

University of Ottawa
Strategic Planning Exercise
Table 8– Service Excellence: Support Staff
Report

Introduction

The University supports and counts on a highly skilled support staff team that shows autonomy, initiative and credibility. Support staff at the University of Ottawa represent more than 30% of the total workforce and over 50% of the total full time staff. A group that is critical to the University attaining its academic goals, that aspires to excellence, and that reflects the diversity of our student population and of our community. Support staff can and will play a key role in ensuring that all our students receive a quality university experience. Opportunities for growth and improvement for the support staff exist in many areas including: creating a nurturing environment, cultivating an atmosphere of fairness and respect, recruitment, career planning, training, recognition, accountability and service excellence.

The goal of this strategic planning exercise is to put the support staff group in the best possible position to proudly support the priorities of the University. Working with the guiding principles driving the planning process and the input from the community we established the following five themes for discussion:

1. Staff development and morale/motivation
2. Policies on recruitment, evaluation, classification
3. Diversity within support staff
4. Bilingualism
5. Client service

This document includes priorities, context/issues, action plans and tools to measure success for each of the issues listed above that developed from our discussions and the input of our focus groups.

The committee felt that the implementation of the action plans resulting from the discussion of these five themes will allow the University to ensure it meets the following objectives of excellent client service, knowledgeable employees, transfer of knowledge, an improved sense of belonging and loyalty resulting in a motivated and empowered team of support staff.

The major clients of the services provided by support staff were identified as being:

- Students, undergraduate, graduate, alumni, parents, potential students
- Faculty, academic, and research personnel
- Other support staff
- External partners

Staff Development and Morale/Motivation

Vision: A motivated workforce committed to continuous development.

Priorities

The following questions were identified as key issues to be discussed under staff development and morale/motivation:

1. How do we ensure the transfer of knowledge when experiencing staff turnover?
2. How do we maintain the links created between services/faculties/departments?
3. Are there staff profiling and training mechanisms that would allow us to ensure appropriate development and recruitment of existing members of the support staff team?
4. Should the University have a guideline about continuing education/training/development for staff?
5. How do we recognize the valued work provided by the support staff?
6. How do we improve the staff's sense of belonging (sentiment d'appartenance) to encourage loyalty and pride?

Context and issues for each question

Based on our analysis and on observations of the organization, the support staff at the University of Ottawa is a group of employees who are very loyal and dedicated to the institution. They are very knowledgeable and they are essential contributors to the success of the University. They must be given the opportunity and the tools to develop to their full potential in order to better serve the community as well as be provided with the recognition they deserve.

A survey was conducted in the spring of 1999 and in the fall of 2002 by Human Resources to measure the support staff's opinion on workloads, overtime, communication and workplace atmosphere. The results of the survey were quite encouraging. The staff morale at the University of Ottawa appears to be good, with 83% of the respondents recognizing their morale to be good to very high. One of the questions in the survey was: How to improve morale? The three highest answers in order of selection were:

1. Improve salaries.
 2. Keep workloads under control.
 3. Increase recognition and/or rewards for jobs well done.
1. On the issue of improving salaries, Human Resources have conducted market surveys on the support salaries at the University. They were compared to other universities as well as to local and regional employers. The survey demonstrated that the support staff's salary scales are in line with the current market place and appear to be competitive.
 2. The second issue that was identified in the survey as a priority to improve morale was to keep staff workloads under control. There appears to be a perception that workloads have increased over the years. This is mainly due to the reallocation of resources to high priority areas, the double cohort and the transformation of the workplace from paper based to electronic and web based. At this time we have no formal evaluation of levels of workloads.

3. The support staff survey has identified that the increase of recognition and/or rewards for jobs well done could improve morale. The University currently has a program of annual prizes for excellence in support staff. Certain faculties have initiated awards for deserving support staff. The excellent services provided by support staff should not be taken for granted.

The survey provides a wealth of information on workplace issues, however the survey in 2002 was sent only to the regular support staff at the University that represents approximately 1,200 staff. The staff paid by contract, which represents approximately 600 employees, was not surveyed at that time. One of the differences between the two groups of support staff are that the regular support staff has an established position at the University and enjoys many benefits, such as a retirement plan, long term disability benefits, insurance, exemption of tuition fees for themselves and their dependents, etc. Staff paid by contract is mainly staff paid by research grants and contracts, which are contingent on the availability of funds as well as temporary staff which often remain in their positions for much longer than originally planned. This group enjoys very limited benefits.

There is a perception on campus that contract staff is not treated the same as regular support staff. The main obvious difference is the access to benefits; however there appears to be other differences that seem to encourage the feeling of being a second class of staff. For example, managers are not obligated to provide a performance evaluation for contract staff. Many contract staff have been in their positions for more than 2 years and they have never received a performance evaluation. Another difference is that the contract staff is not invited to the support staff University-wide events (i.e. Christmas party). Another example is that certain work-related communications provided to regular support staff are not provided to contract staff. If we expect the contract staff to provide excellent client service we must find ways to help improve communications and their morale, loyalty and sense of belonging.

Based on the statistics provided by Human Resources, it is expected that approximately 30% of the regular support staff will be retiring in the next 10 years. The loss of corporate memory in this period will be critical and the University will need to address how it will ensure the continuation of its services at the expected level during this transition.

It is a well-known fact that the training and development of the staff is essential to the success of an enterprise. Many workshops have been organized by Human Resources and are offered to support staff. In particular the leadership workshops are very effective. The regular support staff also enjoys the benefit of the exemption of tuition fees for University of Ottawa courses. Staff is encouraged to take courses and improve their skills. However there appears to be no guidelines as to the entitlement or requirement for annual training for each support staff. There also appears to be no visible link between continuing education and the possibility of promotions or advancement within the University.

Action Plan

Continuing Education

1. We should develop and support a policy where a minimum number of hours or days of annual training is required for each support staff.

- This is considered an investment in the staff that provides the services required to become an excellent university. Continuing education and training are highly valued in our University. With the changing workplace, the University needs more problem-solvers as opposed to clerks. In order to ensure well-qualified staff equipped to provide an excellent level of service, some level of training must be accessible and available to all support staff. Although all support staff does get some level of training, at this time it is left up to the managers and directors to determine the level of training required. For example at the federal government each staff member is entitled to 5 days of training and development annually. In the province of Québec, employers must spend 1% of their annual budget on staff training and development.
- 2. We should develop a database whereby each staff member could record the courses, workshops, conferences and training they have taken.
 - Managers could then work with the staff members to determine their training requirements. This information could then be used to develop a system to recognize continuous learning efforts on the part of the employees. For example a 'Master Learning Points' (MLP) system could be developed thereby recognizing a variety of continuous learning efforts such as formal courses, workshops, seminars, conferences or participation on a special project.
- 3. A mentorship program for support staff should be developed to help employees develop career plans and objectives as well as a training plan to help them realize their goals and objectives.

Staff Recognition

- 4. A survey should be conducted to ask staff how they would like to be recognized as well as what they consider should be recognized. Then test certain recognition models with staff focus groups.
 - The University must improve the level of recognition provided to support staff members. The University should recognize the behaviour that it values.
- 5. A group focusing on staff recognition should be mandated to develop recognition programs for support staff.
 - Recognition does not always have to be associated with receiving a cash prize. Many other methods of recognition are available to managers. For example, inviting staff to professional events or dinners, a golf tournament, or providing time for a training course. Also, verbally recognizing accomplishments and successes is an appreciated form of recognition. The promotion and communication of these programs must also be improved.

Improvement of morale

- 6. An examination of the treatment of contract staff in comparison to the regular staff should be conducted to identify areas of improvement.
 - An increased sense of belonging and loyalty must be developed among support staff. It has been identified that the different treatment of contract staff and regular

support staff is an issue. We recognize that certain differences will always exist, however it is felt that many changes could be made to help improve the situation. For example, work-related communication of information should be provided to all staff, annual performance appraisals should be required for all staff including contract staff, contract staff should be invited to events for support staff and should be invited to training workshops that are offered to regular support staff.

Improvement of communications

7. The improvement of communication of information to support staff will help increase the staff's sense of belonging.
 - Although some of the values of the institution are well known to the staff through tradition, the recognized values must be clearly communicated to the staff. This was partly done through the employee evaluation process with the introduction of competency levels. These competency levels must be reviewed regularly to ensure they still reflect the values of the institution. With the evolution of e-mail, communication with support staff has improved in the last few years. Better the communication, better the sense of knowing what is going on in the institution and better informed are the staff members. This develops the confidence level of the support staff and improves the sense of belonging. Communication must continue to improve and it must remain a priority.

Training and coaching for new staff

8. In order to address staff turnover and succession planning for the support staff, it is recommended that for each position, documentation be available for all administrative processes. A coaching program should be developed to provide training for new staff. For certain key positions, shadowing of the person retiring would help ensure transfer of knowledge and continuity in operations. This could involve hiring a replacement before the incumbent retires. In order for this strategy to be effective, the University must determine a notice time (for example, 3 months prior to the date of retirement) that would be required for an employee to announce a retirement date. This would allow for proper planning of a replacement and should be considered wherever possible and necessary, to ensure effective transitions.

Improvement of management infrastructure

9. In order to ensure the best management and the most efficient use of our support staff, the University must continue to develop a management infrastructure to support the technology world. Policies and procedures must be developed to standardize the management of documentation. Investment in an electronic document management system is recommended.

Tools to measure progress

1. The workplace survey is a very useful tool and should continue to be administered every two years. The survey should be sent to all support staff including contract staff and results should be tracked separately. It is recommended to develop benchmarks with other employers and universities to measure the University of Ottawa's workplace survey results.

2. Focus groups of staff members should be conducted to measure employee satisfaction and morale.
3. Annually measure the number of training days or hours taken by support staff and compare it to the University policy.

Policies on Recruitment, Evaluation and Classification

Vision: Proactive in the management of its human resources.

Priorities

The following questions were identified as key issues to be discussed under policies on recruitment, evaluation and classification:

1. How do we ensure the most efficient and effective management of our support staff?
2. Do we have the necessary tools as managers to ensure effective evaluation and recruitment processes?
3. Do we want to promote proactive recruitment processes?
4. Do we too often limit ourselves to internal recruitment to fill positions thus creating voids elsewhere on campus or picking the 'least objectionable' applicant because it's just simpler that way?
5. When should we explore external resources or when should we look to outside applicants in the hiring process?
6. Do we understand the rules and guidelines guiding the management of Human Resources?

Context and issues for each question

The recruitment process at the University appears to be long and not well understood by managers. The University encourages internal promotions. All support staff positions must be announced internally before external candidates can be invited. Only once internal staff is eliminated can the manager consider external candidates. Many managers will hire internal candidates because it is the fastest and easiest way to have a person in the position as quickly as possible. Also the internal staff often has a certain level of knowledge of the institution that could be very useful for the position. Based on statistics from Human Resources, in 2002, 38% of the jobs posted internally received no internal applications. When this occurs an external posting must be conducted and three weeks have been wasted. Unfortunately, it cannot be predicted which positions will have no internal applications.

Managers are often faced with the challenge of recruiting temporary staff for someone on sick leave or on temporary leave. It is very difficult to hire staff for short-term contracts, less than one year, because there is no available database or pool of qualified staff to provide replacement staff. The process used, due to expediency, is often asking the current staff if they know someone available. This does not ensure hiring of qualified staff and could potentially constitute systemic discrimination. However being short staffed is very difficult for the effectiveness of the team.

Currently employee performance evaluations cannot be reviewed in the recruitment process. These are considered confidential.

The evaluation process appears to work well. The addition of the competency levels is well appreciated by both managers and staff and expectations are more clearly defined. Based on 2002 performance evaluations of support staff, most employees had reached or surpassed the expected level of performance in most core competencies. Less than 10% of the employees had not reached the required level for one core competence and less than 3% had not reached the required level for three competencies.

Action plan

1. In order to improve the recruitment process and better manage the resources that we do have, it is recommended that a profiling database of each support staff be developed to include education, training and experience. This could be done on a voluntary basis and could be used for internal promotions. Employee profiles could be developed and potential candidates for positions or for project work could be identified. This could also be used to develop individual training needs.
2. In order to improve the recruitment process, each manager should conduct annual staff planning. This could provide Human Resources the necessary information to identify potential internal candidates. Also employee performance evaluations are considered a management tool that should be available to managers for internal recruitment purposes. If necessary, the employee could give pre-authorization.
3. Core competency requirements per position, as identified in the performance evaluation process, should be used in the recruitment process. This would allow a better evaluation of the candidates.
4. The process to hire staff for short periods of time is not effective. It is recommended that Human Resources develop a database of pre-qualified external candidates that could be available for contract work. Human Resources should interview and test these candidates so that they may be considered pre-qualified for certain positions.
5. Since most employees have reached the desired level of core competency, it is time to review the current performance evaluation process including the core competencies identified and the levels required. These should be reviewed on a 5-year cycle. It is also recommended that the method of evaluation include the 360-degree evaluation that includes colleagues and clients. This form of evaluation is a wonderful tool for staff development and it is currently used for directors and managers. We recommend that the 360-degree evaluation be used for all support staff.
6. Ensure all managers have a good understanding of the policies and procedures guiding the management of Human Resources issues by providing compulsory workshops.
7. We recommend the follow-up on the recommendations in the report "Rapport du groupe de travail sur le recrutement, la rétention et la reconnaissance du personnel de soutien" dated January, 2004.

Tools to measure progress

1. Develop benchmarking against other employers to measure our staff's level of competency.
2. Measure the time taken to recruit temporary positions.
3. The support staff survey will measure employee satisfaction.

Diversity with Support Staff

Vision: Embracing diversity.

Priorities

The following questions were identified as key issues to be discussed under diversity within support staff:

1. Should we recruit support staff, at all levels, to better reflect Canada's cultural diversity? What measures can we take to attain this objective?
2. Are there areas in which women are under-represented? What type of program or strategy can we launch to ensure that women have an equal chance to progress toward and enter management positions?

Context and issues for questions:

The University support staff is currently predominantly individuals of European ancestry whose first language is French. The University, in its students, and the National Capital Region, in its population have far greater diversity than is reflected in the University support staff. The demographics in Canada continue to change with a steady increase in visible minorities (by 2020, it is estimated that one person in three in this region will be from a visible minority). The students do not have role models in the support staff that reflects the diversity of their population. The University has committed to targets with the Federal Government for diversity amongst support staff and faculty that are currently not being met in all categories. In the case of women, we have excellent representation, but in the lower classifications, not in classes 10 through 17 (senior management). Many members of the University community, students, faculty and staff, do not view themselves to be members of a visible minority. This is especially true of those who were born in Canada. The University is not seen to have a clear vision and goals in relation to diversity within its support staff.

Action Plan

The University should:

1. Define what it means by 'diversity' and what its goals are:

- a. The University should establish goals of diversity in support staff that reflect the diversity in the Region;
 - b. These goals should include the four groups required in the targets from the Federal Government (women, visible minorities, First Nations and those with special needs);
 - c. The University should understand and plan for the impact that these changes will have upon the 'culture' of the organization;
 - d. The senior administration should show leadership in diversity (consider naming a champion).
2. Develop tools to support diversity in the recruitment processes:
 - a. Develop an inventory of pre-qualified candidates that meet the University's definition of diversity (including the four government target groups);
 - b. Promote diversity in job postings and post in places that reach diverse communities;
 - c. Continue and expand the support staff survey, including questions on diversity;
 - d. Communicate information on diversity targets to all supervisors;
 - e. Develop training to sensitize supervisors on all issues relating to diversity;
 - f. Develop policies that ensure that services and faculties are not penalized financially for supporting diversity (e.g. retrofits for persons with special needs or maternity leave costs). Some central funds should be identified to support diversity.
 3. Develop and present sensitization training to all University communities:
 - a. Training for employees to complement the training for supervisors on sensitivity;
 - b. Information sessions on University goals with information about our targets;
 - c. Group discussions with employees about the reasons, importance and use of self-identification information;
 - d. Involvement of campus leaders to instil the value of diversity.
 4. Ensure a workplace culture that respects the diversity of the support staff.
 5. Develop mechanisms to identify barriers and draw them to the attention of the appropriate sector director for action.

Tools to measure progress

1. Develop tools for self-identification and monitor self-identification over time.
2. Survey students on their perception, either as part of a larger survey or on its own.
3. Use focus groups, either as part of a larger discussion or on its own.
4. Continue support staff survey and add questions relating to issues/impressions on diversity.

Bilingualism

Vision: Excellent services in both of Canada's official languages.

Priorities

The following questions were identified as key issues to be discussed under bilingualism:

1. What does bilingualism mean within the ranks of the University's support staff?
2. Should we recognize it and reward it?
3. What level of bilingualism is required to service our clients, both written and oral?
4. Should the University expect to always hire bilingual staff or should it provide mandatory language training?

Context and issues for questions

The University of Ottawa is Canada's University. The bilingual nature of the University is a key element in our being Canada's University. It is important that the staff, whose duties require the ability to function in both languages, have the necessary skills. Such skills should be recognized, but not necessarily rewarded financially. Currently prospective employees' language skills are confirmed through the interview process. This is a highly subjective approach. Levels of bilingualism have not been established for each position and neither do the core competencies reflect the language skills required.

The University does not have a robust enough infrastructure to support bilingualism. Translations services need to be well resourced to support the requirements for high-quality communications. With the advent of the Web and e-mail, written communication has become less formal and more immediate. Support staff, that would previously not have required strong writing skills, now must have these in both official languages. Each service and faculty requires these skills on-site, but it may not be realistic to assume that all staff members will be equally proficient in their writing skills in both languages. Service and faculties often develop teams who collaborate to fulfill these needs, taking advantage of those who have the skills to translate from either English to French or French to English. Language courses offered at the University do not always answer the needs of employees who wish to perfect their language skills, or who are required to do so to meet the requirements of their positions. Many support staff have the necessary language requirements when they come to the University, but others, especially those who may have other specialized skills required by the University, need to have training to support their development of the appropriate language skills. Also not all positions need to have the same level of bilingualism.

Action Plan

1. Identify language profiles to be applied to each position in the University. It is important for employees to know what level of language is required for their position.
2. Test language abilities (in both official languages) of support staff candidates (internal and external), based on the language profile for the position, as part of the staffing process. All front-line staff should be tested and evaluated for language abilities as they are the ones who provide most services to our clients.
3. Ensure the availability of appropriate language courses for those who have requirements to develop language skills relating to their appointments and support those who wish to perfect their language skills to allow career development.

4. Ensure that bilingualism is part of mandatory client service training to develop an understanding of how to offer services in a bilingual environment (see Client Service).

Tools to measure progress

1. Have an inventory of all positions in the University with language profiles allowing staff to know what the language expectations are for each position.
2. Survey clients on their satisfaction level with service in the two official languages.

Client Service

Vision: Responsive and client-focused services.

Priorities

The following questions were identified as key issues to be discussed under client service:

1. How do we ensure service excellence and instil a culture that revolves around excellent service?
2. What are the principal factors to consider in our efforts to improve the level of service on campus (which currently ranges from “poor” to “first-rate”)?
3. What criteria should we use to measure client satisfaction among students, professors and the broader community?
4. How can we transform the occasionally bureaucratic culture that affects service (“Sorry, can’t do that”) into a resolutely service-driven culture?

Context and issues for questions:

The University has a long history and has, over time, developed its own culture. The members of our support staff are, overall, committed and enthusiastic in their service to students and faculty. They strive to provide the best service possible, but are sometimes seen to be rather bureaucratic in nature. Each service and faculty has developed the rules under which it functions and, at times, our students find that we demonstrate inflexibility in our desire to ‘enforce the rules’. Many of these rules were developed primarily to facilitate the efficiency of the service in question and not necessarily to respond to the needs of the students. Being a large institution with many services and faculties, students often must deal with more than one service or faculty to resolve a problem and coordination across services and faculties can be problematic. We are not always seen to be service-oriented because of our rule/procedure-based approach to service. Staff is not always aware of the services offered elsewhere on campus and how their service fits in.

The University does not always function as a team ensuring collaboration between services and between services and faculties, leading to situations where students are referred inappropriately and sometimes left with the impression that they are ‘getting the run around’.

Service to our clients is seen to be uneven. The perception of quality sometimes varies from service to service or to faculty. The perception of quality of service also varies depending upon the language used in the service request. Generally our services are seen to be of a higher quality if they are offered in French than when they are offered in English. This perception may relate to the fact that a large percentage of our support staff is francophone and may be more comfortable speaking in their first language. Attitude was felt to be a factor by those who raised this concern. It was felt that services offered in French seemed to be more 'friendly' than those offered in English. With a student population that is predominantly Anglophone (70% Anglophone and 30% Francophone) this is an important issue.

We are in a period of transition from offering solely staff-based services to a mixture of staff-based and web-based services. The web-based services are complex in nature and are still evolving. Staff does not always have access to the student-based web services and may never have even seen them. They sometimes refer students to these web-based services when they will not, in fact, be able to solve the student's problem. Students need the option of using web-based services or of having access to staff-based services when appropriate.

Action Plan

1. Our services should be more client-focused.
2. We should look at the coordination of service across our services and faculties from a client perspective, ensuring efficiencies for the client. Develop a team-based approach across all services and faculties, which includes both support staff and academics.
3. We should define a quality of client service that all clients should receive, regardless of language. We should conduct focus groups with students to identify their needs. In order to improve the identification of staff, all staff members should wear name tags with the identification that services are offered in both official languages, French and English.
4. We recommend the follow-up on the recommendations in the report "Culture d'accueil à l'Université d'Ottawa", dated April 2002.
5. Training for staff dealing with clients should be expanded to ensure:
 - a. Sufficient knowledge of the service to be provided
 - b. Sufficient knowledge of the complementary web-based services
 - c. Sufficient knowledge of the University and other services and their relation to the service being offered
 - d. Development of a client-focussed, problem solving style of service
6. Develop mechanisms to ensure that as Web-based systems evolve and become the first line of service that staff knowledge and expertise are maintained and developed to enable them to provide excellent service when in-person services are appropriate.
7. Annual evaluation of all support staff serving the client, whether they are permanent or contract, with recommendation for appropriate training.
8. Development and use of client service feedback tools.

Tools to measure progress

1. Client Service feedback tools
 - a. Surveys (for all communities), either integrated into other surveys or on their own, including quick ('2 second') surveys either in print or on the web.
 - b. Focus groups.

CONCLUSION

The University of Ottawa Support Staff : A motivated and empowered team excelling in service delivery !

The support staff is a key element in the team that makes up the University of Ottawa. Universities are labour intensive institutions. At the University of Ottawa, approximately 70% of the budget is invested in the members of the University team (faculty, academic staff and support staff). The student experience is shaped by interaction with the various members of the University of Ottawa team. It is essential that the University leverage this investment to ensure the development of the best possible services and, therefore, the best possible student experience. Close coordination of services, in both faculties and in the services themselves, will be a critical factor in ensuring success. Students should not be required to understand the University structure to allow them to meet their academic goals. Our services should be client-focused.

The University should be an employer of choice. As we face on-going recruitment, including a high number of retirements over the next 6 to 8 years, we must ensure that the University attracts top calibre support staff as well as faculty.

The members of Table 8 are confident that the recommendations put forward will, if accepted, create an environment that encourages the development of a high calibre, service oriented, highly motivated support staff, working in close coordination with faculty, that will serve the needs of students and faculty with the services provide solutions at the time of need.

The five categories covered in the report should not be looked at individually. The five categories (Staff development and morale/motivation, Diversity within support staff, Policies on recruitment, evaluation, classification, Bilingualism, Client service) work together to create a holistic approach to the development of our support staff. Many issues could have been dealt with under more than one category.

The University of Ottawa, Canada's university, has an exciting future as one of Canada's top ten research universities. This strategic planning initiative is our chance to see what we could be and then plan how to become that vision.

Whatever the University decides to become, support staff will play a key role in realizing that vision.

Appendix 1: Questions

General Statement

The University supports and counts on a support staff group that shows autonomy, initiative and credibility. A group that in turn supports the University in meeting its mission and goals, that aspires to excellence, and that reflects the diversity of our student population and of our community. Opportunities for growth and improvement for the support staff exist in many areas including: creating a nurturing environment, cultivating an atmosphere of fairness and respect, recruitment, career planning, training, recognition, accountability and service excellence.

The goal of this strategic planning exercise is to put the support staff group in the best possible position to proudly support the priorities of the University. To this end, the following question groups will be reviewed and discussed:

1. **Staff development and morale/motivation:** How do we ensure the transfer of knowledge between generations of staff? How do we maintain the links created between services / faculties / departments? Are there information gathering and training mechanisms to help deal with turnover that already exist? Should the University have a guideline about continuing education / training / development for staff?
2. **Diversity within support staff:** Should we recruit support staff, at all levels, to better reflect Canada's cultural diversity? What measures can we take to attain this objective? Are there areas in which women are under-represented? What type of program or strategy can we launch to ensure that women have an equal chance to progress toward and enter management positions?
3. **Policies on recruitment, evaluation, and classification:** How do we ensure the most efficient and effective management of our support staff? Do we have the necessary tools as managers to ensure effective evaluation and recruitment processes? Do we want to promote proactive recruitment processes? Do we too often limit ourselves to internal recruitment to fill positions, thus creating voids elsewhere on campus or picking the 'least objectionable' applicant because it's just simpler that way? When should we explore external resources, that is, when should we look to outside applicants in the hiring process? Do we understand the rules and guidelines guiding the management of human resources
4. **Bilingualism:** What does bilingualism mean within the ranks of the University's support staff? Should we recognize it and reward it?
5. **Client service:** How do we ensure service excellence or instil a culture that revolves around excellent service? What are the principal factors to consider in our efforts to improve the level of service on campus (which currently ranges from "poor" to "first-rate")? What criteria should we use to measure client satisfaction among students, professors and the broader community? How can we transform the occasionally bureaucratic culture that affects service ("Sorry, can't do that") into a resolutely service-driven culture?