how people are treated by the leadership/management of your university."
be the design and delivery of leadership/management development programs. New tools are needed for universities to adapt. The traditional university management model has never worked well and is now being exposed. Universities will not survive if they continue with this old management model. Again, awareness of this need is the first stage. The second stage is the commitment by the senior administration to provide the proper resources to make it happen.

Rethinking the policy context is another key. Simplify, simplify, simplify! Shift the policy context to a positive supportive role and get rid of the overly legalistic, detailed, bureaucratic processes that do nothing to foster a positive learning and working environment. Get away from the 'thou shall not' syndrome of policies and procedures that permeate the university environment. Sure, we need processes to deal with problems, but that can be done in a more effective manner.

If you really want to develop a comprehensive and meaningful 'recruitment and retention' policy, read your institutional policies from the point of view of a new employee. What image is being created?

What image do you want?

Providing opportunities to faculty and staff to have meaningful involvement in the shaping of the university's programs and initiatives is extremely important. Recognizing that this is fundamental to sound human resource management is the first stage.

There have been one too many ad hoc administrative wonders that appear in a whirlwind, implement a number of changes, and then disappear from the scene leaving a mess in their wake as they move on to bigger and greater opportunities. This has not been good for many universities. Too many faculty and staff have had this experience. Just mention the word 'change'!

Recruitment and retention are really synonymous with sound leadership. How people are treated and treat one another; whether there is meaningful opportunity to participate in the decision-making processes of the university; and well thought out and meaningful recognition and reward processes are some of the essential elements that allow a university to attract and retain the best faculty and staff. The success or failure of these elements rest in the hands of leadership.
Beware of benefits clauses in collective agreements

By Bram Freedman, Assistant Secretary-General and General Counsel, Concordia University

Universities should be wary when referring to benefits, including pensions, in collective agreements. Inclusion of certain language in a collective agreement may be found to lead to the conclusion that an arbitration process is the sole appropriate forum to decide insurance and pension disputes. While unions often apply pressure to include these items in collective agreements, universities should think carefully as to whether or not this is desirable.

There are conflicting trends in arbitration and court decisions across the country with respect to what kind of collective agreement language will lead to the conclusion that disputes will fall under the sole jurisdiction of an arbitrator and be considered 'arbitrable.'

Normally, insurance and pension documents are agreements that are physically separate from collective agreements. Whether they will be considered to form part of the collective agreement and, therefore, be arbitrable will depend almost entirely on the language used in the collective agreement. In Canadian Labour Arbitration (Third Edition), Brown and Beatty outline four categories of relationships between these documents and a collective agreement:

1) the plan or policy is not mentioned in the collective agreement;
2) the collective agreement specifically provides for certain benefits;
3) the collective agreement provides for the maintenance of a policy and the payment of premiums only; or
4) the plan or policy is incorporated by reference into the collective agreement.

The difficulty involves determining into which category any given language falls. Normally, categories 1 and 3 will not lead to a finding that benefit and pension issues are arbitrable, although there is certainly a current in the case law that holds that virtually any mention of benefits in a collective agreement is sufficient to give an arbitrator sole jurisdiction.

In a recent case in the Superior Court of Quebec (Bourque v. Les Laboratoires Abbot), decided in May 2001, the judge held that a simple reference in the collective agreement by the employer that it would continue to maintain a pension plan as described in a summary document was sufficient to bring any dispute concerning the pension plan under the sole jurisdiction of the arbitrator.

In contrast to that decision, the British Columbia Court of Appeal decided in August 2001 (Elkeleit Coal v. United Steelworkers), in the context of similar language in a collective agreement, that the employer's obligation under the collective agreement was merely to maintain the insurance coverage and pay the premiums. It was also decided that this obligation did not result in bringing benefit plan disputes under the jurisdiction of the arbitrator.

The British Columbia court relied on a 2000 case from the Ontario Court of Appeal (London Life Insurance v. Dubreuil Bros. Employee Association) involving language in a collective agreement that, again, merely obligated the employer to maintain a policy of insurance and pay the premiums. The employee filed a grievance with respect to the denial of benefits by the insurer. The Ontario Court of Appeal decided that the matter was not arbitrable and held that "it is not a dispute between those bound by the collective agreement, but between an employee and the insurer, a stranger to the agreement." Had the language in the collective agreement been different, however, it is likely the Court of Appeal would have come to a different conclusion.

Given the contrasting approaches taken by courts across the country, it seems likely that this whole issue will have to be settled in a definitive manner by the Supreme Court of Canada at some point in the future. Moreover, arbitrators are becoming more comfortable in asserting their perceived exclusive jurisdiction in such matters. The result of such assertions by unions and arbitrators leaves universities with no option but to seek review of these decisions by the courts, involving considerable time and expense.

If universities wish to avoid being dragged before an arbitrator in disputes between employees and insurers over eligibility issues (over which the universities have no control), or if they wish to avoid debating legally complex and politically charged pension issues before an arbitrator, great care should be taken to use very circumscribed language in collective agreements when referring to benefits.
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Receptions and parties: a risky business?

By Carole Workman, Vice-Rector, Resources, University of Ottawa and Vice-Chair, CURIE

The dean holds a private reception with alcoholic beverages for a few professors and staff in his private office to celebrate the award of a major research contract. A wine and cheese reception is held to celebrate someone's retirement. A late afternoon Christmas party is held for the staff and a cash bar is provided. These events are held on campus and during office hours.

Has the university any liability if an employee leaves the party, and has a car accident in which alcohol levels are a factor?

In the widely reported Ontario case of Hunt v. Sutton Group (February 5, 2001), an employee attended an employer-sponsored party, consumed a significant amount of alcohol, left the party inebriated, was in a car accident and suffered life-changing injuries. The employee sued her employer for failing to take steps to prevent her from leaving the place of employment intoxicated. The Ontario court found the employer to be 25% liable for damages.

What can be learned from this case? Should we ban the use of alcohol at all events?

The courts hold that employers owe employees a duty of care. They must safeguard employees from unreasonable risks of personal injury, in the course and scope of employment. If it is an employer-sponsored event, the employer is required to take positive action to avoid injury to employees.

In the case of Hunt v. Sutton, the courts found that the employer had a duty to make sure that the employee would not enter such a state of intoxication while on its premises so as to interfere with the ability to safely drive home afterwards. The courts outlined a number of specific actions that the employer could have taken to prevent the injuries.

Throughout the Holiday season and beyond, it is appropriate for universities, like all employers, to consider the implications of the Hunt v. Sutton case. The following actions are recommended to all managers who host events on campus where alcohol is served:

- monitor consumption; if the group is large, designate supervisory personnel to circulate among the guests and monitor consumption
- insist that an intoxicated employee turn his or her car keys over; if they refuse, the police should be called to the scene
- insist that an intoxicated employee take a cab, at your expense if necessary; call his or her spouse if necessary
- encourage employees in advance to identify designated drivers or to arrange alternative means of travel for after the event
- encourage employees in advance to limit alcohol consumption

To further minimize risks associated with work-related social events where alcohol is served, consider the following more general policies:

- hold such events outside of regular working hours and make attendance clearly voluntary
- hold such events off premises

Would employers be better advised to just ban the use of alcohol at all events? Although a simple and risk free solution, a ban would likely be highly impractical. Consequently, the better solution, as is many cases of risks in the workplace, is good planning and good communication to managers and employees alike. Cheers!
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Sous les auspices de la Banque Royale et NORDX/CDT, le Programme de prix de la qualité et de la productivité de l'ACPAU récompense et fait connaître les réalisations des universités en matière d'amélioration de la qualité et de réduction des coûts des programmes et services de l'enseignement supérieur.

Ce programme annuel donne l'occasion aux établissements membres de l'ACPAU et à leurs gestionnaires et employés des services administratifs et de soutien de se faire octroyer des prix nationaux et régionaux. Les lauréats nationaux obtiendront des prix de 10 000$ (1er), 5 000$ (2ème) et 3 000$ (3ème). Des prix régionaux seront accordés aux meilleures soumissions des régions de l'Atlantique, du Québec, de l'Ontario et de l'Ouest ainsi que des mentions honorables.

Pour plus de renseignements sur le programme et pour les instructions et formule de mise en candidature, veuillez consulter la section Prix du site web de l'ACPAU à l'adresse www.acpau.ca. Vous pouvez aussi entrer en contact avec le représentant désigné de l'ACPAU de votre établissement (normalement le vice-recteur à l'administration).

Sous les auspices des:
Strategies for faculty recruitment

By Kirsten Hailey

it is no news that universities across Canada are facing a greater challenge than ever in recruiting and retaining faculty. Hired in the late 1960s and early 1970s, the bulk of existing faculty members will reach retirement age in the next five to 10 years. At the same time, demographic pressures from the baby boom echo generation coupled with increasing participation rates in post-secondary education will push the demand for faculty even higher. In Ontario, this situation is exacerbated by the 'double cohort' peaking in 2003 and 2004. The Association of Universities and Colleges of Canada (AUCC) has estimated that, over the next 10 years, Canadian universities will have to hire approximately 30,000 new faculty members.

At Carleton University, for example, this translates into more than 500 people or an average of one person a week until 2010. Meanwhile, demand will continue to outstrip the supply of PhD graduates in Canada, despite the fact that their annual numbers have more than doubled in Ontario alone. As for Canadians who are studying at graduate schools south of the border, statistics reveal that, in 1995, slightly less than 50% were working in the U.S. five years after receiving U.S. doctoral degrees. Faculty have traditionally been very mobile. However, while 22.5% of Ontario faculty resignations in 1997-98 were to take up positions in the U.S., only 14% of new hires came from the United States. "You can solve a large part of your recruitment problems if you can improve retention," says Allan Maslove, Dean of Public Affairs and Management at Carleton University. Consequently, most strategies for attracting new faculty members are also aimed at keeping them. As the challenges to achieve both ends become increasingly difficult, universities are honing existing strategies as well as developing new ones.

Compensation has always been a key factor in both recruitment and retention. "The salary structures and the grid as well as issues of salary differentials and supplements are all very important in the recruitment and retention of faculty," concurs Sharon Cochran, Associate Vice-President, Human Resources, at the University of Saskatchewan. "For a substantial period of time, many universities have had market-differential policies. They continue to be a recruitment tool at universities right now." In certain disciplines, there is a very competitive market for people with PhDs. Canadian universities must compete with other universities in the country, with American institutions and with the private sector. The pressure to increase salaries has already been felt in such areas as Engineering, Business and Computer Science.

Some universities are also using their salary anomaly fund for adjusting compensation in order to retain individuals who are being wooed by other institutions. At Carleton, the June 2000 Report of the Task Force on Faculty Recruitment and Retention cautions against this practice. "Rightly or wrongly, the perception among faculty is that a successful appeal to the Salary Adjustment Commission requires that you have a formal offer in hand from another employer. The notion that faculty have to 'shop themselves around' before their value to Carleton is fully realized . . . can have the perverse effect of actually inducing people to leave if they think their value is more quickly recognized elsewhere." Instead, recommends the Task Force, a university should ensure that appropriate recognition is built into the compensation structure.

Cochran notes that removing ceilings in the Professor salary grid by awarding incremental supplements based on merit is a positive step that many universities have already adopted. In addition, she continues, several compensation-related and non-compensation issues bear weight during the recruitment process.

"On a salary basis, we don't come close to competing with the private sector," says Maslove, "but we do offer conditions that may be very attractive." When possible, matching teaching assignments to the interest of a prospective faculty member can be an effective recruitment tool. Carleton is also looking at the possibility of offering teaching opportunities to doctoral and post-doctorate students, positioning them early to later join the faculty. At the other end of the spectrum, the University is examining the possibility of re-integrating recently retired faculty members back into the fold on a part-time basis. On the retention side, flexibility in employment arrangements allows faculty to take advantage of opportunities to work on royal commissions, in government agencies or in the private sector through temporary secondments, leaves or restructured workloads. Institutions can also use these arrangements to avoid losing people to external research programs.

Moreover, universities are well positioned to compete for intellectual talent by providing the opportunity for faculty to do curiosity-driven research. "Potential faculty look at what research money will be available to them and whether there will be opportunities for interdisciplinary research," says Cochran. "They want to know about other colleagues that could complement their research programs and the availability of graduate students to support them. In some cases, research opportunities can be a decisive factor." The Carleton Task Force describes the potential for 'cluster recruiting' or identifying synergies among faculty needs when hiring new members or retaining existing faculty. Meanwhile, although the Canada Research Chairs program has fueled competition among universities, the Task Force suggests that adopting a 'university chairs'
model could be a useful recruiting tool. Hand-in-hand with research opportunities arises the issue of intellectual property. Prospective faculty are looking closely at university policies governing intellectual property, particularly in regards to the ownership and compensation for development of commercially viable products such as pharmaceuticals. At the same time, policies regarding the right of faculty to practice consulting or operate business companies outside the university can influence decisions to join a university. "Most universities have a policy about outside consulting and the amount of time a faculty member can devote to these activities," says Cochran.

At the same time, flexibility is becoming an increasingly important factor in a university's recruitment strategy. "What is important at different stages in a professorial career could vary," Cochran points out. "We must have a number of factors in place but we may need to individualize these measures." Employee benefits, for instance, need to be flexible enough to meet a variety of needs. Today's faculty are expecting portable pension benefits as well as a wider range of extended health benefits in a flexible plan.

Maslove suggests that, in order to build more flexibility into the recruitment system, university administrators need to operate in a longer planning cycle. "If we can identify our needs two to three years in advance, it allows our chairs and directors of departments to keep their eyes open for good prospects we might hire two to three years down the road." The Task Force report suggests integrating more flexible budgeting structures that would allow those doing the hiring to use a fixed fund 'as the hiring market of the time dictates,' with flexibility regarding timing as well as distribution of money among a number of positions. Faculty could possibly be retained for future hiring with a budget for their salary already in place. The Task Force recommends that Carleton establish a 'University Opportunity Fund' for just this type of situation. "We recognize that adopting this approach would represent some risk to the University. Historically, there have been difficulties in ensuring funding even for immediate vacancies. We think that his approach is justified, however, by the risks of not moving into the hiring market earlier and being more agile once we are in." These suggestions are in keeping with Carleton's strategy of hiring early in the decade, before competition intensifies even further. Consequently, the Task Force also advocates that individual academic units become more proactive by using their professional networks, such as conferences and committees, to identify potential candidates. By being flexible, funds could then be allocated to advertising, relocation expenses and spousal hiring, as required.

Both Maslove and Cochran identify spousal employment as an important tool in attracting faculty. "If you're trying to recruit a new faculty member and you can offer a position to the spouse, you increase your chances of attracting both," says Maslove. Without compromising standards, many universities can place the spouse directly on the short list for a competition or even hire without a competition. Some universities are even further, with their Human Resources department assisting spouses in finding non-academic positions not only within the university but beyond the institution.

At Carleton, the Task Force also suggests increased support for relocation in the form of a University-designated 'Faculty Relocation Co-ordinator.' Besides developing links with the real estate community, the co-ordinator would provide information about schools and other amenities that make the prospect of moving to the community as attractive as possible to candidates and their family. Cochran suggests the possibility of universities offering interest-free loans for housing purchases. She also points to the importance of highlighting the advantages of a university's community, such as cost-of-living and quality of life.

While leveraging some of an institution's inherent advantages, such as location, recruiters should not neglect to
promote their university's hard-won reputation, whether it be in research, teaching or a particular discipline. But, in order to be an effective recruitment tool, a reputation must be based on a strong institution, with adequate faculty support, a well-maintained physical infrastructure and sufficient library resources. These factors may seem obvious but cannot be underestimated in their ability to attract candidates as they receive information about the university or engage in campus tours and discussions with existing faculty. Even if unsuccessful in securing a position, a candidate's experience with the university will, in itself, be a hiring tool, since the impression of the institution will likely be shared with colleagues who may themselves become potential candidates.

Carleton's Task Force notes the importance of developing a consistent visual identity and strategy for faculty hiring advertisements and information. At the same time, the report recommends that senior administrators oversee the policy framework for faculty recruitment and guide a process in which deans and individual academic units can play a lead role. The Task Force notes that, at Carleton, the experience of chairs and directors has a direct bearing on recruitment and retention. Therefore, it advises that terms should be long enough for those doing the recruiting to develop comfort and leadership in their roles. In addition, members of hiring committees should receive specific training and assistance in equity and immigration matters. The Task Force goes as far as recommending that Carleton retain an immigration lawyer and train a staff person to focus on issues related to immigration. At universities across the country, it is unlikely that recruiting from Canada and the U.S. will be sufficient to meet the need for new faculty. Recruiting more candidates from Europe and Asia will necessitate increased familiarization with immigration policy. According to Maslove, immigration will likely prove to be a significant challenge within a university's multi-pronged recruitment strategy.

"The other great challenge is financing hiring in a way that doesn't compromise pedagogy or the financial integrity of the institution," he adds. There are monetary costs associated with losing and replacing faculty. At the same time, universities will have to be careful not to repeat the mistakes of the past. Institutions must not be tempted to offset costs by replacing relatively high-salaried leaves with junior faculty. By hiring the bulk of faculty from the same cohort, in terms of age and career advancement, universities would only be sewing the seeds to a problem that would reappear 20 to 30 years down the road. Besides being governed by best hiring practices, faculty recruitment must be spread throughout several cohorts coupled with continuous renewal. Seizing the tools for an effective recruitment strategy does not come without risk or financial exposure. But, by failing to take these steps, an institution risks being left in the dust, as other universities become more agile in recruitment and retention.
Stratégies de recrutement

Par Kirsten Hailey

Vous n’êtes pas sans savoir que les universités canadiennes ont de plus en plus de difficulté à recruter et à garder leurs professeurs. Embauchés à la fin des années 60 et au début des années 70, la majorité des professeurs canadiens atteindra l’âge de la retraite au cours des cinq à dix prochaines années. Pendant cette même période, la demande pour l’enseignement supérieur reprendra de plus belle avec l’arrivée des enfants des baby boomers à l’âge universitaire et les pourcentages d’inscription plus élevés à l’enseignement supérieur. En Ontario, la «double cohorte» qui culminera en 2003 et 2004 exacerbera la situation. L’Association des universités et des collèges du Canada (AUCO) estime que les universités canadiennes auront à embaucher environ 30 000 nouveaux professeurs au cours des dix prochaines années.

À l’université Carleton, par exemple, cela représente plus de 500 professeurs, soit une personne par semaine jusqu’en 2010. La demande de diplômés au doctorat dépassera nettement l’offre au Canada, malgré l’augmentation annuelle sensible du nombre de diplômés, qui a même doublé en Ontario. Quant aux Canadiens qui poursuivent actuellement leurs études aux États-Unis, les statistiques démontraient en 1995 qu’un peu moins de la moitié d’entre eux travaillaient aux États-Unis cinq ans après avoir obtenu leur doctorat. Les professeurs ont toujours été très mobiles. Cependant 22,5% des professeurs qui ont remis leur démission en Ontario en 1997-98 avaient accepté un poste aux États-Unis tandis que seulement 14% des nouvelles recrues venaient des États-Unis. « On peut résoudre une bonne partie du problème de recrutement en s’attaquant au maintien en fonction », révèle Allan Maslove, doyen des Affaires publiques et de la gestion à l’université Carleton. La plupart des stratégies de recrutement visent donc aussi le maintien. À mesure que les choses se consolident, les universités perçoivent les politiques existantes et en mettent au point de nouvelles.

La rémunération a toujours été un facteur déterminant tant au niveau du recrutement que du maintien. « La structure salariale et les échelons, de même que les écarts de salaire et les compléments, sont déterminants en matière de recrutement et de maintien des professeurs », acquiesce Sharon Cochran, vice-présidente associée, Ressources humaines, à l’université de Saskatchewan. « Depuis bon nombre d’années, plusieurs universités ont adopté des politiques de primes différentielles. Elles sont encore utilisées pour le recrutement en ce moment. » Dans certaines disciplines, la concurrence est très forte pour les diplômés au doctorat. Les universités canadiennes doivent se mesurer entre elles ainsi qu’aux établissements américains et au secteur privé. Cette concurrence exerce déjà des pressions à la hausse sur les salaires en génie, en administration et en sciences informatiques.

Certaines universités utilisent leur fonds de réserve pour retenir des professeurs courtisés par d’autres établissements. À Carleton, le rapport du Comité sur le recrutement et le maintien des professeurs de juin 2000 y voit de dangereux précédents. « À tort ou à raison, les professeurs croient qu’ils doivent avoir une autre offre en main pour obtenir gain de cause auprès de la commission de rajustement des salaires. L’idée qu’ils doivent d’abord mesurer leur valeur sur le marché afin qu’elle soit pleinement reconnue par Carleton peut avoir des effets pervers en poussant les gens à partir parce qu’ils croient que leur valeur est mieux reconnue à l’extérieur », lit-on dans le rapport. Le comité recommande que la reconnaissance fasse plutôt partie intégrante de la structure salariale.

Sharon Cochran note que le déplafonnement des salaires par l’octroi de d’ajustements marginaux au mérite est un pas dans la bonne direction, déjà pris par nombre d’universités. De plus, ajoute-t-elle, des questions non reliées à la rémunération sont aussi soulevées lors du processus de recrutement.

« Au niveau des salaires, nous ne pouvons nous mesurer au secteur privé, de dire Allan Maslove, mais nous pouvons offrir des conditions de travail fort intéressantes ». La correspondance entre la charge d’enseignement et les intérêts du candidat peut s’avérer un bon outil de recrutement. Carleton envisage aussi la possibilité d’offrir des postes à des étudiants du doctorat et du post-doctorat, ce qui les préparerait à se joindre aux rangs des professeurs. Carleton prévoit de plus réintégrer à temps partiel les professeurs qui ont pris leur retraite récemment. Quant aux professeurs en poste, une plus grande souplesse leur permet de travailler à des commissions royales d’enquête, dans des agences gouvernementales ou dans le secteur privé grâce à des détachements temporaires, des congés autorisés ou des...
aménagements de la charge de travail. Les établissements peuvent aussi se servir de tels accommodements pour ne pas perdre des professeurs à des programmes de recherche externes.

Les universités sont aussi bien placées pour attirer des travailleurs intellectuels en leur offrant la possibilité de faire des recherches par curiosité. « Les candidats s'informent du financement à la recherche disponible et de la possibilité de mener des recherches interdisciplinaires », note Sharon Cochran. Ils veulent savoir qui peut contribuer à leur projet de recherche, professeurs en poste et étudiants diplômés. Dans certains cas, les possibilités de recherche peuvent faire pencher la balance. » Le comité d’étude Carleton identifie d’ailleurs le potentiel du recrutement « en grappe », c’est-à-dire l’identification de synergies entre les besoins des départements lors du recrutement de nouveaux professeurs ou le maintien de professeurs en poste. Et quoique le programme de chaires de recherche canadien ait haussé la concurrence entre les universités canadiennes, le rapport indique que ce modèle peut aussi s’avérer un bon outil de recrutement.

Qui dit recherche dit propriété intellectuelle. Les candidats scrutent les politiques universitaires en la matière, notamment en ce qui a trait à la propriété et à la rémunération lors du développement de produits potentiellement rentables comme les produits pharmaceutiques. Les politiques universitaires à l’égard de la consultation externe ou de l’exploitation d’entreprises externes peuvent aussi faire pencher la balance. « La plupart des universités ont des politiques sur la consultation externe et le temps qu’un professeur peut y consacrer », explique Sharon Cochran.

La souplesse devient un facteur de plus en plus déterminant dans la stratégie de recrutement des établissements. « L’élément important peut varier selon l’étape de la carrière du candidat, remarque Sharon Cochran. Nous avons certaines mesures en place mais il nous faut les personnaliser. » Les avantages sociaux, par exemple, doivent être assez souples pour répondre à des besoins variés. Les professeurs s’attendent à des régimes de retraite « portatifs » et des régimes de soins de santé plus étendus à l’intérieur d’un régime global souple.

Allan Maslove suggère que les gestionnaires universitaires travaillent à plus long terme afin d’augmenter la souplesse de leur système de recrutement. « En prévoyant les besoins deux ou trois années à l’avance, cela peut permettre aux directeurs de chaires et de départements de garder les yeux ouverts pour des candidats potentiels ». Le rapport d’étude suggère aussi des structures budgétaires plus souples qui permettraient aux recruteurs de piger dans un fonds fixe mais souple quant à son utilisation dans le temps et sa répartition entre un certain nombre de postes, ceci afin de s’adapter aux humeurs du marché de l’emploi. Le rapport recommande que Carleton crée un fonds spécial de ce genre.

« Nous savons que ce genre d’approche peut poser un certain risque pour l’université. Nous avons déjà eu des problèmes à financer des postes immédiats. Nous croyons cependant qu’une telle approche se justifie à la lumière des risques de ne pas être présents sur le marché de l’embauche assez tôt et d’être moins agiles une fois sur ce marché ». Ces suggestions épousent la stratégie de Carleton qui compte embaucher tôt dans la décennie avant que la concurrence ne s’échauffe. Le rapport recommande aussi que les diverses unités académiques se fassent plus proactives en se servant de leurs réseaux professionnels pour identifier des candidats possibles lors de conférences et de réunions. Des fonds pourraient alors être affectés à la publicité ou à la réinstallation et l’embauche du conjoint, selon le cas.

Allan Maslove et Sharon Cochran considèrent que l’emploi du conjoint est un bon moyen d’attirer des professeurs. « Si vous recrutez un nouveau professeur et que vous pouvez aussi offrir un poste à son conjoint, vous augmentez vos chances de les retenir tous les deux », souligne Allan Maslove. Sans compromettre leurs normes, plusieurs universités peuvent placer le conjoint en
Afin de combler les besoins des universités à travers le Canada. Les candidats devront provenir d’Europe et d’Asie, d’où le besoin de se familiariser avec les lois d’immigration. Selon Allan Maslove, l’immigration sera un défi de plus à relever dans le cadre d’une stratégie de recrutement.

« L’autre défi sera de financer le recrutement sans compromettre la pédagogie ou la santé financière de l’établissement », ajoute-t-il. Il y a des coûts reliés à la perte et au remplacement de professeurs. Les universités se devront de ne pas répéter les erreurs du passé. Les établissements devraient éviter de remplacer des professeurs chevronnés par des jeunes moins bien payés afin de réduire leurs coûts. En recrutant des professeurs du même âge et de la même expérience, elles se retrouveraient avec le même problème dans 20 à 30 ans.

En plus d’adhérer aux meilleures pratiques de recrutement, la stratégie universitaire doit repartir le recrutement sur plusieurs cohortes afin d’assurer un renouvellement continu. Il n’en va pas sans risque mais en prenant de telles mesures, un établissement évitera de rater le départ tandis que ses concurrents se font plus agiles en matière de recrutement et de maintien.
Today's university student expects a high level of selection and quality from food services on campus. "Students are much more knowledgeable about the marketplace than in the past," says Ross Munro, Vice-President of Chartwells College and University Dining Services, a member of Compass Group Canada. "They have a greater appreciation of food variety and trends." An increase in dining outside the home has exposed the younger generation to a wide palate of tastes and experiences. In response, food services has moved away from an institutional approach to much more sophisticated delivery.

"Most universities have adopted or are in the process of adopting a much more retail-oriented concept," says David McMurray, Dean of Students and Associate Vice-President Student Services at Wilfrid Laurier University. This approach includes the proliferation of franchises, from Harvey's and Manchu Wok to Tim Hortons and Second Cup, whereby the university or its food services provider acts as the franchisee. "These days, not to see a franchise on a university campus is unusual," remarks Paul Glover, Vice-President, Campus Services at ARAMARK. "We need to offer students what they want, what they're used to."

"Today's students have grown up to expect brands," agrees Munro, at Chartwells. "But while they expect and want these brands, they are also concerned with healthier eating. There is a greater awareness of the correlation between health and food." It is now common for food services such as Chartwells to identify menu items as healthy eating options and to indicate the use of low fat products and condiments in cooking and food preparation. Bottled water and a wide variety of upscale fruit juices have joined milk and soft drinks on the beverage shelf, and gourmet hot beverages such as cappuccinos have been added to the coffee station. "The move to vegetarian preparation has been gaining momentum," adds Munro. "Even those who aren't vegetarians will choose to eat vegetarian once in a while." He cites Chartwells' well-planned vegetarian program with many creative options for students who have come to expect a quality non-meat protein option at every meal.

Glover notes that at several ARAMARK-run operations at least 25% of the students have indicated that they are vegetarians, with the number even reaching 35% on one campus. The company does market research and works with its dietitians, chefs and managers to ensure the menus provide balance, including protein. Food services also encourages students who have dietary concerns, such as allergies, gluten intolerance and dairy sensitivity, to meet with the dietitians and managers and discuss their specific needs. For other students, these needs may be cultural or religious. Glover points out that the change in the ethnic mix on campuses over the last 10 years has resulted in growing demand for Kosher, Hal-Al and Asian options. In some cases, international fare, such as Asian menu items, has become popular with the entire student population. To add to the diversity, ARAMARK has introduced the concept of 'theme nights' at

"Regardless if the food is prepared ahead of time or on-the-spot, its appearance must be wholesome and appealing."
When we say a lot of our students were going across the road to eat, we're not kidding," says Ryerson Polytechnic University's John Corallo, Director, Ancillary Services. "Because, in our case, that road is Yonge Street, one of Toronto's busiest and most diverse restaurant neighbourhoods. Whatever your appetite and price range, you can find it there. ARAMARK figured, and rightly so, that the only way to keep people from eating elsewhere was to bring the flavour of Yonge Street into the University's restaurants, residence hall dining rooms, even our vending machines. By keeping up with new food trends and student eating habits (not necessarily the same thing) ARAMARK is helping us beat Yonge Street at its own game. Since partnering with ARAMARK, we've increased food service revenue by 23%," adds John. "And that's no small potatoes."

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several universities. At Dalhousie University, where the international student population is growing rapidly, Heather Sutherland, Director, Housing, Conference and Ancillary Services, relates how Food Services worked with Dalhousie’s International Student Association to prepare authentic ethnic dishes. “The theme night was very popular,” recalls Sutherland.

Jon Kristjanson, Director of Marketing and Communications at Sodexho, notes that, as Canada becomes culturally richer, the population becomes increasingly exposed to diverse international cuisines and flavours. Asian, South American and Middle Eastern products are being integrated into menu items both off and on campus. From quesadillas to pitas, from fajitas to falafel, international flavours are everywhere.

At the same time, students are demanding that their foods be prepared fresh. “Every food company is offering some version of a fresh food program,” confirms Sutherland. “One of our biggest changes is that students want to see the food prepared.” She explains that made-to-order cooking allows staff to customize the menu item that leads to greater student satisfaction as well as less wastage. Raw materials are prepared in a central area to be assembled on-the-spot. Salad bars, sandwich bars and pasta bars, often well-stocked with various types of breads and bagels, allow for the ultimate in variety and customization.

In one of their residential dining halls, Dalhousie recently pushed back the walls to accommodate display cooking. Other universities have adopted a ‘marché’ concept where fresh food is set out in a setting similar to a marketplace, with a variety of theme areas, cooking stations and produce islands. “The students have more interaction with the food environment,” says Munro at Chartwells. “It is not unusual to serve pizza straight out of the oven or prepare a stir-fry on demand right in front of the customer.” Nevertheless, he adds, comfort foods such as pork chops, meatballs and macaroni and cheese are still an important part of the menu. In fact, they may be making a resurgence as students yearn for the ‘home element’ at university.”

But, he adds, regardless if the food is prepared ahead of time or on-the-spot, its appearance must be wholesome and appealing. “The food should speak for itself,” he sums up. “Even the marché experience is all about food that looks, smells and tastes wonderful.” The bottom line is that each student wants dining at the university

"Today's university food services could well be described as consumer-driven."

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to be part of a good life experience, supported by appealing food and an equally appealing setting in which to eat it.

At Sodexho, Kristjanson notes that the setting is often a function of the make-up of the student body. As universities renovate, they strive to create surroundings that are more esthetically pleasing as well as more responsive to student needs. Consequently, the transition from an institutional atmosphere to a more upbeat vibrant retail space is often based on a more modular design. "Some campus food service installations could easily rival the food court in a shopping mall," says Glover of ARAMARK. He adds that many universities have given a lot of thought to the decor, colors and comfort of dining areas as these often double as common spaces. Food service companies themselves periodically enhance the spaces with music, costumed servers and banners to celebrate a particular theme or event. Consumer contests are increasingly common.

Besides functioning in a centralized area, food services also operates satellites, kiosks and food carts in heavily trafficked areas. Not only does this incremental business add to sales that can be reinvested into the entire operation, but it also offers convenience to students with variable schedules and eating hours.

Kristjanson points out that, at most universities, hours of service have been extended. Even when residential dining facilities are closed, residents have easy access to other food services until late at night. With declining balance plans, students can place a certain amount of money on their convenience card and use any food service on campus.

However, certain universities have found that their students still prefer the security of a prepaid meal plan. Such is the case at Dalhousie where Heather Sutherland explains that all resident students subscribe to an 'all-you-can-eat' mandatory meal plan. "Our students told us that they did not want to worry about running out of money," she says. On the other hand, many of these same students also have 'Dal' cards on which they can place money to be used at the many food service venues on campus. Various combinations of meal plans and convenience cards are used on campuses across the country. While the standard plan used to be a fixed 21 meals a week, many universities are now allowing their residents to choose from 19 and even 14 fixed meals.

With all these changes in food services on campus, one might expect a rise in costs to the student or the institution. Instead, costs have very much kept pace with the increase in the cost of living. The move to fresh food preparation has resulted in less wastage. Computer systems are now being used to track and predict student consumption from month to month. At the same time, there has been a greater tendency for universities to reinvest the proceeds of food services sales back into food service operations rather than to fund other services or projects. The results have been very positive for students.

"It's about having a good quality product at the right price, right location and with the right service," says Sutherland. More than that, she adds, it's about "the overall experience." Increasingly, students are seeing food services as an important determining factor in the quality of their entire university experience. At Dalhousie, for instance, students are active on food committees that meet with food services to review the menu cycle. Indeed, today's university food services could well be described as consumer-driven. Students expect greater variety and flexibility than before. Across the country, food service operations are responding to the challenge.
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D'nos jours, les étudiants exigent sélection et qualité des services alimentaires sur leur campus. « Les étudiants sont beaucoup plus au fait du marché », de dire Ross Munro, vice-président de Chartwells College and University Dining Services, membre de Compass Group Canada. « Ils ont une meilleure appréciation de la variété et des tendances. » Le fait de fréquenter les restaurants les a habitués à un éventail de goûts et d'expériences culinaires plus étendu. En retour, les services alimentaires ont dû évoluer d'une approche institutionnelle à une livraison beaucoup plus sophistiquée.

« La plupart des universités ont adopté, ou sont sur le point de le faire, un concept plus proche de l'alimentation de détail », note David McMurray, directeur des Services aux étudiants et vice-président associé des Services aux étudiants à l'université Wilfrid Laurier. Les franchises, de Harvey's à Manchu Wok, en passant par Tim Hortons et Second Cup, prolifèrent, l'université ou ses fournisseurs de services alimentaires agissant comme franchisé. « Je dirais même qu'il est très rare de ne pas retrouver une franchise sur les campus de nos jours », fait remarquer Paul Glover, vice-président, services aux campus chez ARAMARK. « Nous devons offrir aux étudiants ce qu'ils veulent, ce à quoi ils sont habitués. »

« Les étudiants d'aujourd'hui ont grandi avec les marques, reprend Ross Munro de Chartwells. Quoiqu'ils recherchent ses marques, ils sont aussi sensibilisés à l'importance d'une meilleure alimentation ». Les services alimentaires comme Chartwells identifient de plus en plus les goûts de santé et indiquent les produits allégés et les condiments utilisés dans la cuisson et la préparation des aliments. L'eau et les jus de fruits rivalisent aujourd'hui avec le lait et les boissons gazeuses et l'on retrouvera le cappuccino dans la gamme des cafés. « Les plats végétariens gagnent en popularité, souligne Ross Munro. Même les étudiants qui ne sont pas végétariens optent de temps à autre pour un repas végétarien. » Il cite le programme végétarien de Chartwell qui comprend de nombreuses options innovatrices afin de répondre aux étudiants qui s'attendent à voir au moins un plat végétarien de qualité au menu à chaque repas.

Paul Glover note, pour sa part, que, dans les établissements gérés par ARAMARK, au moins 25% des étudiants ont indiqué qu'ils étaient végétariens, le pourcentage atteignant même 35% à un endroit. L'entreprise fait des études de marché et travaille avec ses diététiciens, ses chefs et ses gérants afin d'offrir des menus équilibrés. Les services alimentaires invitent aussi les étudiants avec des besoins particuliers, des allergies, une intolérance au gluten ou aux produits laitiers, à rencontrer les diététiciens et les gérants afin de discuter de leurs besoins particuliers.

Dans d'autres cas, il peut s'agir de besoins culturels ou religieux. Paul Glover a remarqué que la composition de la population étudiante a changé au cours des dix dernières années et a entraîné la demande pour des mets cachers, Hal-Al et asiatiques. Dans certains cas, les mets exotiques, tels que les mets asiatiques, ont gagné la faveur de tous les étudiants. ARAMARK a aussi lancé des soirées thématiques à plusieurs universités. À l'université Dalhousie, dont la population d'étudiants étrangers croit rapidement, Heather Sutherland, directrice des services d'hébergement, de congrès et
Les services connexes, raconte comment les services alimentaires ont travaillé avec l'association des étudiants étrangers afin de préparer des mots authentiques. «La soirée thématique a connu un réel succès», se rappelle-t-elle.

Le directeur du marketing et des communications chez Sodexho, Jon Kristjanson, note qu'avec la diversification de la population canadienne, les gens sont de plus en plus sensibilisés à des cuisines et des saveurs exotiques. Des produits asiatiques, sud-américains et du Moyen Orient sont intégrés aux menus à l'intérieur et à l'extérieur des campus. On retrouve des saveurs exotiques partout, des quesadillas aux pitas, des fajitas aux falafels.

Les étudiants veulent aussi que leurs repas soient frais préparés. «Toutes les entreprises de services alimentaires offrent maintenant un programme du genre, confirme Heather Sutherland. L'un de nos plus grands défis vient du fait que les étudiants veulent voir la préparation en cours.» Elle explique que le personnel peut ainsi personnaliser les plats et mieux répondre aux attentes des étudiants tout en réduisant les pertes. Les composantes sont préparées en cuisine centrale pour être ensuite assemblées sur place. Les bars à salade, à sandwiches et à pâtes, souvent bien pourvus de pains et de bagels, offrent ce qu'il y a de mieux quant à la variété et à la personnalisation.

Dans l'une des salles à manger, Dalhousie a repoussé les murs afin d'accommoder un concept de cuisine ouverte. D'autres campus ont opté pour une cuisine de type marché où des aliments frais sont présentés en étal avec des zones thématiques, des postes de cuisson et des îlots de service. «Les étudiants peuvent ainsi interagir avec leur environnement, de dire Ross Munro. La pizza sera servie directement du four ou un chef préparera un sauté aux légumes sous les yeux du client.» Il reste que les côtalettes de porc, les boulettes de viande et le macaroni au fromage font partie intégrante du menu et regagnent même en popularité, les services alimentaires rehaussent les lieux avec de la musique, des serveurs en costume et des bannières pour marquer un événement ou développer un thème. Les concours se font de plus en plus nombreux.

En plus d'opérer à un endroit central, les services alimentaires desservent des endroits secondaires, des kiosques ou des roulottes dans des endroits acajalous. Cela permet d'augmenter les ventes et offre plus de souplesse aux étudiants dont les horaires varient et les heures de repas aussi.

Qu'ils vivent en résidence ou ne viennent que suivre des cours sur le campus, les étudiants ne sont plus tenus à des heures de repas fixes. Les heures de repas des résidences étaient autrefois très structurées, se rappelle Jon Kristjanson. Il signale que sur la plupart des campus ces heures ont été étendues. «Le menu du petit déjeuner est souvent servi jusqu'à l'heure du lunch», note-t-il. Lorsque les installations de la résidence sont fermées, les étudiants ont accès à d'autres services alimentaires sur le campus jusque tard dans la nuit. Ils peuvent se servir de leur carte de courtoise à travers le campus.

D'autres établissements ont remarqué que les étudiants préférent un régime prépayé. Il en est ainsi à Dalhousie où Heath Sutherland explique que les résidents s'inscrivent à un régime obligatoire. «Les étudiants nous ont laissé savoir qu'ils ne voulaient pas avoir à s'inquiéter d'être sans le sou», dit-elle. Ces mêmes étudiants ont aussi des cartes «Dal» qu'ils peuvent utiliser dans les nombreuses installations sur le campus. Les établissements utilisent ainsi diverses combinaisons de régimes et de carte de courtoise. Alors qu'aujard'hui le régime prévoyait 21 repas fixes par semaine, les étudiants peuvent maintenant choisir entre 14 et 19 repas fixes.

Avec tous ces changements, on pourrait s'attendre à une augmentation des coûts pour les étudiants et les établissements. Bien au contraire, les coûts suivent l'évolution du coût de la vie et la préparation sur place réduit le gaspillage. Des systèmes informatiques permettent de suivre et de prévoir la consommation de mois en mois. De plus, les universités ont maintenant tendance à réinvestir les recettes des services alimentaires dans ce même service plutôt que de les utiliser à d'autres projets. Les résultats ne se sont pas faits attendre.

«C'est une question d'avoir un produit de qualité, au bon prix, au bon endroit et avec le niveau de service requis», résume Heath Sutherland. Elle ajoute : c'est en fait une question de «concept total». Les étudiants voient de plus en plus les services alimentaires comme partie intégrante de leur expérience universitaire. À Dalhousie, par exemple, les étudiants participent à des comités qui révisent le cycle de menus avec les services alimentaires. On pourrait même dire que les services alimentaires d'aujourd'hui sont orientés client. Les étudiants veulent plus de variété et de souplesse, défi que relèvent les services alimentaires à travers le pays.
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Technology is a tool, an enabler, not an end in itself. We have to have clarity of vision around consideration of its use.

At the University of Toronto, Vice-President Government and Institutional Relations, Sheldon Levy agrees. He sees TAE as a means to improve the quality of learning and scholarship. He points to the recent report of the Task Force on Technology-Assisted Education which recommends that “the University of Toronto strongly endorse the expansion of TAE insofar as it furthers its mission of promoting excellence in both teaching and research. . . .” Considered carefully and utilized effectively, TAE has the potential for enhancing the educational experience of students at all levels of post-secondary education.

In fact, one of the most positive effects of TAE has been a renewed interest in how students learn. “The question becomes whether learning outcomes can be enhanced through this medium,” says Knibb. “I’m not sure that teaching and learning strategies have always been a priority at universities. People are now beginning to think about ways and means of delivery that make good sense, that have a good fit. I do see it as a stimulus in improving teaching and learning.” With a focus on developing the most effective delivery mode to realize learning outcomes, blended learning or hybrid courses become more common and the role of faculty even more critical.

Faculty engagement remains at the core of effective e-learning. According to Levy, about 80% of an effective TAE strategy revolves around human resource issues. “I think anyone who has moved into this area has placed adequate support for faculty very high on the list of key factors,” he notes. One of the most important human resource tools is a faculty prepared to incorporate Internet technology into teaching. However, cautions the University of Toronto draft report, “the level of participation . . . at the University continues to be a matter of choice, with technologically-assisted pedagogy working very well for some, and not used to any great extent by others. These choices must continue to be considered valid, and worthy of respect.”

Richard Katz is Vice-President of EDUCAUSE and Director of the EDUCAUSE Centre for Applied Research, an organization that promotes technology in teaching and learning. “From a university development perspective, it is important to create incentives for people to develop their own teaching strengths in their area, not to
promote one size fits all teaching solutions," he says. "A brilliant lecturer who doesn't know anything about the web is most effective when using his or her preferred teaching style." Rather than imposing TAE on faculty, he adds, a university needs to support faculty in using technology to enhance teaching and learning.

Helen Knibb talks about transparency and honesty as well as leadership from institutional management in modeling a clarity of vision for using TAE. At the University of Guelph, Deb Stacey agrees. "To be successful, there has to be a buy-in at the higher executive level so that appropriate funding will be in place," says Stacey, Guelph's Assistant Vice-President, Research and Infrastructure Programs. By publicizing intent and successes in the area of TAE, an institution can hope to attract faculty as well as private industry partners and investment for TAE initiatives. The University of Alberta, for instance, has already incorporated TAE into its faculty-renewal strategy. The implications of a TAE strategy are systemic, says Knibb. The University of Toronto's draft Task Force report recommends "[t]hat the implications of technology-assisted education be recognized as a clearly-stated factor to be considered in decisions governing university priorities, planning and processes, such as budgeting, faculty planning and support, student services, academic program reviews, human resource development, capital and space planning, and equipment acquisition and renewal."

"In other words," says Levy, "we have to walk the talk. If it is important, it has to be recognized by the institution as important. The University of Toronto had to invest in faculty by providing both appropriate release time to develop the courses at the expected level of quality, and staff and technology to support faculty."

Katz points out that producing a course that incorporates technology in a robust fashion is more time-consuming than producing a course that does not. Time spent on course development is time not spent on research. It is important that faculty members who are engaged in producing quality content delivery using web-based tools not be penalized in terms of promotion, tenure and merit increments. In order to provide support and incentive for innovation, formal processes of faculty evaluation need to recognize contributions in TAE.

"At the same time, we should not expect faculty to become experts in the research and integration of tools needed to deliver e-learning," adds Katz. He describes a transition from an age where the instructor filled the role of screenwriter, producer, director and editor to one in which the technical demands of each of those roles are sufficiently complex as to require their own
duly to become exporters of content by creating scholarly and educational material available for delivery via the Internet. These "learning objects" can be any entity - animations, videos, simulations, teaching modules and multimedia texts - that can be used or referenced in technology-supported learning. The peer-to-peer exchange of these learning objects offers many advantages to faculty involved in TAE. Reducing redundancy is one advantage Katz points out. "We don't have to have faculty redeveloping learning resources that already exist. If faculty members don't have to invent these learning objects from scratch, they will have more time to make judicious choices about elements that they choose to integrate in their own teaching."

"If we design them well and account for recognized standards, these elements can be shared and reused," adds Knibb. "By migrating from a course-based framework to a granular approach, we can be focusing far more actively on what learner-centred education really is." She points out that learning object repositories are currently being developed in both the United States and Canada. The goals of Canada's experimental Portal for Online Objects in Learning (POOL) include reduced development, time, and infrastructure costs and the opportunity to increase the quality of content over time. Besides using learning objects to build online components of courses, faculty would also be actively involved in creating global Internet-delivered content. "This will put part of the glory back into great teaching," Katz foresees. "People will be competing with one another to create the best learning object, not just competing for research funding."

The creation of learning objects brings to the fore issues of intellectual property rights. Although these issues need to be addressed in a broader context than the institution, university administrators will nonetheless have to develop policies vis-a-vis their faculty. The draft report of the University of Toronto's Task Force on Technology-Assisted Education recommends "[t]hat the current review of Intellectual Property include in its consideration of the issue the policies and processes necessary to encourage faculty with an interest in TAE to take the lead in moving in this direction . . . [and] that Intellectual Property policies should be designed to encourage, rather than constrain, the ability to share expertise and scholarship with the world."

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who design technologically-assisted course experiences can have confidence in their capability to deliver them to students.”

Levy points out that all along university administrators will have to make several decisions at both the executive and academic program levels. Questions being faced by all institutions and academics moving in this direction include such things as whether to ask that students purchase laptops or to equip them with enough computer laboratories to do their work. If the university or program chooses the laptop route, should the connection be wireless or through ports? Should all faculty and all students use the same platform, or should there be a variety of platforms and software tools? It is essential to evaluate the implications of these decisions and to realize that a range of options is possible.

At Acadia University, the 3700 undergraduate students lease laptops from the University and come to the institution expecting to use them. “All of the students have laptops and there are network drops in every classroom,” says Hepburn. The laptops come with the software pre-installed and access to abundant resources via the university network. Acadia also provides access to network-based resources for campus or distance students who connect from off-campus locations. The University tries to keep technical requirements necessary to use these resources to a minimum and has incorporated help files as well as access to a help desk.

“It’s important to try to make your curriculum presentation for students as ubiquitous as possible,” adds Ingles. He notes that the University of Alberta has also tried to establish a single platform for delivery, both to leverage economies of scale and to provide students with a good grounding in the use of on-line technology. At the same time, the University has maintained an aggressive classroom enhancement program, spending more than $1 million annually over the last several years to technologically enhance rooms with smart podiums, data projectors, built-in personal computers and network connections, tied together by a remote diagnostic system. At the same time, the University has maintained an aggressive classroom enhancement program, spending more than $1 million annually over the last several years to technologically enhance rooms with smart podiums, data projectors, built-in personal computers and network connections, tied together by a remote diagnostic system. At the same time, the University has maintained an aggressive classroom enhancement program, spending more than $1 million annually over the last several years to technologically enhance rooms with smart podiums, data projectors, built-in personal computers and network connections, tied together by a remote diagnostic system.

Throughout its development of TAE, the University of Alberta has paid close attention to the relationship between learning-based technology and the infrastructure required to support it. “You’ll find your courses crashing down in short order if you focus on the development of one front without paying attention to those other issues of infrastructure,” Ingles warns, citing the internal and external network as yet another crucial piece of a complex system. “Bringing in a technology such as Web-CT can have a snowball effect on the rest of the infrastructure.”

With instructors increasingly using this platform in course development and delivery, while more and more students access these Web-CT course components, the University of Alberta has had to increase its bandwidth by a multiple of five. More than 1000 out of the University’s approximately 5000 courses are Web-CT enabled. Furthermore, a recent survey revealed that more than 90% of students have access to computers outside of campus. Their connections place added strain on the system. Although the use of desktop platforms, such as Web-CT or Blackboard, increase the need for bandwidth, CPU cycles, and server capacity, they are essential tools for enabling discussion groups, on-line testing, and a variety of student-to-faculty and student-to-student interactivity.

There are enormous costs associated with both the physical infrastructure and human
resources needed for effective TAE at a university. "At the University of Toronto, we know from the experience of other institutions that you cannot go into this to save or make money. In fact it is always going to cost money," says Levy. "And we could not look at this as a one-time-only cost."

Ingles points out that the technology itself has a relatively short life cycle. Everything from networks to personal computers to classroom technology has to be constantly refreshed. Based on an early misconception that costs for program delivery might be reduced, governments have not adequately planned extra funding for post-secondary TAE initiatives. "The reality is that web-based courses are desperately costly to create in terms of faculty time and resource time," Ingles explains. "Continuous enhancements have to be made to maintain the courses and keep them up-to-date. You head down this path and you better be prepared to support it on a regular basis."

In his article, "Calculating the Cost of Online Courses", in the October 2001 issue of Business Officer, Marshall University's Brian Morgan refers to ongoing or recurring costs. Although some of these recurring costs are related to physical demands such as bandwidth charges and new equipment (he calculates a yearly investment of 10% of the cost of the server), the greatest investment is in human resources, including faculty development and technical support personnel. Without appropriate investment in human resources, says Morgan, a TAE initiative will fail. He adds that, although technology-assisted education will undoubtedly add to an institution's costs, it has undeniable potential to improve the quality of learning at a university.

"In moving forward with technology, we are doing no harm to the learning process," says Ingles. "What is most important is that technology expands our ability to connect with individual students who learn in so many different ways." Another way in which the learning outcomes will be enriched is by the very virtue that students will be practicing technological skills that they will use in their future careers and everyday lives. One of the many advantages of TAE is as a medium for continuous learning and learner-driven education, where the learner plays a more active role in constructing the learning experience. TAE opens the door to an entire world of learning experiences and resources.

"One of the realizations is that students are going to be pushing the stream faster than institutions are able to implement it," agrees Levy, adding that decisions related to TAE will have to be integrated into a university's every operation. Because universities cannot afford not to invest and move forward TAE, it must be an explicit factor in all planning processes. "If your primary goal is to enhance teaching and learning, then technology is critical in creating a dynamic learning environment," says Knibb. "All of the elements related to implementing technology-enhanced learning must be aligned. You can't take one out without affecting the others. In looking at the big picture, one of the things we haven't been terribly good at is aligning processes in our planning and thinking around educational technology. It's about changing the way institutions do businesses, changing our values, perceptions and attitudes toward learners and learning. It's an extremely challenging path, but a very exciting one."
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As academics express growing concern that their pension dollars be invested in a socially responsible manner, university plan sponsors find themselves in a quandary. How can they invest to address social concerns without potentially compromising fiduciary responsibility? The answer lies in sustainable development.

**Defining corporate sustainable development**

The term sustainable development was originally proposed by the United Nations in the 1987 publication *Our Common Future*. From a corporate perspective, sustainable development refers to companies that are committed to minimizing the environmental footprint of their operations, while simultaneously contributing to the economic and social advancement of communities in which they operate.

To act upon this commitment, companies engage hundreds of sustainable development initiatives. From an environmental perspective these may include energy conservation measures, waste reduction programs and pollution prevention initiatives (e.g., reducing the discharge of pollutants to air/water/land). From a social perspective, companies may schedule community outreach meetings, create the position of 'ethics officer,' reduce noise and odour pollution, and provide support for school lunch and recreation programs. Economic commitment often includes local procurement and hiring mandates, providing scholarships for higher education and transferable skills training, and community infrastructure improvement.

Worldwide, companies representing all industry sectors practice sustainable development. Examples of notable Canadian sustainable development companies include Abitibi-Consolidated Inc., Dofasco Inc., Falconbridge Ltd., Noranda Inc., Nortel Networks Corporation, Royal Bank of Canada, Suncor Energy Inc., Telus Corporation, TransAlta Corporation and Westcoast Energy Inc. These companies embrace sustainable development for essentially one reason - to have a positive impact on share price.

The degree of importance that many business leaders attach to sustainable development is noteworthy. For example, Senator J. Trevor Eyton, Senior Chairman of Brascan Ltd., states that "Our corporate group, including the directors and senior officers of Noranda, have concluded that sustainable development is an inevitability. The sooner a corporation reaches that conclusion, the greater its advantage in the future." Dow Chemical Chairman Frank Popoff is even more effusive, admonishing that "Companies that cannot adapt to sustainable development may go out of business." Oyvind Hushovd, President and CEO of Falconbridge Ltd., declares that "Sustainable development can improve a company's corporate image and reputation, strengthen a company's competitiveness, and open the door to new business opportunities."

But how specifically does sustainable development benefit a company? One illustration of its benefit can be drawn from sales and marketing. Specifically, companies will often reference how being perceived as a practitioner of sustainable development helps to boost the sale of products to socially conscious consumers. Similar reasoning applies to, for example, a mining company with a solid sustainable development track record. If the company brands itself as a 'good corporate citizen,' it will generally be welcomed into communities when seeking licensing for new operations. Conversely, if the company is viewed as an environmental pariah, it will almost certainly run into opposition. As a result, the company may incur costly start-up delays, or worse, project cancellations. In such cases, not only might the mining company lose the $20-40 million typical of a large operation's up-front feasibility and exploration expenses, but the revenue the mine would have generated during its lifetime could also vaporize.

Additional benefits realized by companies that are sustainable development practitioners include lower insurance premiums, reductions in the cost of borrowed capital, higher employee retention rates/lower staff turnover, and cost savings associated with energy efficiency and waste reduction programs.

**Sustainable development vs. ethical investing**

Recognizing that sustainable development is a value driver/revenue generator for business, sustainable development has entered the capital markets as a mainstream portfolio management tool. Before describing how this tool is being applied, it is necessary to distinguish how sustainable development investing differs from ethical investing. Although sustainable development and 'ethical' investment styles have been placed under the umbrella of Socially Responsible Investing (SRI), there are notable yet often poorly understood differences.

Perhaps the key difference between the two investment styles is that sustainable development portfolio management focuses foremost on enhancing performance. The fact that sustainable development companies function as good corporate citizens is an ancillary, socially responsible investment bonus. Conversely, ethical investing focuses foremost on ensuring that the social values...
of investors are aligned with investment decisions, which may, at times, compromise returns and violate fiduciary responsibility.

Additional differences between these two aspects of socially responsible investing are evident in their screening processes. Negative screens are used extensively in ethical investing to identify companies not appropriate for inclusion in portfolios. Such negative screens generally exclude investment in companies involved in the manufacture of tobacco products, alcohol, military equipment, salacious materials, nuclear power and a potpourri of products and actions that ethical investors have traditionally deemed socially unacceptable.

Conversely, sustainable development investing utilizes ‘positive screening’ to identify companies appropriate for inclusion in portfolios, based upon quantitative measures of environmental, economic and social performance. Accordingly, sustainable development investing tends to be highly objective and quantitative in nature, whereas ethical investing tends to be subjective (i.e., one person’s ethics may not be another’s) and qualitative.

A final point of distinction between the two investment styles is that a company may pass the negative screening process associated with ethical investing, yet still be operating poorly environmentally, economically and/or socially. For example, a technology, mining or hospitality company that would not trigger an ‘ethical red flag’ might nonetheless be a major polluter or be affecting some form of social or economic disruption that a sustainable development assessment would most probably detect.

Here are some examples of the qualities that would be looked upon positively in a typical screening process:
- **sustainability policy and strategy** — excellence in internal responsibility assignments, polices, stakeholder relations, signed sustainability charters and corporate governance;
- **management of opportunities** — excellence in employee incentives, intellectual capital management, extent of information technology integration, use of strategic planning metrics, sustainability planning, environmental health and safety reporting, and social responsibility reporting;
- **strategic sustainability risks** — excellence in corporate integrated risk management, environmental management systems, worldwide minimum environmental and social standards, and corporate codes of conduct; and
- **risk management** — excellence in environmental health and safety audits, social audits, input/output analyses, environmental profit and cost accounting, contingency plans for environmental health and safety incidents, corporate health and wellness programs, and controversies related to the treatment of employees and environmental liabilities.

A growing body of evidence demonstrates that sustainable development offers university plan sponsors – and endowments – an investment style and option that addresses two key concerns of plan participants: favourable performance and socially responsible investing functioning within a mutually reinforcing framework.

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Dr. Blair W. Feltmate, Sustainable Investments, Jones Heward Investment Counsel Inc., member of the Bank of Montreal Group of Companies, (416) 359-5942, blair.feltmate@joneheward.com

Brian A. Schofield, CFA, MBA, Sustainable Investments, Jones Heward Investment Counsel Inc., member of the Bank of Montreal Group of Companies, (416) 359-5966, brian.schofield@jonesheward.com

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