

AN ASSESSMENT REPORT OF ATHLETIC AND
RECREATION SERVICES AT CANADIAN UNIVERSITIES
WITH RECOMMENDATIONS FOR THE SCHOOL OF
PHYSICAL EDUCATION, RECREATION AND ATHLETICS
AND THE PROPOSED FIELD HOUSE AT MEMORIAL
UNIVERSITY OF NEWFOUNDLAND,
ST. JOHN'S, NEWFOUNDLAND

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AT CANADIAN UNIVERSITIES WITH RECOMMENDATIONS FOR
THE SCHOOL OF PHYSICAL EDUCATION, RECREATION AND ATHLETICS
AND THE PROPOSED FIELD HOUSE AT MEMORIAL UNIVERSITY OF
NEWFOUNDLAND, ST. JOHN'S, NEWFOUNDLAND.**

By

Valerie Lilly-Torraville

**An Internship Report submitted to the School of Graduate Studies
in partial fulfillment of the requirements for the degree of
Master of Physical Education**

**School of Physical Education, Recreation and Athletics
Memorial University of Newfoundland**

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Newfoundland

Abstract

The following report is the result of a twelve-week internship undertaken in the fall of 1999 at the School of Physical Education, Recreation and Athletics, Memorial University of Newfoundland (SPERA). The primary focus of the internship was to report on the state of Canadian athletic/recreation programs and from that make recommendations concerning a proposed new Field House for the SPERA.

The report contains 4 components: (a) it provides a comprehensive overview of the current athletic/recreation facilities, programs and services at Memorial University of Newfoundland; (b) relevant themes emerging from the Memorial University Planning and Priority process were explored in relation to the managerial structure of the SPERA and the proposed Field House; (c) the managerial structure, facilities and fees of 60 Canadian universities were researched; (d) as a conclusion, the report lists recommendations for the management and staffing structure for athletic and recreation facilities at Memorial.

Acknowledgments

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Chapter I

Introduction

1.1 Internship Placement

Students enrolled in the Master of Physical Education Degree program at the School of Physical Education, Recreation and Athletics (SPERA), Memorial University of Newfoundland (MUN) have the option of completing their degree by completing eight academic courses, followed by a twelve-week internship. If students choose this internship option they are responsible for contacting an organization to obtain an internship placement. In turn, the placement must be approved by the Graduate Studies Committee of the School of Physical Education, Recreation and Athletics.

The author contacted the SPERA and arranged an internship commencing Tuesday, September 7, 1999 and concluding Friday, November 26, 1999. The physical location of the internship placement was at the SPERA. The hours of work were Monday to Friday from 9:00 to 5:00 o'clock.

The intern choose SPERA because she was aware of the plans for a new Field House and was interested in developing the most efficient management structure for the facility. As a former Physical Education Student the intern was very knowledgeable about the existing facilities and management structure and their inefficiencies. When the Field House construction/project (future development) was announced the Masters Candidate saw a valuable opportunity for further graduate research or a graduate internship.

1.2 Objectives

The internship placement at the SPERA involved a variety of duties which were completed by the student. The central task of the internship was to create a report containing recommendations for the proposed Field House and the SPERA. This report would entail examining managerial structures, staffing proposals, departmental organization within the university, and athletic/recreation fees. The intern's first priority was to review, via the Internet, the athletic/recreation programs and facilities of 60 major Canadian universities (see Appendix 1). After the initial web site review, questionnaires were sent to all institutions requesting further information. Finally, with the information gathered, an assessment of facilities, fees and staffing structure was completed. Based on this analysis, a report was developed by the intern.

The intern's duties also included a comprehensive review of the present status of the delivery of recreation and athletic services offered to the students of MUN. This review was designed to enable the intern to develop a picture of the current structures and in doing so make recommendations for the future development of athletics and recreation at MUN.

1.3 History of the Physical Education Building

The Physical Education Building was built in 1960 and is located on the St. John's campus of Memorial University of Newfoundland. At that time, the university had a student population of approximately 3000 students. The building

has served physical education and recreation students and also has been the site for most campus recreation services and varsity athletics.

During the previous 39 years the building has undergone some renovations, but these renovations have not changed the central structure of the building-the gymnasium. Although, the original floor and bleachers still exist in the gymnasium, the equipment room, the general office and information center have been refurbished. The rifle range still exists on the lower level. The bowling alley was replaced by the existing aerobic and martial arts area. The combative room was in the former campus cafeteria. The original weight room was moved to an expanded Strength and Conditioning Center (SCC), and has since been renovated. The stage in the gymnasium has been completely removed and the equipment room currently resides in this locale. Two additional classrooms have been added, a computer lab, an archives room and more storage space has been created. In addition, Campus Physiotherapy (a private company) has taken up residence in the Physical Education Building.

1.4 Research Process

The author began the research process by exploring different search engines on the Internet to find a source that listed all Canadian Universities. A web site was found that had such a list and also included a link to each of these institutions (<http://www.uwaterloo.ca/canu/univ3.html>). In consultation with the Director of the SPERA the 60 most relevant institutions to be researched were

determined. All major universities in Canada with similar needs to MUN were examined. Once that decision was made, the author began the task of looking at the information from each university. The intern's main task was to navigate through various different titles and departments to find the athletic and recreational services that were offered at each university. After the information was located, it was saved to disk and a hard copy printed for future content analysis. All of the information on disks was later transferred on to a compact disk. The printed material was placed in binders. The binders were sorted by province and within each province the institutions were filed alphabetically.

Next the intern began an initial review of the information gathered to determine what additional information was required. An Athletic/Recreation Facilities Questionnaire was developed (see Appendix 2). As each university offered different types of information on their web sites, the questionnaires had to be individualized from a basic set of questions. Fifteen basic questions were developed for universities that offered no relevant information on their web sites. For universities that offered incomplete information on their web sites, individualized questionnaires containing relevant questions from the original 15 were sent to that particular school. This approach was chosen to minimize the effort required to respond to the questionnaires. The intern felt she would likely get a better response if she was not asking for information already published on the institution's web site (see Appendix 3).

Once these questionnaires were designed they were mailed to all 60 institutions. A waiting period of four weeks for responses was allocated. Initial responses to the questionnaires began to appear after one week and continued throughout the remainder of the internship. Information that arrived after the four week waiting period was not used during the data analysis process but this information was submitted to the Director of SPERA with the final copy of the internship report. Overall, 14 questionnaires were used in the construction of the internship report. Due to the time constraints of the 12 week internship a follow-up period was not possible.

While the questionnaires were in the mail the intern turned her attention to reviewing the existing athletic/recreation services, facilities, fees, and managerial structure at Memorial.

Once the questionnaires were returned, the intern constructed a detailed table of athletic and recreation student fees for each university and what facilities students at each university could avail of. The intern looked at which percentage of universities charged fees for athletic and recreation services, then what the fees were. The intern also looked at which department (university structure) the athletic and recreation services on campus reported to. The intern then performed a national and local cost analysis of aerobic programs. The intern also calculated a Canadian median for athletic fees. This information was then used to determine the

most appropriate management structure for MUN. It is this management structure that is the recommended in this report.

1.5 Purpose of the Report

With construction of the new Field House set to commence in the Spring of 2000 it became apparent that a detailed analysis of existing structures (staff and facilities) was needed to avoid potential duplication of services and to maximize efficiency and effectiveness of incorporating the new facility and existing programs. The Director of SPERA realized the importance of preplanning the new structure and providing management structure and a funding scheme. The intern worked with the Director to develop the following questions.

- **What is the most efficient and effective way to operate the five facilities? (Field House, Physical Education Building, Aquarena, Splash Facility and Fields)**
- **Under what departmental structure should the facilities exist?**
 - **Should the different facilities exist independently of each other or be grouped or sub-grouped together?**
- **What are the objectives and goals of the university in regards to the Field House? This in turn, would directly impact on the administrative structure with regard to who this new or existing departments would report to (for example Vice President Academic, Vice President Financial or Dean of Student Affairs and Services).**

- ▶ Is it being built for student services, recruitment and retention, or solely for cost recovery? The above answers would impact on the staffing needs.
- What would the staffing structure look like?
 - ▶ What staff would be permanent positions and which positions could be filled by cooperative physical education, recreation or athletic students?
- How should these facilities be funded?
 - ▶ Should a fee be directly built into tuition fees?
 - ▶ Should there be strictly a user-pay system?
 - ▶ Or should there be a combination of both?
 - ▶ Should students be admitted free to varsity games?
- Should academic students, recreational users, or varsity athletes have priority access to the Field House?

The Director determined that the need for answers to the above questions served as the central reason to develop this report. This report will guide the direction of athletics and recreation at MUN with regard to programming and management of facilities.

1.6 Organization of the Report

The report will offer a number of suggestions for the management of athletic/recreation facilities and programming at MUN. These include:

- **a funding system**
- **a management structure for the new Field House and the SPERA**
- **a university organizational structure for the department(s)**

The report will be largely based on information from the websites and questionnaires obtained by the intern over the period of the internship. The intern's recommendations will deal directly with the Field House and existing facilities. The contents will be divided into sections, which will include recommendations on staffing, funding and facility access. Where necessary, the internship report will make reference to policies and procedures which are already in place at Memorial University.

1.7 Descriptions of Terms

1.7.1 SPERA, MUN: SPERA, MUN is an acronym used for the School of Physical Education, Recreation and Athletics, Memorial University of Newfoundland and refers to an educational institution for the training of physical education, recreation and kinesiology students. It is located in St. John's, Newfoundland.

1.7.2 Splash Facility: The Splash Facility is the term used to describe a water sports recreational facility

that is located on Long Pond, Pippy Park in St. John's, Newfoundland.

1.7.3 Aquarena:

The Aquarena is an indoor aquatic/fitness center located on Westerland Road, directly across from the physical education building.

The Aquarena is owned by Memorial University but is operated independently of the existing SPERA.

1.7.4 Physical Education Building

The Physical Education Building is the main athletic and recreation facility for the students of Memorial. It is the training facility for physical education, recreation and athletic practitioners. It also is the main facility for varsity athletic competition. This building is located on the corner of Elizabeth Avenue and Westerland Road, St. John's, Newfoundland.

1.7.5 Fields

The Main Field is a very small standard size outdoor soccer pitch with natural grass located directly outside of the Physical Education Building facing Elizabeth Avenue,

St. John's, Newfoundland. A second field is located across from the student resident housing area and is name Hatcher Field.

Hatcher Field belongs to the Student Housing Division of Memorial University and is used for intramural events.

1.7.6 Field House

The proposed Field House is scheduled to begin construction in January, 2000. It is to be located between the existing Physical Education Building and the Aquarena. It is to be the new athletic and recreation complex to serve the students, staff, faculty of Memorial University and the community of St. John's, Newfoundland.

Chapter II

Present Status of Recreation and Athletic Services at Memorial University

2.1 Recreation Programs

The intern studied the structure (staffing and management) and facilities of the SPERA in the fall of 1999. In so doing, the intern recognized that upon construction and completion of the proposed Field House these structures could be considerably changed. In recognizing this, the intern chose to describe the structure and facilities as they existed in 1999. As the report would be submitted in the year 2000 the intern recognized the need to use past tense for descriptive purposes to represent the SPERA at a particular moment in time.

2.1.1 Strength and Conditioning Center

The Strength and Conditioning Center (SCC) was a fitness facility located on the first floor of the Physical Education building. It offered a diverse assortment of cardiovascular equipment including step machines, rowing machines, combo aerobics, stationary bikes and treadmills. In addition, it offered strength equipment such as universal weights, free weights and Cybex equipment. There was also a Fitness Assessment Center located in the SCC which offered both basic and advanced fitness testing and analysis of caloric expenditure.

2.1.2 Aerobics

Qualified instructors led participants through seven different types of aerobic classes. These included the following: Step It Up, Step Aerobics,

Low Impact, Cardio Blast, Rise and Tone, Combo Aerobics and Tae Box.

Classes were offered Monday through Friday as scheduled each semester.

2.1.3 Squash

There were three North American sized squash courts located in the Physical Education Building which were available on a daily pre-booked basis.

2.1.4 Recreational Swimming

Recreational swimming was available Sunday through Saturday at various times in the pool located in the Physical Education Building. There were special times set aside for families and adults.

2.1.5 Certification Courses

The National Coaching Certification Program (NCCP) in association with the SPERA offered level one and two coaching courses.

2.1.6 Red Cross First Aid and CPR Courses

The SPERA was an authorized provider of the Red Cross First Aid and CPR programs. Emergency First Aid and CPR, as well as Standard First Aid and Basic Cardiac Life Support CPR are both offered at the SPERA.

2.1.7 Children's Programs

The SPERA offered an Active Kids Program designed for walking children up to the age of four. It takes place on Saturday mornings in the Physical Education Building.

2.1.8 Camps

2.1.8.1 Volleyball

SPERA Volleyball Camps were only offered to young female participants. The Newfoundland and Labrador Volleyball Association offered Volleyball Camps for male participants. (They leased the space from the MUN.)

Junior High Camp June 21-24, 1999

Senior High Camp June 21-24, 1999

2.1.8.2 Basketball

Basketball Camps were offered to both young male and female participants.

Female Camps

Grades 4-6 July 23-25, 1999

Grades 7-9 July 19-22, 1999

Grades 10-12 July 22-25, 1999

Elite Camp August 16-20, 1999

Male Camps

Grades 6-12 July 14-17, 1999

2.1.8.3 Soccer

The soccer camp, held in September 1999, was the first in recent years, and because of low numbers, it was coed in nature.

Ages 7-13 September 4-5

2.2 Varsity Athletics

Memorial University's varsity representatives, the Sea~Hawks competed in the Atlantic Universities Athletic Association (AUAA) division of the Canadian Interuniversity Athletic Union (CIAU). The Sea~Hawks (men and women) competed in the following events: soccer, volleyball, basketball, cross country, wrestling and swimming.

2.3 Clubs

2.3.1 Ballroom and Latin Dance Club

This dance club allowed individuals to learn a variety of dances including: foxtrot, waltz, jive, cha-cha, rumba, tango and more. These classes were held in the Thomas Student Center Gymnasium.

2.3.2 Rifle Club

The Rifle Club operated during the fall and winter semesters. It gave participants the opportunity to learn basic marksmanship skills and

firearm safety. The club operated on the first floor of the Physical Education Building.

2.3.3 Martial Arts Program

The martial arts program operated as a number of individual clubs, and as such they rented space from the SPERA. Sessions of Aikido, Kenpo, Judo, Shotokan Karate and Tae Kwon Doe were offered two to five times a week in the Physical Education Building. These sessions were held in either the dance studio or combat room.

2.3.4 Squash Club

The Squash Club was an informal e-mail list of interested players.

2.4 Aquatic Services

Recreational swimming was available on a user pay basis at the Physical Education Building. This means that only students, alumni, staff and their families who paid a fee were entitled to use the pool facility. The Aquarena was the main facility serving the aquatic needs of the university and surrounding community.

2.4.1 Aquarena

2.4.1.1 Programs

2.4.1.1.1 Flip & Dip After School Program

This was an after school program that operated from Monday to Friday 3:00 p.m. to 6:00 p.m. throughout the school year. Children from 5-12

years of age participated in a variety of activities including swimming lessons, soccer and gymnasium activities. The program operated from the Aquarena, The Canada Games Field and the gymnasium at Memorial.

2.4.1.1.2 Lifeguard/Lifesaving Courses

The following Lifeguard/Lifesaving courses (Red Cross) were offered regularly: Bronze Medallion/Senior Resuscitation, Bronze Cross, and Nation Lifeguard Service.

2.4.1.1.3 Lifestyles Program

The Lifestyles program was an exercise program designed to provide structured supervised activity for people with chronic or recurring injuries.

2.4.1.1.4 Arthritis Exercise Program

This was a water fitness program designed to meet the needs of individuals with rheumatoid arthritis, ankylosing spondylitis and/or osteoarthritis.

2.4.1.1.5 Squash

A squash membership entitled the individual to full access to the Health and Fitness Center and use of two international size squash courts.

2.4.1.1.6 Junior Squash

Individuals between the ages of 8 and 18 could participate in junior squash lessons with qualified instructors.

2.4.1.2 Fitness**2.4.1.2.1 Fitness Classes**

There were two distinct types of fitness classes offered: dryland aerobics and water fitness. Dryland aerobics were composed of the following classes: morning fitness, incredible abs, mixed impact, step and tae fit. The water fitness classes were either shallow water or deep water in nature.

2.4.1.2.2 Health and Fitness Centre

Had a variety of different memberships to meet the needs of the clientele. The centre was equipped with nautilus and atlantis strength training equipment, lifecycles, treadmills, stairmasters, body

trecs, ab rollers, rowing ergometers, free weights, exercise bikes, adult swim pass/masters, recreation swims and squash courts.

2.4.1.2.3 3F 50+ Fitness

This fitness program was designed for individuals 50 years of age and older. It allowed participants the opportunity to learn and develop exercise skills that are safe as well as enjoyable.

2.4.1.3 Swimming

2.4.1.3.1 Recreation

There were a variety of recreational swim times which include the following: early bird swim, adult noon swim, adult leisure swim, family swim, public swim, adult land swim and fun swim. These recreational swim times were offered on a regularly scheduled basis seven days a week.

2.4.1.3.2 Lessons

Swimming lessons were offered for all ages. They were divided into the following categories: parent and tot (ages 3 months - 2 years), tot swim (ages 2 - 5 years), pre-school orientation (ages 4 - 5

years), children's learn to swim program (nine different levels), adult swimming, platinum, private, and low ratio lessons.

2.4.1.3.3 Masters

The masters program was available for adults 18 years of age and older who were able to perform one of the basic strokes (breast, back, front crawl, or butterfly). There were two types of coached workouts offered: recreational masters for novice swimmers and competitive masters for the advanced swimmer.

2.4.1.3.4 Adult

The adult swim pass entitled the participant to reserved swimming lanes, saunas, the outdoor track, as well as access to masters workouts and stroke correction if requested.

2.4.1.3.5 Birthday Pool Parties

There were two types of parties offered: the Friday Frolic and Sunday Splash and Swim. The Friday Frolic offered a one hour rental of the tiny tot pool. The Sunday Splash and Swim offered one hour

in the tiny tot pool and 15 meter shallow end. There were also two board rooms available to rent for birthday parties.

2.5 Intramural Program

There were a variety of intramural activities offered to men, women and coed groups.

2.5.1 Fall Activities:

- Road Race (men and women) September
- Softball (men, women, and coed) September
- Canoeing (men and women) September
- Tennis (men, women, and coed) October
- Soccer (men, women and coed) October
- Ice Hockey (men) October & Winter Semester
- Volleyball (men, women, and coed) November

2.5.2 Winter Activities:

- Basketball (men, women, and coed) January
- Table Tennis (men, women, and coed) January
- Squash (men and women) January
- Swimming (men and women) February
- Badminton (men and women) February

- **Bowling (men, women, and coed)** **March**
- **Floor Hockey (women)** **March**

2.5.3 Men's Division

The Intramural program (Men) was divided into two divisions, inter-faculty and inter-residence. Members of each division were:

| <u>Inter-Faculty</u> | <u>Inter-Residence</u> |
|---------------------------------------|------------------------|
| Geology | Barnes |
| Biology | Bowater |
| International Students Society | Burke |
| Business | Burton's Pond |
| Nursing | Coughlan |
| Pharmacy | Curtis |
| Medicine | Doyle |
| Geography | Rothermere |
| Engineering | |
| Physical Education | |
| First Year University Student Society | |

Other faculties and residences were welcome to participate.

2.5.4 Woman's Division

The Intramural Program (Women) consisted of 18 faculties and residences. They were:

| <u>Inter-Faculty</u> | <u>Inter-Residence</u> |
|-----------------------------|-------------------------------|
| Arts and Science | Blackall |
| Business | Bowater |
| Earth Science | Burke |
| Geology | Burton's Pond |
| Medicine | Coughlan |
| Pharmacy | Curtis |
| Physical Education | Hatcher |
| | Rothermere |
| | Squires |

Other faculties and residences were welcome to participate.

2.5.5 Coed Division

Was open to all faculties and residences.

2.6 Facilities

2.6.1 Physical Education Building

The Physical Education Building was the main athletic/recreation facility on campus. It housed a number of facilities including a gymnasium, the SCC, a Campus Physiotherapy Clinic, classrooms and a central office. The gymnasium was 116 feet by 93 feet with a retractable door that divided the gymnasium into two smaller gymnasiums. It had ten basketball nets, all of which were retractable, two motorized and eight non-

motorized. The gymnasium had a main scoreboard that was adaptable for many sports. The bleachers seated approximately 650 people with a maximum occupancy of 1400 people. The SCC was located on the first floor and the Campus Physiotherapy Clinic was located on the main level directly outside of the gymnasium. There were 4 classrooms and 23 offices contained in the building. The building also had a main equipment room known as the “cage”. There were washrooms located in the change rooms, the main foyer of the building and on the lower level, off of the dance studio. The change rooms were located in between the Cage and the Pool. The change rooms had washroom and shower facilities, as well as a change area, lockers, and hair dryers. There were four Laboratories, two for anatomy purposes, and two for physiology purposes which contained specialized equipment in the respective areas. There was one conference room, a combative room, and a dance studio. The combative room was located on the main floor and was 71 feet long by 41 feet wide, it had two full wrestling mats and could also facilitate one competition size tatami (judo mat). The dance studio was located on the first floor and had one fully mirrored wall and washrooms. The conference room was located on the third floor above the main lobby. There were three North American sized squash court which were slightly smaller than regulation international squash courts. The swimming pool was located on one end of the building,

behind the change rooms. The pool was 75 feet by 37.4 feet and had a viewing deck directly above it that seated approximately 250 people. The storage areas, located on the main level, were found within the gymnasium (two), the cage, and in the hall across from Campus Physiotherapy. On the first floor there were storage area's behind the SCC and in the uniform room.

2.6.2 Fields

The main field was located directly outside of the Physical Education Building facing Elizabeth Avenue. It was 55 yards wide by 90 yards in length. Due to its regulation, but small, size it served as a practice and rental facility only. Varsity soccer games were played on other soccer pitches located throughout the city of St. John's. There was an additional field on campus located across from the students' residence. This field was known as Hatcher Field and was operated by Student Housing. It was primarily used for intramural or recreational activities.

2.6.3 Splash Facility

The Splash facility was situated on the south side of Long Pond, Pippy Park, which was centrally located on MUN Campus. It generally operated from the last week in April to the second week in September, and then rented to school programs until the middle of October. It offered instructional programs in canoeing, kayaking, sailing, and windsurfing.

Equipment rentals were also available for groups either on-site or for off-site usage.

2.6.4 Aquarena

The Aquarena was a fully equipped fitness facility. It had two fitness rooms, one on the first floor and a newly expanded area which overlooked the pool. It also had a mirrored aerobics room. There were locker rooms for members on the first floor and coin operated lockers in the main change rooms outside of the pool area. These change rooms came equipped with hair dryers, cosmetic area, infant's change table and play pen. There was also a special needs change room. A Tot Gym was elevated to the side of the main pool area. There were two international squash courts, one board room, a lecture room, an outdoor track and field and free parking. The pool was the central facility in the building. The 65 meter pool had the following characteristics: 2 giant waterslides -205 feet twister and a 90 feet tube slide, a warm relaxation pool, 5 meter tower, 7.5 meter tower, 10 meter tower, water basketball and volleyball (equipment and area), diving boards, a tarzan rope, kiddies slide, water woggles, mats, preschoolers slide, balls, and lanes for lap swimming.

2.6.5 Field House

The proposed Field House will be the most current athletic and recreation facility in the province. It will feature a 200 meter indoor six-

lane running/ walking track, a multi-purpose fitness and recreation area, playing courts for a variety of sports (basketball, volleyball, badminton, etc.), rock climbing walls, and seating to accommodate more than 2,000 spectators at major athletic events (see appendix 3).

2.7 Staffing Structure for the SPERA

The staffing structure that existed in 1999 is presented in Figure 2.1 in the form of an organizational chart. The Director currently reported to the Vice President (Academic) who in turn reported to the President of the university. Focusing only on the service aspect of athletics and recreation at Memorial, the Director had two positions that work underneath his control, the most essential was the Associate Director of Services, and secondly the Facilities Coordinator.

The Associate Director of Services had three individuals report to him. These individuals were the Facilities Coordinator (who also reported directly to the director), the Service Program Coordinator and the High Performance Coordinator.

The Facilities Coordinator had four different positions report directly to him. The Lifeguards, the Permanent Equipment Room Staff, the Head of Student Security for the building and the SCC Fitness Consultant.

The Permanent Equipment Room Staff had two subordinates which were Part-time Equipment Room Staff and the Head of Student Security (who also

reported directly to the Facilities Coordinator). The Student Security personnel reported to the Head of Student Security.

The Service Program Coordinator generally had two subordinates, the Intramural Coordinator (who was a SPERA work-term student) and Splash Facility personnel. However, the Splash Facility failed to operate in 1999, due to lack of funds.

The Intramural Coordinator had three divisions of people that worked for her: Sport Convenors (one for each intramural sport), Officials for all of the various intramural activities offered, and numerous Resident and Faculty Representatives.

The High Performance Coordinator was a shared position between the SPERA and the National Sport Centre-Atlantic Canada.

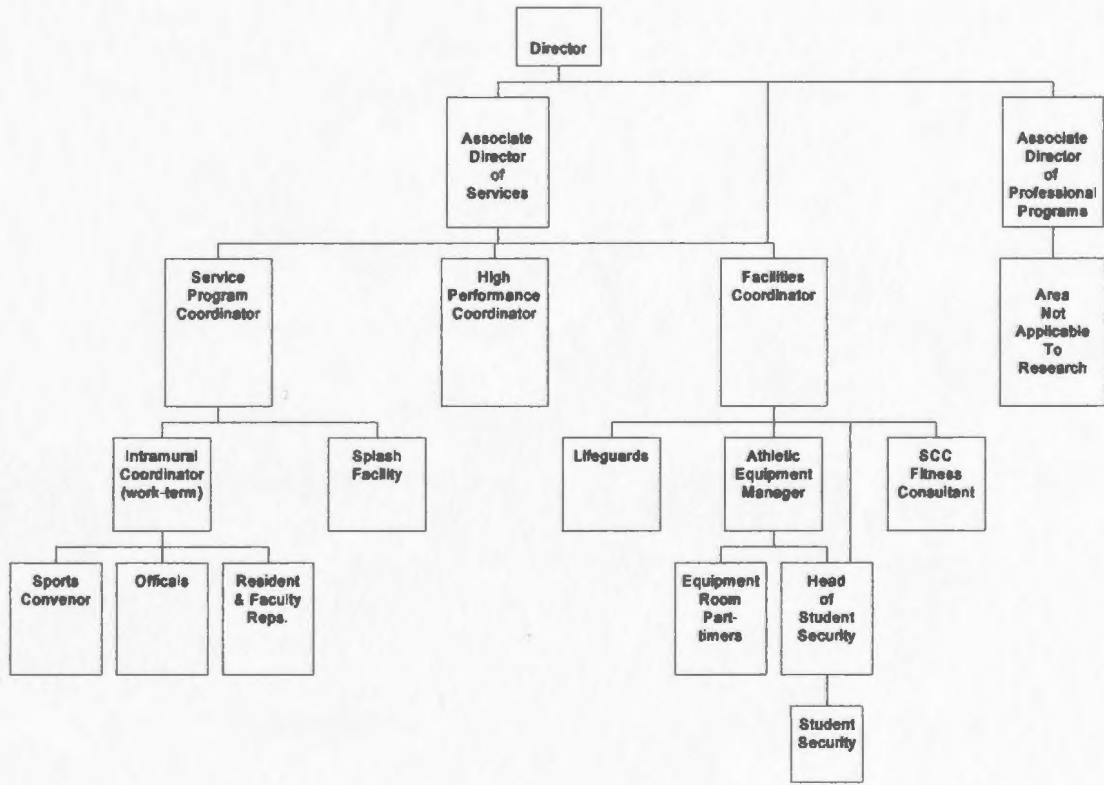


Figure 2.1 An organizational management and staffing chart for the SPERA.

2.8 Fees

2.8.1 General Information

To register for any program all students had to present a current Memorial University or Marine Institute student identification card. Alumni had to present alumni cards when registering. Students or Alumni were not permitted to register without proper identification.

2.8.2 Refund Policy

Campus Recreation and Athletic Services Fall 1999 (1999) stated the following refund policy:

Refunds will be available to participants in any program, providing they have the proper documentation. Refunds will not be issued beyond two weeks (14 days) from the date of purchase of the membership. The date of purchase will be as it appears on the participants's registration receipt.

- To request a refund, participants must return the original receipt and membership card to the information center during business hours. Without exception, failure to return the membership card will eliminate the possibility of receiving a refund.

- **No cash refunds will be provided. Refunds will be processed within four to six weeks and will be forwarded by mail.**
- **There will be a \$5 administrative fee assessed to all refund requests, unless the program has been canceled by the School of Physical Education, Recreation and Athletics. This fee will be deducted from the requested amount of the refund.**
- **All refunds requested after 14 days of the purchase date must be approved by the service program coordinator. Only those of a medical nature will be approved, providing it is accompanied by a doctor's note. If approved, the amount of the refund will be prorated to the week that the refund is requested.**
- **There will be no refunds on lockers purchased on a semester basis. Annual locker rentals may be refunded for semesters subsequent to the current semester. All refunds for yearly locker rentals must be made within 14 days of the purchase date. The refund rate will \$15 for the first and second**

semesters (fall and winter) and \$10 for the third semester (spring). A \$5 administrative fee will be assessed to any refund request.

- For people who have purchased yearly memberships, a full refund will be available, only if the request is made within 14 days of the purchase date. A refund will be available for semesters beyond the current semester, providing it is requested before the next semester begins. For example, a year membership purchased on Sept. 1, 1999, should expire on Aug. 31, 2000. If a refund is requested on Sept. 10, 1999, it will be issued. If the refund is requested on Oct. 1, 1999, a refund will be issued only for the subsequent winter and summer semesters, but not the fall 1999 semester, as the 14-day refund period has expired.

(p.5)

2.8.3 Memberships

All participants had to have a current membership card to participate in campus recreation programs and services. Memberships were sold either by semester or annually. HST was included in the prices listed below.

2.8.3.1 Basic Membership

Provided admittance to all recreational time in the gymnasium, locker room and shower facilities. All members had to purchase a basic membership which was included in the program price.

2.8.3.2 Discounts on Second Memberships

There was a discount when more than one membership per person, per semester, was purchased.

2.8.3.3 Semester Memberships

Was valid from the first day of classes of a semester until the day before the next semester began.

2.8.3.4 Annual Memberships

Ran from the date of purchase to the same date the following year.

2.8.3.5 Payroll Deductions

Fees for yearly membership for faculty and staff could be paid via payroll deductions at a rate of \$20.00 per pay period. Payroll deduction could be used only for annual memberships.

2.8.3.6 Retired Faculty/Staff Discount

Retired MUN faculty and staff received a 50% discount on any memberships purchased for themselves.

2.8.3.7 Points to Remember:

- In order to purchase a membership for a spouse or child the person had to have his or her own membership to qualify for a discount on a second membership.
- Alumni was defined as any individual who has completed courses at Memorial University or the Marine Institute.
- During the spring and summer semesters seven - week memberships were available.

2.8.4 Payment Options

Payment was accepted by the following methods: Visa, cash, payroll deduction (only available for annual faculty/staff memberships), interact, or cheque.

2.8.5 Fees

2.8.5.1 Fitness Assessment Center

| | |
|-----------------------|---------|
| Basic Fitness Test | \$15.00 |
| Advanced Fitness Test | \$50.00 |
| Caloric Expenditure | \$5.00 |

2.8.5.2 Strength and Conditioning Center

Membership Prices

| | Semester | Annual |
|--|-----------------|-----------------|
| Student | \$76.00 | \$193.80 |
| P.E. Student | \$55.00 | |
| Student Spouse or Child | \$73.00 | \$186.15 |
| Employee (Faculty & Staff) | \$115.00 | \$293.25 |
| Employee Spouse or Child | \$104.00 | \$265.20 |
| Alumni | \$115.00 | \$293.25 |
| Alumni Spouse or Child | \$122.00 | \$366.00 |
| Payroll Deduction | | \$276.00 |
| Mid-Semester Membership (available after midterm break) | \$38.00 | |
| Group Rate Membership 10 persons | | \$366.00 |
| 11-16 persons | | \$488.00 |
| 16-20 persons | | \$610.00 |
| Student (spring intersession) | \$33.20 | |

2.8.5.3 Aerobics

| | Semester | Annual |
|---------------------------------------|-----------------|-----------------|
| Student | \$61.00 | \$183.00 |
| Student Spouse or Child | \$73.00 | \$219.00 |
| Employee (Faculty & Staff) | \$84.00 | \$252.00 |
| Employee Spouse or Child | \$73.00 | \$219.00 |

| | | |
|--------------------------------------|----------------|-----------------|
| Alumni | \$92.00 | \$275.00 |
| Alumni Spouse or Child | \$92.00 | \$275.00 |
| Student (spring intersession) | \$30.56 | |

2.8.5.4 Squash

| | Semester | Annual |
|---|-----------------|-----------------|
| Student | \$35.00 | \$89.25 |
| Student Spouse or Child | \$31.00 | \$79.05 |
| Employee (Faculty & Staff) | \$43.00 | \$109.65 |
| Employee Spouse or Child | \$31.00 | \$79.05 |
| Alumni | \$52.00 | \$132.60 |
| Alumni Spouse or Child | \$52.00 | \$132.60 |
| Mid-Semester Membership 50% off regular price (Available after midterm break) | | |
| Student (spring intersession) | \$14.49 | |

2.8.5.5 Recreational Swimming

| | Semester | Annual |
|---------------------------------------|-----------------|-----------------|
| Student | \$39.00 | \$117.00 |
| Student Spouse or Child | \$20.00 | \$60.00 |
| Employee (Faculty & Staff) | \$84.00 | \$252.00 |
| Employee Spouse or Child | \$20.00 | \$60.00 |
| Alumni | \$84.00 | \$275.00 |

| | | |
|------------------------|---------|----------|
| Alumni Spouse or Child | \$92.00 | \$275.00 |
|------------------------|---------|----------|

| | | |
|-------------------------------|---------|--|
| Student (spring intersession) | \$16.60 | |
|-------------------------------|---------|--|

2.8.5.6 Martial Arts Program

All of the martial arts offered (Aikido, Kenpo, Judo, Shotokan Karate and Tae kwon do) were operated as clubs. The registration fees were established and collected directly by the instructor. These clubs rented the space from the SPERA and had no other connections. The registration fees were unknown at the time of this report.

2.8.5.7 Hatha Yoga

Ten-Week session, Sept. 21 to Nov. 25, 1999.

Level I - Tuesday and Thursday at noon - 1 p.m.

| | |
|---------|---------|
| Student | \$54.00 |
|---------|---------|

| | |
|-------------|---------|
| Non-Student | \$64.00 |
|-------------|---------|

Level II - Wednesday 5:15-6:45

| | |
|---------|---------|
| Student | \$40.00 |
|---------|---------|

| | |
|-------------|---------|
| Non-Student | \$50.00 |
|-------------|---------|

2.8.5.8 Ballroom and Latin Dance Club

Level I - Tuesday and Thursday 7-8:30 p.m.

Membership + classes (10 classes of 1.5 hours)

| | |
|-----------------|----------------|
| Students | \$20.00 |
|-----------------|----------------|

| | |
|---------------------|----------------|
| Non-students | \$25.00 |
|---------------------|----------------|

Membership Only

| | |
|-----------------|----------------|
| Students | \$10.00 |
|-----------------|----------------|

| | |
|---------------------|----------------|
| Non-students | \$15.00 |
|---------------------|----------------|

Membership included two social dance nights and a discount on the formal end of term dinner and dance.

2.8.5.9 Rifle Club

Students

| | |
|-----------------|----------------|
| semester | \$20.00 |
|-----------------|----------------|

| | |
|-------------|----------------|
| year | \$60.00 |
|-------------|----------------|

Adults

| | |
|-----------------|----------------|
| semester | \$20.00 |
|-----------------|----------------|

| | |
|-------------|----------------|
| year | \$60.00 |
|-------------|----------------|

Weekday Afternoons 2-5 p.m. Weekday Evenings 7-9 p.m.

2.8.5.10 Intramural Program

There are no registration fees for participants in the intramural program offered by the university. However, there were performance bonds which were used to ensure intramural teams do not default. A fee collected at registration was held as a bond. If a team played all games in the season the bond was refunded. If a

team forfeited once it lost ½ the bond, if it forfeited twice it lost the entire bond and was prohibited from playing the remainder of the schedule. The performance bonds were as follows:

Not applied to road racing, canoeing, and swimming.

Tennis, table tennis, squash and badminton

per player \$15.00

per team \$20.00

Bowling per team \$50.00

Soccer, softball, volleyball, basketball and floor hockey

per team \$60.00

Ice hockey per team \$250.00

2.8.5.11 Certification Courses

Level 1 - \$46.00 \$10.00 -Books

Level 2 - \$57.50 \$15.00 -Books

2.8.5.12 Red Cross First Aid and CPR Courses

Emergency First Aid and

CPR (8 Hours) \$50.00

Standard First Aid and Basic

Cardiac Life Support CPR

(16 Hours) \$75.00 + HST

2.8.5.13 Varsity Athletics Home Game Admission Prices

| | |
|------------------------------|----------------|
| Basketball Adult | \$5.00 |
| Basketball Student | \$3.00 |
| Basketball Child | \$2.00 |
| Basketball Senior | \$2.00 |
| Basketball Family (4) | \$12.00 |
| Volleyball Adult | \$4.00 |
| Volleyball Student | \$2.00 |
| Volleyball Child | \$1.00 |
| Volleyball Senior | \$1.00 |
| Volleyball Family (4) | \$7.00 |

2.8.5.14 Children's Programs

Active Kids Program

September 18 - December 4

per child (ten sessions) **\$35.00**

for each additional child

in the same family **\$25.00**

drop-in fee **\$4.00**

2.8.5.15 Camps

Volleyball

Junior High Camp \$60.00

Senior High Camp \$60.00

Basketball

Female Camps

Grades 4-6 \$45.00

Grades 7-9 \$60.00

Grades 10-12 \$60.00

Elite Camp \$100.00

Male Camps

Grades 6-12 \$80.00

When a family registered more than one child, the first child paid full price, the second child received a 15% reduction and each additional child received a 30% reduction. This discount applied to both the male and female basketball camps.

Soccer

Ages 7-13

One Child \$20.00

Two children \$35.00

Three children \$45.00

| | |
|-------------------|---------|
| Each additional | |
| child in a family | \$10.00 |

2.8.5.16 Locker Rentals

Lockers were available for rental on a semester or a yearly basis on a first-come, first-served basis. Coin-operated lockers were available outside the SCC. The rental cost was:

| | |
|--------------|---------|
| per semester | \$15.00 |
| per year | \$40.00 |

2.8.5.17 Guest Passes

A day pass provided access to any or all facilities and programs on a day use basis. Programs available included: aerobics, squash, SCC or swimming. Day passes could be purchased individually or in books of 5 or 10.

| | |
|-----------------------------|---------|
| Student ID required to | |
| receive student discount | \$3.45 |
| Faculty/staff/alumni/public | \$4.00 |
| 5 Day Passes: | \$16.10 |
| 10 Day Passes: | \$29.90 |

Day passes were non-refundable and non-transferable and had to be submitted to the attendant on duty for access to the program.

2.8.5.18 Facility Rentals

| | |
|-----------------------------------|---------------------|
| Gymnasium | \$30.00/hour |
| Combat Room | \$15.00/hour |
| Dance Studio | \$15.00/hour |
| Classrooms | \$15.00/hour |
| Hatcher Field | \$15.00/hour |
| Soccer Pitch | \$15.00/hour |
| Pool (including Lifeguard) | \$30.00/hour |

2.8.5.19 Basketball Spring League

| | |
|----------------------------------|----------------|
| Grade 9 & 10 Division | \$35.00 |
| Women's Division | \$45.00 |

2.8.5.20 Alumni Parking

| | |
|----------------------------|----------------|
| Alumni Parking Pass | \$20.70 |
|----------------------------|----------------|

2.8.5.21 Replacement Card

| | |
|-------------------------|---------------|
| Replacement Card | \$5.00 |
|-------------------------|---------------|

2.8.5.22 Bronze Medallion

| | |
|-------------------------|----------------|
| Bronze Medallion | \$95.00 |
|-------------------------|----------------|

2.8.5.23 Bronze Cross

| | |
|---------------------|----------------|
| Bronze Cross | \$80.00 |
|---------------------|----------------|

2.8.6 Aquarena Fees**2.8.6.1 Flip and Dip After School Program**

1 month. This includes 2
swimming lessons per week \$150.00

September 8th-

December 21st, 1999 \$515.00

January 5th-June 22nd, 2000 \$800.00

2.8.6.2 Lifeguard/Lifesaving Courses

Bronze Medallion/

Senior Resuscitation \$105.00 (+HST)

Bronze Cross \$105.00 (+HST)

National Lifeguard Service \$130.00 (+HST)

2.8.6.3 Lifestyles Program

Waterfit only 1 month \$57.50

3 months \$149.50

Fitness Centre only

1 month \$86.25

3 months \$218.50

Fitness Centre and Waterfit

1 month \$97.75

3 months \$241.50

2.8.6.4 Arthritis Exercise Program

per month \$57.50

2.8.6.5 Squash

| | | |
|----------|----------|---------------------|
| 1 year | \$517.50 | \$103.50 (aerobics) |
| 6 months | \$299.00 | \$69.00 (aerobics) |
| 3 months | \$172.50 | \$34.50 (aerobics) |
| 1 month | \$63.25 | \$23.00 (aerobics) |

2.8.6.6 Junior Squash

| | |
|----------|----------|
| 3 months | \$128.97 |
|----------|----------|

2.8.6.7 Fitness Classes

| | |
|----------------------------|----------|
| 1 month unlimited classes | \$46.00 |
| 10 weeks unlimited classes | \$109.25 |
| Drop in (space permitting) | \$4.00 |

2.8.6.8 Health and Fitness Centre**Prime Time (full access)**

| | | |
|----------|----------|---------------------|
| 1 year | \$517.50 | \$103.50 (aerobics) |
| 6 months | \$299.00 | \$69.00 (aerobics) |
| 3 months | \$172.50 | \$34.50 (aerobics) |
| 1 month | \$63.25 | \$23.00 (aerobics) |

Mid-Day (Monday-Friday 9:00 a.m.-11:45 a.m. and 1:30 p.m.-3:00 p.m.)

| | |
|----------|----------|
| 1 year | \$345.00 |
| 6 months | \$212.75 |

| | |
|-----------------|-----------------|
| 3 months | \$132.75 |
|-----------------|-----------------|

| | |
|----------------|----------------|
| 1 month | \$56.93 |
|----------------|----------------|

Athletic (Monday-Friday 3:00 p.m.-4:30 p.m.)

| | |
|---------------|-----------------|
| 1 year | \$206.36 |
|---------------|-----------------|

| | |
|-----------------|-----------------|
| 6 months | \$137.56 |
|-----------------|-----------------|

| | |
|-----------------|----------------|
| 3 months | \$82.75 |
|-----------------|----------------|

2.8.6.9 3F 50+ Fitness

| | |
|-----------------|----------------------------|
| 3F Basic | \$55.00 per session |
|-----------------|----------------------------|

| | |
|-----------------------|-----------------------------|
| 3F Health Plus | \$140.00 per session |
|-----------------------|-----------------------------|

**(\$85.00 Health Plus fee &
\$55.00 3F fees = \$140.00)**

| | |
|--------------------------|---------------------------------|
| Health Plus Trial | \$35.00 (one month only) |
|--------------------------|---------------------------------|

2.8.6.10 Recreational Swimming

| | Each | Book of 12 |
|----------------------------|----------------|-------------------|
| Adults 18 and older | \$3.25 | \$32.25 |
| MUN Students | \$2.25 | \$21.50 |
| Children | \$2.25 | \$21.50 |
| Senior citizens | \$2.75 | \$27.00 |
| Under 2 years | free | free |
| Water slide band | 3/rides | 36/rides |
| | \$1.25 | \$10.75 |

2.8.6.11 Swimming Lessons

| | |
|---------------------------------|----------------|
| Parent and Tot | \$30.00 |
| Tot Swim | \$35.00 |
| Pre-school Orientation | \$37.00 |
| Children's Learn To Swim | \$37.00 |
| Adult | \$52.90 |
| Platinum | \$37.00 |
| Private per half hour | \$14.00 |
| Low Ratio Lessons | \$60.00 |

2.8.6.12 Masters Swimming

| | |
|-----------------|-----------------|
| 1 month | \$46.00 |
| 3 months | \$116.00 |
| Drop in | \$3.25 |

2.8.6.13 Adult Swim Pass

| | |
|-----------------|-----------------|
| 1 month | \$46.00 |
| 3 months | \$116.00 |
| Drop in | \$3.25 |

2.8.6.14 Birthday Pool Parties**Friday Frolic**

| | |
|----------------------|----------------|
| Tiny Tot Pool | \$51.75 |
| Board Room | \$23.00 |

| | |
|---------------------------------|---------|
| Lecture Room | \$28.75 |
| Sunday Swim & Splash | |
| Tiny Tot Pool | \$69.00 |
| Board Room | \$23.00 |
| Lecture Room | \$28.75 |

2.9 Funding

Almost all of the funding to operate the SPERA, came from the university with the exception of the revenues taken in through fitness memberships and program sales (approximately \$210,000.00). Unfortunately, a breakdown of how each dollar was generated is not available at this time (for example, \$100,000.00 from the SCC memberships, \$40,000.00 from aerobic class memberships etc.). However, as a new computer program has recently been installed there will be more precise figures available in the near future.

The university supplied the SPERA with a \$1,700,000.00 operating budget (approximately). Additional membership revenues totaled \$210,000.00. Thus the total operating budget of the SPERA was a little over \$1,900,000.00. This operating budget included such items as academic salaries, which would not necessarily be needed to operate a fitness facility.

2.10 Staff Evaluation Policies

The Human Resources Department was in the process of developing a performance review policy for all employees at the university. Presently the only

people subjected to systematic, formal performance evaluation are the cooperatives students employed for the SPERA. (See Appendix 7)

2.11 Job Descriptions

Presently there were two formal job descriptions existing: the Facilities Coordinator and the Athletic Equipment Managers. Descriptions of these positions were available from the Department of Human Resources at MUN. These job descriptions are located in Appendix 8.

There were three job descriptions of student cooperative positions available in the SPERA (see Appendix 9). These positions were: the varsity athletics coordinator, the intramural coordinator, and a fitness consultant.

2.12 Staffing Structure for the Aquarena

The Director reported to the Canada Games Park Board of Directors monthly to review the financial status and progress of the Aquarena. There were three administrative positions that reported directly to the Director. They were the Marketing Coordinator, Administrative Clerk (1/2 time position) and the Confidential Secretary.

There were seven middle managers or coordinators that also report directly to the Director. These included the: Facility Supervisor, Aquatic Instructional Coordinator, Leisure Development Coordinator, Food Service Supervisor, Maintenance Manager, Supervisor of Fitness Health and Rehabilitation, and the Head Receptionist.

The Facility Supervisor was a part-time position. This individual worked nights and weekends.

There were two main managers-the Aquatic Instructional Coordinator and the Leisure Development Coordinator. The Aquatic Instructional Coordinator was responsible during the day time, whereas the Leisure Development Coordinator was the manager on duty during the evenings and Sundays. Both of these positions had subordinates and staff working below them. They were the Crewleaders and the Lifeguards/Instructors. The Lifeguards/Instructors worked either in the aquatic instructional division or the leisure development division but not both.

The Food Service Supervisor, was the supervisor of Tim Horton's, who was also a working staff person. This was also true for the Head Reception position. Both of these positions had staff personnel working with and below them.

The Maintenance Manager was responsible for 10 full-time and 5 part-time employees.

The Supervisor of Fitness, Health and Rehabilitation had two divisions of subordinates that reported to him/her. They were the Fitness Leaders and the Aerobic Instructors

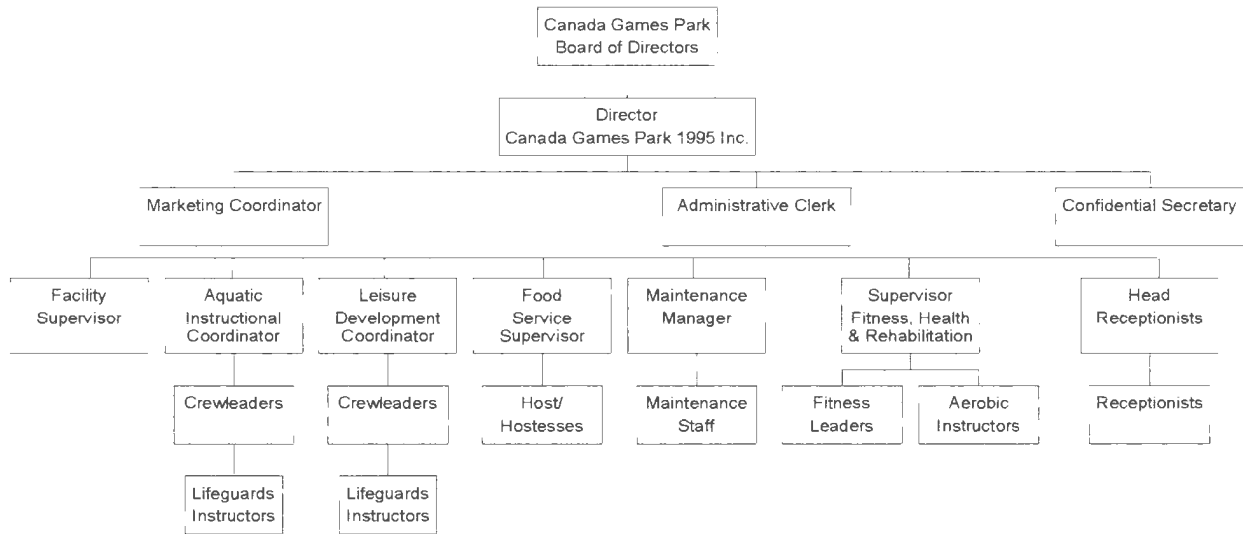


Figure 2.2 An organizational management and staffing chart for the Aquarena.

2.13 Aquarena Evaluation Policy

The Director of the Aquarena believed in an ongoing daily evaluation. In this evaluation process individuals were praised constantly for performing their jobs well and told immediately when their performance was inadequate. The Aquarena had used formal regularly scheduled evaluations in the past and found it to be ineffective.

2.14 Aquarena Job Descriptions

The job descriptions available from the Aquarena were those of staff personnel. The following is a list of positions that can be found in Appendix 10: Fitness Leaders, Lifeguard Instructor, Aerobic Instructor, Maintenance Worker, Receptionists, and Host/Hostess.

Chapter III

Planning and Priority Process

3.1 Planning and Priority Overview

The author performed a thorough content analysis of the documents published on the Memorial University web site under the Planning and Priority link. Several common themes emerged from the information; they were the need to enhance

- student recruitment and retention
- streamline administrative structures and reduce duplication
- improve Memorial University's image to the students and community at large.

3.2 Student Recruitment and Retention

As birthrates continued to decline, student recruitment and retention became extremely important to the university. Students could no longer be taken for granted as they were in the past. Hence student's needs became more of a priority. Student life, both academically and non-academically, had to be improved. The non-academic side was of importance to the internship report for the SPERA and Field House. With this facility there had to be a shift to cater to student needs more so than the needs of Memorial's faculty and administration. If Memorial began to realize a higher quality of student life, it should be able to recruit and retain more students.

Recruitment and retention activities could be focused in several areas.

There was the retention of students for facility use when already enrolled at university and there was recruitment of students that may be considering Memorial as an educational choice. Both of these efforts were important for the success of the Field House. What follows is a discussion of recruitment, possible retention of current students, improvement strategies for the SPERA and Field House.

3.2.1 Retention of Current Students

The importance of improving student orientation was cited on several occasions throughout the Planning and Priority documents. And since orientation was recognized as vital to student life, it had to be mandatory for first year students. The Field House should be made an integral part of the orientation process. The intent of this process was to introduce, and hopefully retain, these student as members in the future. If students were introduced to, and aware of, the athletic and recreation facilities on campus hopefully they would avail of these services and facilities throughout their university careers and alumni years.

3.2.2 Recruitment of Potential Students

Last year MUN hosted the Junior Nationals Volleyball Championship. There were 600 participants at this event. This gave MUN the chance to promote itself in three ways:

- showed the athletes a good time while on campus (enjoyment)

- gave the athletes a tour of the campus and making them feel comfortable
- gave the athletes a promotional (recruitment) package to take home.

With the new Field House more junior national events could be held at MUN. Now that the university will have the latest facilities to support such activities, they could bid on these types of events. It would be especially important to bid for junior national events, or younger age groups, because those are the upcoming students Memorial would like to recruit. There seems to be no better way to recruit a student than have the student actually visit the campus.

On a more local level, all High School Athletic Provincial Championships could be held at Memorial. Students might then view MUN as a familiar institution when making their choice on which post secondary institution to attend. This was especially true for students from Western Newfoundland, where many students choose to attend Atlantic mainland universities.

The same method of recruitment could be employed for athletic sport camps and for that matter academic summer camps. Basically, any young student who was visiting Memorial for a program of some sort could leave with a recruitment package in hand.

The provincial athletic associations that govern different sporting activities, such as volleyball and basketball, could be given a special rate to hold their provincial events here. One such event held in many St. John's gymnasiums (including Memorial's) every fall was Volleyfest. Volleyfest 1999 brought thousands of High School students into the city and onto the university campus. This was a magnificent opportunity to recruit students. Each provincial sporting body, or association, could be contacted and a staff person at the SPERA or Field House could assist in planning such events. The more students who visited the campus, the more likely they would be to return.

3.3 Administrative Streamlining

Duplication of administrative services could be reduced or avoided. The intern kept this in mind when making suggestions, she looked for ways to utilize staff more efficiently and effectively. One possible area of duplication of services was the registration procedure for programs at both the Aquarena and the SPERA. Registration for these facilities, along with the upcoming Field House, could be combined into one central registration desk to service all five facilities (including the Splash facility and Fields).

When registration booklets were sent out in the mail, the athletic/recreation services (including Aquarena) could send out a brochure to all previous and new

students. A telephone registration and payment system could be set up for athletic and recreation services.

Another possible area of duplication reduction was in advertising and marketing. More collaboration between the five facilities was needed. The advertising and marketing for all facilities could be done by a central person or department.

The student identification card, that already serves as a library card, could also double as a Field House membership card. From the research it was determined that most universities that have mandatory athletic and recreation fees utilize the student identification card as a facility identification card. This method would reduce duplication and cost by reducing the need for two cards.

Duplication of information across layers of university administration could be reduced with regular general assemblies, and improved visibility of senior administrators. Administrators could improve visibility at varsity home games. For example, as in the past, the President tossed up a ceremonial jump ball at a basketball game. The President's presence would indicate an interest in athletics and recreation as well as demonstrated a share interest with students. This would further foster a sense of university community.

Another way of exchanging information across all layers of administration within the five athletic and recreation facilities would be the Monday memo. The memo would be an electronic e-mail to all staff so that they could read it first thing

Monday morning. It would update all staff of current events, happenings, situations, policy changes and requests for information. Any staff person could submit information to be added to the memo by noon Friday. The Friday memo would have to become part of someone's job description. The memo could also function to increase staff morale by finishing with a cartoon or joke with which to begin the week. This would be sent to all staff.

If massive changes were made in departmental structures from the top administrative structures down, as discussed in the Planning and Priority documents, it could definitely have an impact on what department athletic and recreation services were retained under.

3.4 Image Improvement

Unfortunately in 1999 MUN had a negative image within the province. The university needed to promote its assets better. In recent years, televised varsity home games, (such as basketball games), have used half time breaks to promote athletes, academic programs, new facilities (the Field House) and the university experience.

MUN's image could be improved simply by improving the quality of student life on campus. Offering more athletic and recreation services and facilities with easier access and more programs would contribute to students enjoying the experience more. If students enjoyed their experiences more, then when they returned home to their communities this fact would be expressed and interest in

MUN generated. Student ambassador's could visit high schools throughout the province "selling" the Memorial experience.

3.5 Summary

After examining the Planning and Priority documents it became clear that MUN had to focus on image, recruitment and administrative improvements if they were to retain students and improve the quality of student life for current students.

From this examination the following recommendations were made:

- mandatory student orientation of new and first year students to include the Field House
- recruitment of students through athletic tournaments hosted by MUN
- reduction of duplication of services within the five athletic and recreation facilities
- mail athletic and recreation services brochure along with general registration materials to all students
- set up a telephone registration system for athletic and recreation services
- student identification cards to serve as athletic and recreation services identification card
- improve visibility of administrators to the student body
- Monday memo to exchange information more efficiently
- promotion of the Memorial experience through student ambassador program

Chapter 4

Comparative Analysis

4.1 Introduction

The following chapter will discuss data collection, data analysis, fees, accessibility, cost analysis (nationally and locally), and departmental structure (nationally and similar sized institutions). The interns primary research methodology was a comparative analysis of the fees, facility access, managerial and staffing structure for the 60 universities surveyed and Memorial University. As already stated a number of research tools were used to accomplish the analysis. These included web pages, questionnaires, consultation with SPERA's Director, and analysis of SPERA's existing policies and procedures regarding intramurals and recreation offering. The information gathered with these tools was then placed in tables, analyzed for cost and fee structure, and differences. Then the results were summarized and used to create recommendations for the future fee and recreation structure of the SPERA and its proposed Field House. The intern felt such comparative analysis would yield the most useful information. By studying other university structures, and their fees it became possible to determine which structure was preferred and from this make recommendations for SPERA's future.

4.2 Data Collection and Analysis

Data were collected from 59 universities either through the web or by questionnaire. Seventeen institutions offered no information and two others listed

fees but no services (web and questionnaire). Thus, in the end, a total of 40 universities (other than Memorial) with facility access information were examined. This is presented in a table located in Appendix 9.

Six of the 17 universities, that offered access to free intramural programs, required a performance or a default bond which was fully refundable if no games were defaulted.

The facility title terms used by different universities were not defined, and this created problems during data analysis. For example most fitness facilities generally had weight and cardio equipment in the same room(s). But some universities listed them separately, giving the impression that their fitness facilities were separate entities. Others just listed a fitness facility without any differentiation. These differences made it impossible to determine exactly what access students had to fitness facilities. The intern being unable to visit each university, was unable to develop a standardized definition for each facility title.

This problem of non-standardized facility titles occurred repeatedly making it impossible to determine the following:

- the difference between an exercise room, a multipurpose room and a dance studio without having visited each campus. The intern viewed each of these rooms as a large open space with at least one mirrored wall.
- the difference between a fitness facility, the YM-YWCA and a physical education building. Most universities listed fitness facilities, while one listed

the YM-YWCA as their facility and others listed physical education buildings. Due to this differentiation in names of facilities the intern wondered if the students at the various facilities were getting access to similar facilities. Was the YM-YWCA similarly equipped as the physical education buildings and fitness facilities?

- some universities broke down the type of field into soccer, softball, field hockey, etc. when they listed access that students were permitted, whereas other universities used the general term fields. When a general term such as field was used it created confusion for the intern in trying to determine and categorize the facility.
- the meaning of equipment room access also posed problems for the intern. The intern questioned what type of access a student got at the equipment room. Did it mean that students were allowed to borrow equipment? The intern was confident that all universities had an equipment room. For those universities that failed to list access, the intern questioned what that meant- possibly that students were unable to borrow equipment?

These problems were due to the fact that each university had a different title for each facility. This lack of non-standardized definition for facilities, such as an “exercise room” or “aerobics room” made it difficult for the intern to determine the exact purpose of facilities. The only way to alleviate this problem would have been on-site visitations by the intern which was impossible due to time

and financial constraints. Thus the intern had to rely on primary research from questionnaires and web pages which made the problems for definition difficulty to deal with.

Another significant problem that the intern became aware of was the non-reporting of facilities. There were facilities that existed that appeared not to be reported. Perhaps only the facilities that were owned, operated, and controlled by the department that exercised control over athletics and recreation services were reported. And certain types of unmonitored facilities, such as, outdoor basketball courts were not reported in the data. Thus, the reader should interpret the data presented here with care.

4.3 Results

4.3.1 Facility Access and Fees

Twenty-nine universities had complete information regarding athletic/recreation fees and what access to facilities these fee permitted. The accessible facilities for the fees are listed in the table contained in Appendix 9.

From these universities the following results were determined:

- Fees ranged was from \$0.00 to \$110.50 per semester.
- The mean fee was \$42.32 per semester.
- The median was \$41.00 per semester.

The intern realized, during the funding analysis, that it would be impossible to get a completely accurate picture of exactly how fees were paid. There seemed to be several models across the country and they are listed below:

- some universities had increased tuition fees compared to the average, and did not charge students athletic and recreation fees, but some of the tuition fee was remitted to the athletic and recreation department.
- explicit athletic and recreation fees were charged but what was covered by those fees was not clear
- when a mandatory athletic and recreation fee was imposed students were sometimes asked to contribute more for either prime time access to a facility, or access to a premium facility (for example a Rowing Center).

Without a complete audit of the budget of every division of each university it was virtually impossible to determine how athletic and recreation service/programs were funded. For example, in certain cases, what appeared to be free recreational services for students might already have been paid for as part of tuition. And again, in certain circumstances, universities charged mandatory fees but restricted access to facilities during

peak hours or charges extra (on top of mandatory fees) for certain facilities.

Other information obtained by the intern was incomplete but should still be noted. Two institutions provided fees but failed to stipulate whether the fees were for the year or semester. These universities were Carleton with a fee of \$138.10 and Queens with a fee of \$105.18.

Two other universities had student union fees and the intern wondered whether any of this fee went to athletic and recreation services or if the services were provided for free? This information was unclear from the data gathered. The schools were Mount Allison with a fee of \$106.00 per year and University of New Brunswick with a fee of \$109.00. Similarly, four other universities had their athletic and recreation fees included in the compulsory student services fees at registration. But, there was no breakdown of these fees to determine how much went to athletic recreation programs and how much went to other programs, services or departments. The universities were: Wilfred Laurier with a fee of \$130.00; McGill with a fee of \$134.50; University of Waterloo with a fee of \$110.64 and the University of Toronto with a fee of \$76.81 per semester.

Two other institutions listed a fee in the data but the intern was unable to determine what access to which facilities was available. These

universities were the University of Ottawa with a fee of \$70.74 and Universite Saint-Anne with a fee of \$25.00 per semester.

Only two universities gave students the option of purchasing a athletic and recreation membership. These schools were the University of Windsor with a fee of \$66.00 and the University of Manitoba with a fee of \$54.00 per semester. Concordia also allowed students a choice, if they wished to use the athletic and recreation facilities, a fee had to be paid. These fees varied for each facility. All other schools had mandatory athletic/recreation memberships which included access to the facilities listed in Appendix 9.

Two other universities had a basic membership, but an additional fee was required for a special facility. These schools were McGill with a fee of \$15.00 a semester for the fitness center and at Brock the Rowing Center costs an extra \$40.00 a semester. University of New Brunswick required a “prime time” fee for access during certain hours. This fee could be paid on a drop-in basis (\$1.00) or a semester fee of \$10.00.

4.3.2 Summary of Facility Access

For the above mentioned fees the most common facility access are listed in Table 4.1.

Table 4.1

**Number of Universities At Which Students Have Access To Various Facilities
Through Payment Of Athletic And Recreation Fee**

| Facility Access | No. | Facility Access | No. |
|---------------------------------------|-------------|-----------------------------|------------|
| No Information (NI) | 17 | Training Room | 1 |
| Intramural Program | 17 6-PB | Aerobic Video Room | 2 |
| Recreation Services | 4 | Aerobic Studio | 1 |
| Programs & Services | A-3 D-21 | Fencing Studio | 1 |
| Main Gym | 31 | Gymnastic Gymnasium | 1 |
| Auxiliary Gym | 19 | Stadium | 5 |
| 3 rd Gym | 8 | YM-YWCA | 1 |
| 4 th Gym | 3 | Physical Education Building | 2 |
| Outdoor Tennis Courts | 23 | Field House | 7 |
| 2 nd Outdoor Tennis Courts | 2 | Aerobic Classes | 10 |
| Indoor Tennis Courts | 4 | Fields | 14 |
| Racquet Courts | 22 | Soccer Field | 7 |
| 2 nd Racquet Courts | 1 | Softball Field | 5 |
| Courts | 1 | Rugby Field | 1 |
| Outdoor Basketball Court | 1 | Field Hockey Field | 1 |
| Dance Studio | 11 | Cricket Pitch | 1 |
| 2 nd Dance Studio | 1 | Track and Field Center | 1 |
| Combat Room | 7 | Indoor Track | 12 |

(table continues)

| Facility Access | No. | Facility Access | No. |
|-------------------------------------|------------|-----------------------------|------------|
| Fitness Facility | 23 | Outdoor Track | 5 |
| Fitness Testing Laboratory | 1 | Outdoor Gymnasium Apparatus | 1 |
| Weight Room | 20 | Jogging Trails | 5 |
| Cardio Room | 6 | Ski Trails | 4 |
| Exercise Room | 4 | Ski Lift Tickets | 1 |
| Multipurpose Room | 2 | Golf Driving Range | 3 |
| Climbing Room | 4 | Golf Putting Green | 2 |
| Ice Rink | 17 | Golf Course (9 hole) | 1 |
| Ice Oval | 1 | Pool | 30 D-1 |
| Curling Rink | 1 | Outdoor Pool | 1 |
| Equipment Room | 2 | YM-YWCA Pool | 1 |
| Outdoor Activity Center (ODA) | 1 | Sauna | 7 |
| Personal Training | 2 | Steam Room | 1 |
| Nautilus Circuit | 2 | Whirl Pool | 2 |
| Fun Zone (Children activity center) | 2 | Beach | 1 |
| Varsity Home Games | 4 D-1 | Beach Volleyball Court | 3 |
| Day Pass | 2 | | |

Note. No.= number of universities; PB= access permitted with a performance or default bond provided; A-3= access, the number represents the number of universities, for example 3; D-21= discount, the number represents the number of universities, for example 21.

The most common athletic facility/program available to students in descending order were: gymnasium, pool, outdoor tennis courts, fitness facility, racquet courts, weight room, auxiliary gym, intramural program, ice rink, fields, indoor track, dance studio, 3rd gym, combat room, aerobic classes, field house, soccer field(s), and sauna.

Figure 4.1 shows the number of universities that offered each type of athletic and recreation facility access to their students.

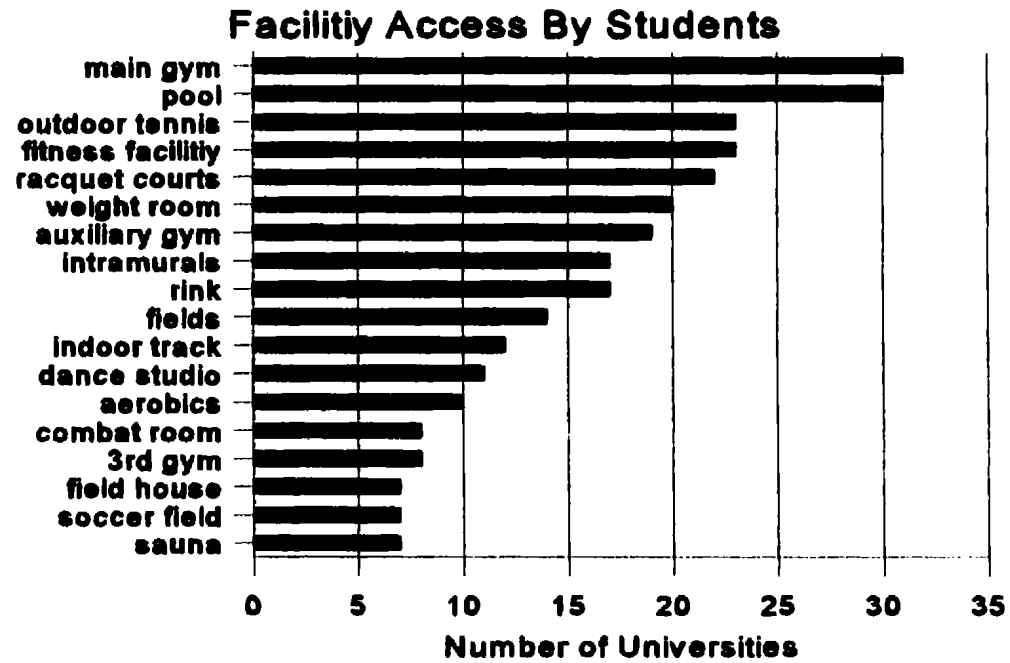


Figure 4.1 The number of universities offering facility access (athletic and recreation) to students.

4.4 Cost Analysis

It was not possible to do a comparative cost analysis for each athletic/recreation service or program offered by each university within the time constraints of the internship. If the SPERA desired such information, it could be an area for a future graduate internship research project. However, the intern decided to provide a cost analysis of aerobic classes, since it was an activity most commonly offered on university campuses.

4.4.1 Aerobic Analysis

An analysis of the cost of participating in aerobic classes that were offered either three times per week or had unlimited classes was performed. The results are shown in Table 4.2.

Table 4.2

Aerobic Fees Per Semester For Either 3 Classes A Week Or Unlimited Classes

| University | Fee |
|-----------------------------|----------------------------|
| Mount Royal College | \$75.00 |
| University of Alberta | \$79.00 |
| Royal Roads University | included in fee of \$56.40 |
| Simon Fraser University | \$50.00 |
| University of Northern B.C. | included in fee of \$32.15 |

(table continues)

| University | Fee |
|--------------------------------|-----------------------------|
| University of Victoria | included in fee of \$15.00 |
| University of N.B. Fredericton | \$50.00 |
| Dalhousie University | included in fee of \$43.00 |
| Dalhousie University-Dal Tech | included in fee of \$43.00 |
| Mount St. Vincent University | included in fee of \$0.00 |
| St. Francis Xavier University | \$35.00 |
| St. Mary's University | \$149.50 |
| Carleton University | \$37.45 |
| Ryerson Polytechnic University | included in fee of \$50.20 |
| Trent University | included in fee of \$110.50 |
| University of Guelph | \$44.00 |
| University of Waterloo | \$72.00 |
| University of Western Ontario | included in fee of \$76.78 |
| University of Windsor | \$40.00 |
| Wilfrid Laurier University | \$40.00 |
| York University | \$5.00 |
| University of P.E.I. | included in fee of \$41.00 |
| Concordia University | \$35.00 |
| McGill University | \$35.00 |
| University of Regina | \$22.00 |
| MUN | \$61.00 |

From the above data the following results were concluded:

- the range was from \$0.00-\$149.50 per semester
- the mean was \$30.77 per semester
- the median was \$35.00 per semester
- of the 25 universities surveyed 10 offered aerobic classes for no additional charge (4 of those universities are located in Atlantic Canada-Memorial's direct competition)

Because the price range was very large it implied that subsidies (operating grants) provided to the athletic and recreation departments also had a great range. Aerobics should cost approximately the same to operate anywhere in the country because the only real costs associated with the program are paying for the instructor and the facility the class is held in. Therefore, with the facilities being provided by the various universities, the only real cost was the remuneration of the instructor. The salary of an aerobic instructor could not possibly range as much as the cost of taking aerobic classes across the country. Figure 4.2 illustrates the cost of aerobic classes nationally in the form of a bar graph.

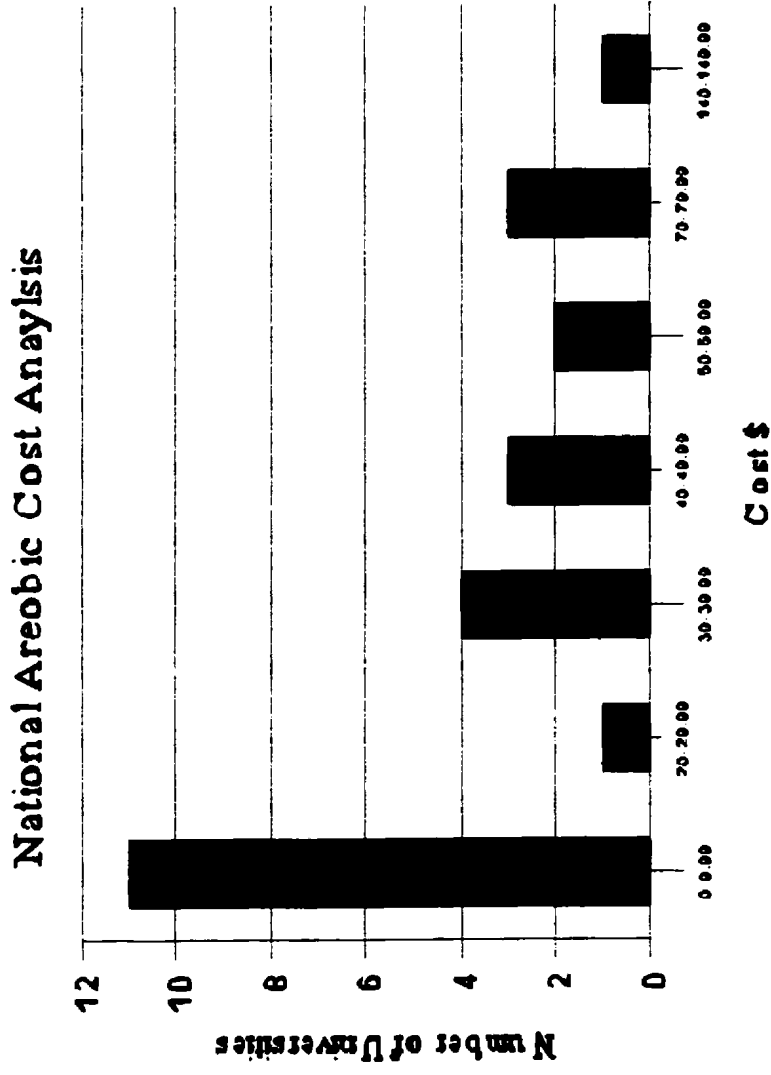


Figure 4.2 The cost of aerobic classes nationally.

4.4.2 Local Aerobic Fee Survey (St. John's, NF)

A survey of the cost of aerobic classes in St. John's, Newfoundland was conducted. The classes were either unlimited or offered 3 times per week. The results are found in Table 4.3.

Table 4.3

The Cost of Aerobic Classes Offered Either 3 Times Per Week or on an Unlimited Basis in St. John's, Newfoundland

| Institution | Fee per Semester |
|--------------------|-------------------------|
| The Gym | \$105.00 |
| YMCA-YWCA | \$65.00 |
| Parks & Rec. | \$107.50 |
| Aquarena | \$109.25 |
| New World Fitness | *\$130.00 |
| MUN | \$61.00 |

*only for an eight week period

MUN was the least expensive in the local economy, but was well above the national university average of \$30.77. The intent of local analysis was not to do a public versus private analysis, but to see how SPERA fits into the local economy.

4.4.3 Aerobic Summary

It should be noted that from the above aerobic program cost analysis it was determined that: in the many universities surveyed, access to both aerobics and fitness centers was either included in mandatory athletic/recreation fees or offered at no cost to all students. This access structure was of benefit to both the male and female student population. Male students generally made greater use of fitness facilities whereas female students more frequently participated in aerobic classes. It would therefore seem unfair not to extend an equitable structure to the proposed mandatory athletic and recreation services fee. A combined aerobics and fitness athletic and recreation access would ensure that both genders could participate equally and that the benefits of improved quality of student life be extended to the entire population.

Competition among universities in the Atlantic region was another strong argument for the inclusion of aerobics in the mandatory athletic and recreation services fee. Of the universities that offered access to aerobics at no cost, four are positioned in the Atlantic region. The price of aerobics classes therefore could indirectly affect Memorial's ability to recruit students. As already mentioned, many Newfoundland students from the west coast chose to attend mainland Atlantic universities for a number of

reasons. Most important amongst those, for Memorial, is the perceived difference in quality of services and student life. If MUN wished to become more competitive changes, such as the inclusion of aerobics, could enhance MUN's image in the eyes of potential students. Fitness is an important part of quality of life and free access could be promoted as a potential recruitment tool.

4.5 Departmental Structure Analysis

The departmental structural analysis is located in Appendix 10. This analysis determined to which department the unit responsible for the delivery of athletic and recreation services reported. For example, academic departments, student services or affairs, or had their own athletic and recreation department. Forty-two universities were examined in this table and the following information is a further summary of that table. The most frequent occurrence was that 20 universities had their recreation and athletic services administered by its own department of Recreation and or Athletics. The second most popular occurrence was 14 universities had their athletic and recreation services administered by an academic department, such as Physical Education, Recreation, Kinesiology, or Athletics. The third most popular occurrence was that five universities had the athletic and recreation services administered by either Student Services

or Student Affairs. Three universities had their athletic and recreation services administered by other sources and one university chose an outside agency.

Of the 42 universities 6 were approximately the same size as Memorial. Those universities were as follows: Dalhousie University, University of Guelph, McMaster University, Queen's University and the University of Saskatchewan. Three of these universities administered their athletic and recreation services through their own separate department of Athletics and or Recreation, whereas only one university chose each of the following: an academic department, Student Services or Affairs, or another source. This information allowed the intern to conclude that half of the universities comparable to Memorial (in student population) operated their athletic and recreation services as separate departments.

Chapter 5

Recommendations, Alternatives and Conclusions

5.1 Recommendations

The following are the major recommendations that form the report for the SPERA on managing the Field House. Possible alternatives to each recommendation are also presented.

1. **Recommendation: all five facilities (Field House, Physical Education Building, Aquarena, Splash and Fields) should operate as a single complex.**

This recommendation significantly reduces operating cost by avoiding duplication of programs, services and facilities. The following is a list of the duplications that currently exist.

- **services include:**
 - **janitorial**
 - **maintenance**
 - **registration**
 - **marketing**
 - **facility supervisor or coordinator**
 - **aerobic instructors**
 - **fitness consultants or leaders**
- **programs include:**
 - **aerobics**

- lane swimming
- children's programs
- lifeguarding/lifesaving certification
- facilities
 - fitness facilities:
 - cardio equipment
 - weight equipment
 - pool
 - squash courts

The above mentioned programs could be administered more efficiently if all five facilities operated as a single complex. The new responsibilities of each facility would be as follows:

- | | |
|------------------------------------|--|
| Aquarena | <ul style="list-style-type: none"> • aquatic programing • squash & racquetball programs |
| Physical Education Building | <ul style="list-style-type: none"> • academic facility • secondary recreation facility • varsity athletic practice facility |
| Field House | <ul style="list-style-type: none"> • primary recreation facility • fitness facility • varsity athletic home game facility • varsity athletic practice facility |

- | | |
|------------------------|---|
| Fields | <ul style="list-style-type: none">• recreation• rental |
| Splash Facility | <ul style="list-style-type: none">• rental |

It is recommended that the Field House be the site of the fitness facility on campus. The fitness equipment (cardio and strength) should also be moved from the SCC and the Aquarena to the Field House. The present location of the SCC could then be used as academic laboratories. The two fitness facilities in the Aquarena could then be converted into additional squash and racquetball courts. The squash courts in the Physical Education Building would be removed to create space for an indoor computerized golf driving range, or additional office and storage space.

With these recommendations each facility would specialize its operations around a particular activity thereby centralizing equipment and reducing duplication of services.

Alternatives:

The alternatives to the above recommendation would be to operate all five facilities as:

- independent entities as the Aquarena currently operates
- small groups (for example placing the Physical Education Building, Splash Facility and Fields together in a grouping or the Aquarena and the Splash facility together)

- **as is presently operated, with all facilities grouped together except the Aquarena (independent corporation)**

The reason for not choosing either of the alternative(s) is the duplication of services, facilities and programs. It seems that the proposed management structure (forthcoming) works ideally for one complex, if it were more than one complex, duplications would occur.

2. **Recommendation: the new complex should operate as an integral part of the university and not an independent corporation.**

Since the Aquarena is currently owned by the university but operating as an independent corporation and the remaining facilities of the SPERA are operated as an integral part of the university. The intern determined it was important to examine the structure of both to determine which would be more advantageous for the future development of athletics and recreation at MUN. A detailed analysis of the strengths and weaknesses of each was performed and is located in Table 5.1 and Table 5.2. To make such a determination the intern had to meet with proponents of each structure. It is recommended that an Athletic and Recreation Services Department operate as an integral part of the university.

Table 5.1

Strengths And Weaknesses of Operating the Athletic And Recreation Services Department as Part of the University

| Strengths | Weaknesses |
|--|--|
| <ul style="list-style-type: none"> • able to charge each student a nominal fee for athletic and recreation services | <ul style="list-style-type: none"> • has to operate in a large bureaucratic system which is very time consuming |
| <ul style="list-style-type: none"> • open to university funding such as the opportunity fund | <ul style="list-style-type: none"> • has a complex administrative structure (longer to accomplish tasks and make changes) |
| <ul style="list-style-type: none"> • does not have to raise own capital | <ul style="list-style-type: none"> • operating costs are more expensive (for example cleaning services) |
| <ul style="list-style-type: none"> • has built in subsidies such as the cost of heat and light | <ul style="list-style-type: none"> • presently no access to any food services or vending machines |
| <ul style="list-style-type: none"> • ability to create part-time and work term student positions | |
| <ul style="list-style-type: none"> • access to MUCEP grants or funding | |

(table continues)

| | |
|---|--|
| <ul style="list-style-type: none">• department has access to interuniversity systems such as:<ul style="list-style-type: none">• technical services• printing department• janitorial department• maintenance• security• human resources• financial• video broadcasting | |
|---|--|

Table 5.2

Strengths And Weaknesses of Operating The Athletic And Recreation Services**Department as a Separate Entity/Corporation**

| Strengths | Weaknesses |
|---|--|
| <ul style="list-style-type: none"> • flatter administrative structure (easier and quicker to accomplish tasks, less bureaucracy) | <ul style="list-style-type: none"> • the corporation has to rely on subsidies totaling \$540,000.00 (\$390,000.00 from Memorial and \$150,000.00 from the City of St. John's) and cannot survive without it |
| <ul style="list-style-type: none"> • can create own regulations that apply only to it (easier to accomplish tasks) | <ul style="list-style-type: none"> • has to raise own capital |
| <ul style="list-style-type: none"> • ability to create partnerships with other non-profit organizations | |
| <ul style="list-style-type: none"> • has own labor contract-own collective agreement (allows flexibility) | |

(table continues)

| | |
|--|--|
| <ul style="list-style-type: none"> operates as a business and cannot run a financial deficit | |
| <ul style="list-style-type: none"> can contract out services such as cleaning (less expensive) | |
| <ul style="list-style-type: none"> corporation owns a food franchise (access to capital) | |
| <ul style="list-style-type: none"> corporation owns and operates vending machines (access to capital) | |

The primary reason for operating the athletic and recreation services department as part of the university is the potential savings and reinvestment of subsidy money. Currently, the Aquarena operates as a separate entity. As an independent structure it relies heavily on subsidies from both MUN and the city of St. John's. Without such subsidies the Aquarena could not exist. Memorial provided a subsidy of approximately \$390,000.00 in the 1999 fiscal year to the Aquarena and the City of St. John's provided an additional \$150,000.00 (approximately). It's apparent that to operate as an independent entity would be fiscally impossible without outside support. Therefore, to propose such a structure for the Athletic and Recreation Services department is illogical.

If instead, Memorial subsidized their current recreation programs with this \$390 000.00 they would be able to offer a much enhanced program. MUN's recreation services currently operate on a budget created by sales of memberships (user fees) which generates approximately \$210,000.00, with some additional support in the form of salaried employees.

The granting of the subsidy to the Aquarena also raised a question for the intern: Is this the best way to spend university recreation dollars? It seems that more students would get greater services if that money was put into university recreation and not community recreation. After consultation with the current Director of the Aquarena it became apparent that the facility is a community recreation facility which primarily services the citizens of St. John's, more so than the students of Memorial University. The university is in the business of primarily serving students and as a secondary issue, working with the community. The subsidy granted by the university puts community needs before those of students. This money could be better spent on student recreation instead of community recreation. This would, in turn, lead to a greater quality of student life.

With a mandatory fee the university would be able to recover its cost of operating the athletic and recreation services department and allow the university to put the \$390,000.00 subsidy for the Aquarena back into academic programming. This will be explained in more detail under recommendation number eight. Also, as a member of the university, the Athletic and Recreation Services

department could avail of a number of interuniversity services. For example: janitorial, technical, printing (see Table 5.1) etc. This should reduce the operating cost.

A third reason for working within the university structure would be the ability of the university to create student working positions. These positions could be either part-time or work-term placements. In a corporation students could apply for any positions, but these positions would not be specifically designated for students. Corporation positions would be open to the general public. Since there are cooperative degree programs operating within the university, students should be given the first opportunity to gain valuable work experience and a source of personal revenue. Again, the university should be serving its students, and job creation whether part-time or for work-term experience will increase the students university experience thus enhancing the quality of student life.

Fourthly, the university has more opportunity to access grants and funding such as Memorial University Student Employment Program (MUCEP).

Finally, the university realizes it has to improve communications among layers of the administration. Perhaps by making improvements such as a new department of athletic and recreation services there will be less bureaucratic red tape with which to deal. Other improvements within the university structure should hopefully serve to only enhance the system leading to easier operations and greater efficiency.

Although the Aquarena, operating as a separate organization, has some strengths they do not outweigh the strengths of operating as an integral part of the university structure. However, some of the strengths of the Aquarena should be taken under advisement for the university. There are several things the Aquarena does well that should be incorporated into MUN. One of these is food services. The Aquarena has vending machines that generate significant revenues for owners: Nova Services. It is recommended that when the current food services contract expires the new Athletic and Recreation Services department should take control of their own vending machines. This would generate significant revenue for the new athletic and recreation services department. The Aquarena also owns and operates a food franchise: Tim Horton's. Before the next contract negotiations begin, the Athletic and Recreation Services department or the current SPERA, should investigate the possibilities of further franchises for the Field House. It will become very important to offer some sort of food services in the Field House as the Thompson Student Center will be relocating across campus by January, 2000.

Alternatives:

To operate the new complex as a corporation or to have the Aquarena retain its corporation status and have the remainder of the facilities, including the new field house operate as part of the university structure.

4. **Recommendation: athletic and recreation services should be administered through a new department (athletic and recreation services) as a new entity of student services.**

During the internship it was discovered that 20 of the 42 (48%) universities surveyed chose to operate a separate recreation and/or athletics department. A more detailed analysis of the departmental structure of universities with approximately the same student population reflected similar results. 50% of the six similar sized universities operate their athletic and recreation services through a separate department. It is obvious from these survey results that athletic and recreation services are important to quality of student life in these universities and therefore justify their own department.

Although the second most popular choice was to place athletic and recreation services within an academic department such as Physical Education, Kinesiology, Recreation, or Athletics, the survey results showed that only 14 of 42 (33%) universities operate in this manner. And only 17% of universities of similar size operate this way. This appears to indicate that operating within an academic department is not the preferred choice of Canadian universities surveyed.

Athletic and recreation services have little to do with academic departments with the exception of sharing the same facilities and equipment. Overall, there seems to be no definitive reason for the athletic and recreation services to be tied

to an academic department. Athletics and recreation are large and important enough to warrant their own departmental structure.

One benefit of an independent structure is the extra time it creates for professors in the academic departments. Extra time allows professors to concentrate on their main tasks—teaching and research. This is relevant as improved teaching was cited as a goal of the planning and priority process. As a result of improved teaching and research, students will be more satisfied with their academic programs, which in turn will lead to a better reputation for the university and hopefully increased student retention.

Alternatives:

To have the Athletic and Recreation Services department operate either within an academic unit (as is presently the case), or report directly to the Vice-President of Finance.

If the Athletic and Recreation Services department was to operate within an academic unit it would be a large and cumbersome department. There would be a significant increase in administrative, faculty and staff responsibilities. This, although manageable, would place significant stress on all involved. The Administrator would be expected to oversee all programs. Faculty would be expected to not only teach and conduct research but contribute to the athletic and recreation components of the department, and staff would be expected to work within both academic and athletic/recreation areas.

There would not be a logical link for the Athletic and Recreation Services department to report directly to the Vice-President of Finance.

Considering the possible down sides of both of these alternatives the intern cannot recommend choosing either as a viable solution.

5. **Recommendation: a managerial organizational structure for the new Athletic and Recreation Services department.**

To establish the most efficient management structure a number of management structures were examined. Of the six universities, which are similar in size to Memorial, only two provided detailed managerial organizational charts. These were examined closely to support the recommendations of the MUN organizational chart for the new Athletic and Recreation Services Department of Student Services (see Figure 5.1).

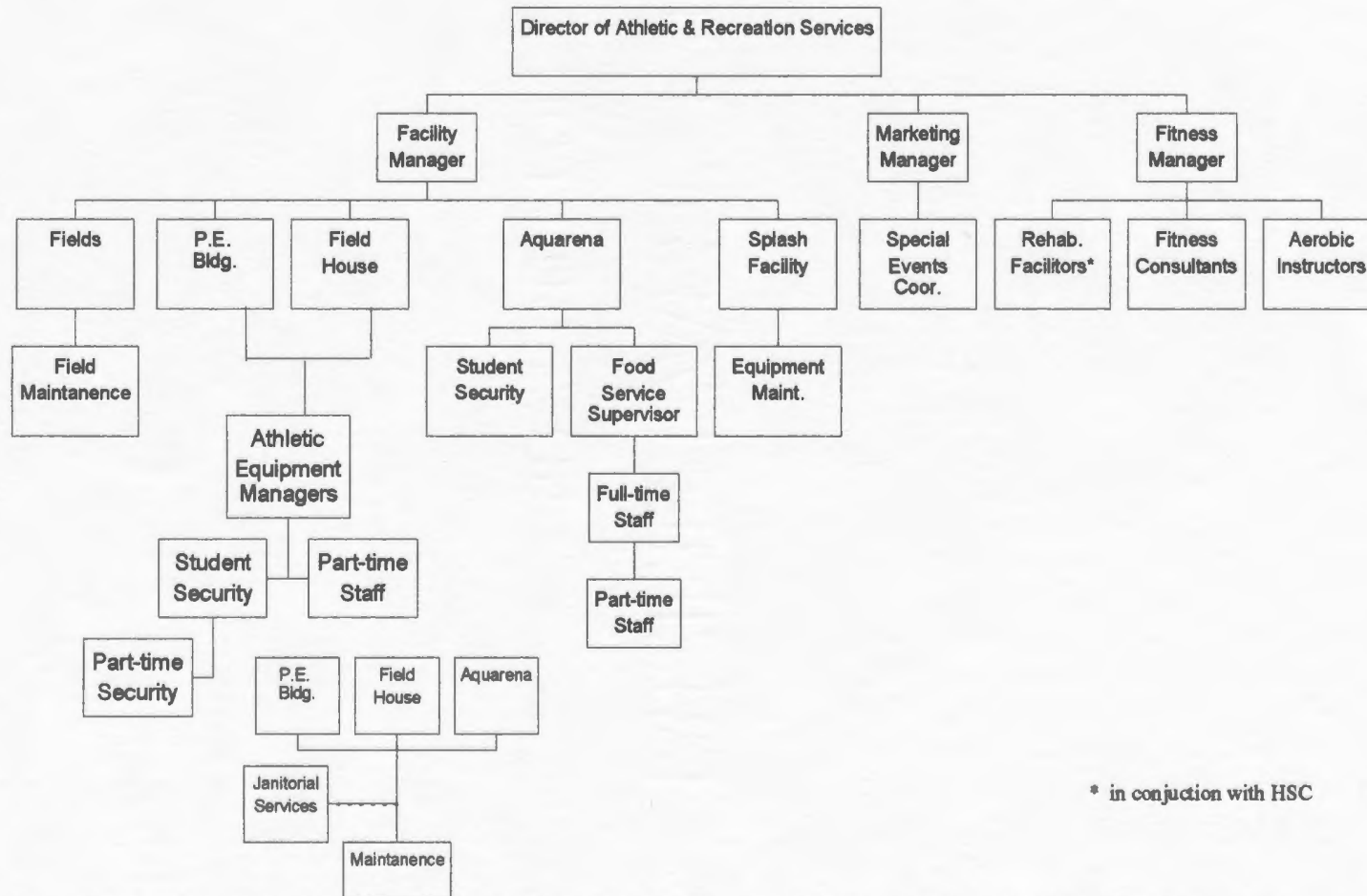
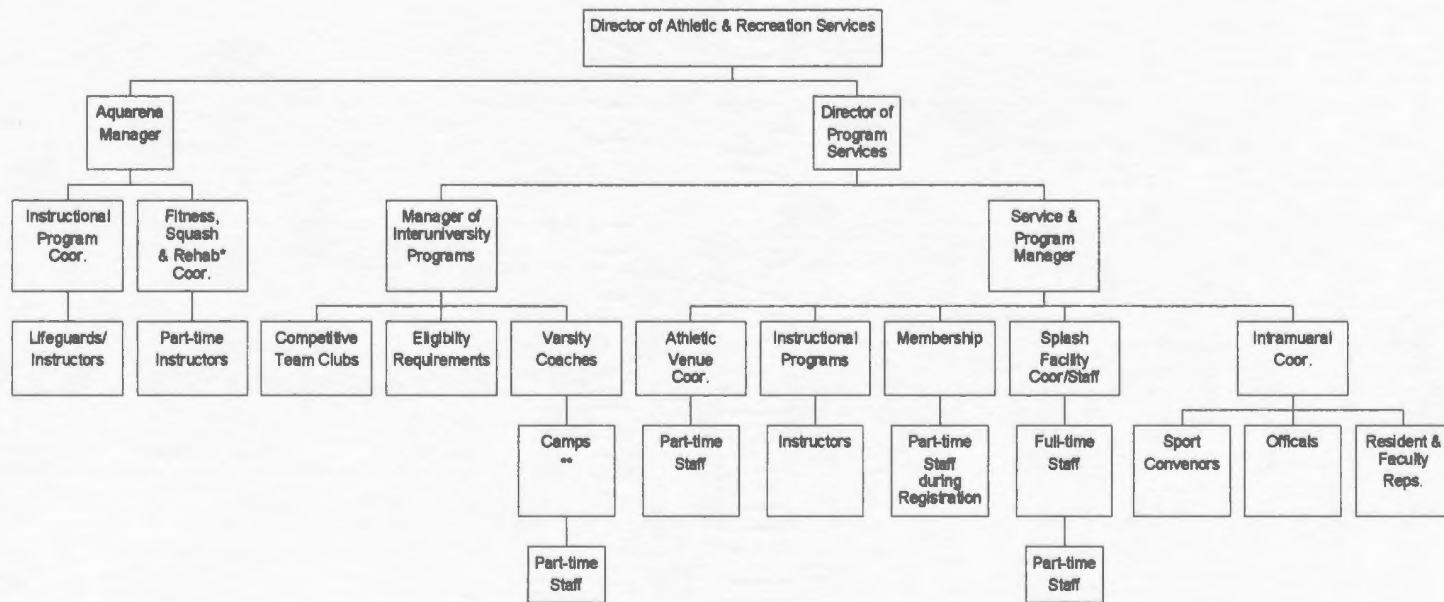


Figure 5.1 An organizational management and staffing chart for the new Athletics and Recreation Services Department.



* in conjunction with HSC
 ** in conjunction with Marketing Department

The following are a list of considerations that were used in the construction phase of the organizational chart:

- creating student employment opportunities (part-time and work term positions)
- eliminating duplication of services
- centralizing services

As the SPERA is a cooperative program, and there are other cooperative programs at Memorial, students should be given the opportunity to gain valuable work experience either in part-time positions or work-term placements. These student positions should be open to all full time students.

The following is a list of part-time positions: student security, athletic equipment room staff, staff for food service operation, aerobic instructors, lifeguards/instructors, squash instructors, aquatic fitness instructors, sport camp staff, athletic venue staff (game staging), membership registration staff, sport convenors, and sport officials.

The following is a list of work-term positions: special events coordinator for the marketing division, fitness consultants (would depend on hours of operation-possibly 4 or more positions), athletic venue coordinator (fall and winter semesters only), Splash Facility coordinator/staff (spring semester only), staff person for the Splash Facility (spring semester only), and intramural coordinator.

Alternatives:

There are many alternatives in designing the organizational management chart, a movement of any position or department would shift the chart. Other alternatives however, did not provide as many student positions, centralized structure, nor did they offer as many ways to eliminate duplication of services. For example, if you shift the Athletic Venue Coordinator from the Service and Program manager to the Aquarena manager it would decentralize services provided by the Athletic Venue Coordinator and possibly have a manager in charge of an area he/she is not comfortable with or prepared to work in.

6. **Recommendation: a functional organizational chart for the new Athletic and Recreation Services department.**

As the Athletic and Recreation Services department is a new concept for Memorial a functional organizational chart is provided to supplement the managerial organizational chart. This is provided to aid the reader in understanding the functional responsibility of each division of the Athletic and Recreation Services department (Table 5.3).

Table 5.3
Functional Organizational Chart

**Functional
Organizational
Chart**

| Aquarena Manager | Facility Manager | Marketing Manager | Fitness Manager | Service Program Director |
|---|---|--|---|---|
| <ul style="list-style-type: none"> • fitness programs • instructional programs • squash programs • lifeguards/instructors • rehabilitation program | <ul style="list-style-type: none"> • leases/rentals • building maintenance • field maintenance • equipment management • facility safety • student security • janitorial service • food services | <ul style="list-style-type: none"> • program marketing • service marketing • sports information • sponsorship programs • media relations • event promotion • sport publication • Internet communications • special events (High School provincials & camps) | <ul style="list-style-type: none"> • fitness facility • fitness consultants • aerobic instructors • fitness testing • rehabilitation program | <ul style="list-style-type: none"> • inter-university programs • eligibility retention • part time coaches • game staging • competitive club teams • instructional programs • memberships • intramural program • sport convenors • officials • resident & faculty reps |

Alternatives:

The alternatives would be to transfer responsibilities between different positions which would change the chart and offer other alternatives. Each task in the functional organizational chart was assigned to a particular manager based on the possible skills and qualifications of each managerial position (see Table 5.3). These assignments seemed to logically fit each manager and to shift them would possibly put managers in charge of tasks for which they were not prepared. For example, by shifting the event promotion, Internet communications and special events responsibilities to the Service Program Director would put that person in charge of communication tasks. The Service Program Director could probably perform adequately, but not as well as a trained communications professional.

The previous six recommendations are the central most important recommendations of the internship report. However, although not central to the internship report, the following nine recommendations are also very important and could also impact on the success of the SPERA and proposed Field House.

7. **Recommendation: have three different prices for memberships.**

- students
- faculty, staff and alumni
- general public

This would allow for a simple administration of fees.

Alternatives:

To charge many different prices would inevitably complicate the facilitation of program and membership registration and sales.

8. **Recommendation: charge a mandatory athletic and recreation services fee of \$40.00-\$45.00 per semester to all students.**

Charging a mandatory athletic and recreation fee will fund the new department allowing it to become self-sufficient. An independent Athletic and Recreation Services department would allow the subsidy provided to the Aquarena to be revoked and put back into the sorely taxed academic budget of the university.

The reason a fee of \$40.00-\$45.00 per semester was chosen is that the Canadian University average was \$42.32 as determined in Chapter 4. By charging each of the approximately 12,000 students \$42.32 it would create a total of \$507,840.00 per semester. This would occur twice a year, fall and winter semesters creating a total of \$1,015,680.00. During the third semester (Spring), as there are fewer program offerings a lower fee would be charged to students. With approximately 5,000 students charged a fee of \$25.00 the university would create an additional \$125,000.00. Therefore the total revenue created from the mandatory athletic and recreation services fee imposed on students would be \$1,140,680.00.

Additional revenue would be created by optional fees charged to faculty and staff, alumni (including spouse and children) and the general public (see recommendations #9 and #10).

Additional revenue will also be created by facility rentals (athletic events and trade shows), varsity games, and food services.

The balance sheet located in Table 5.4 gives the projected operating cost of the Athletic and Recreation Services department and revenues generated by the department and university. From this balance sheet it is evident that with a mandatory recreation fee the athletic and recreation department can be financially self-sufficient.

Table 5.4

Projected Balance Sheet

Projected Assets

Student Registration Fee

| | |
|---|--------------------|
| Fall | \$507,804.00 |
| Winter | \$507,804.00 |
| Spring | \$125,000.00 |
| Faculty & Staff Registration Fee | \$80,000.00 |
| Alumni Registration Fee | \$20,000.00 |
| Facility Rentals and Leases | \$40,000.00 |

| | |
|-------------------------------|--------------------------|
| Varsity Games | \$10,000.00 |
| Sport Camps | \$60,000.00 |
| Food Services | \$10,000.00 |
| Recreation Programs | <u>\$5,000.00</u> |
| Total Projected Assets | \$1,365,685.00 |

Projected Liabilities

Operational Cost

| | |
|-------------------------------------|----------------------------|
| Aquarena | \$480,000.00 |
| Varsity Athletics | \$350,000.00 |
| Field House | \$300,000.00 |
| Splash Facility & Fields | \$80,000.00 |
| Maintenance and Supplies | <u>\$150,000.00</u> |
| Total Projected Liabilities | \$1,360,000.00 |

Alternatives:

Charge a higher or lower fee than the Canadian average, or maintain a user fee system as is presently in place. This system charges students who partake of the services more money for less programming. Although, the intern realizes that if the mandatory fee is extended to all students, some may not use the facilities and feel rather contentious about paying for them, the intern still feels the benefit of access for all students outweighs any negative responses. In effect, the intern proposes that the mandatory fee will encourage students to use the facilities.

Currently to join the SCC costs \$76.00 per semester, to purchase an aerobic pass costs \$61.00 per semester and to play squash requires an additional fee of \$35.00 per semester. But after the mandatory fee is instated, these three services along with many others, will be included in a price of approximately \$40.00-\$45.00. So students who previously couldn't afford to take advantage of the facilities will be able to do so. Also, after a time the mandatory fee will be perceived as "free," thus changing the perception of students as having to pay for something they don't use. As students begin to perceive these services as "free" they will be more likely to access the facilities because it will be readily available to them and no longer require additional monetary output. Without having to decide to spend valuable money for a service they might only use once or twice, the student is free to use the facilities at their leisure.

9. **Recommendation: charge faculty, staff or alumni an optional standard fee if they choose to use the facilities.**

The optional athletic and recreation services fee for faculty, staff and alumni should be approximately \$65.00-\$70.00. Examples are listed below:

- faculty \$67.69 (60% more than student fee)
- staff \$67.69 (60% more than student fee)
- alumni \$67.69 (60% more than student fee)

These prices are only approximations and can be adjusted at a later date.

The reason faculty and staff prices are higher than the student price is that faculty

and staff are paid employees of the university. As a reward for the faculty and staff's valuable service they warrant a discount from the general public price. The reason alumni prices are higher than the student price is that alumni are former students not currently paying to attend the university. Alumni warrant a discount as they were once students who contributed to tuition fees. Also, many alumni still contribute financially to the university by making donations to fund-raising drives such as the Opportunity Fund.

The reason all fees are 60% higher than the student fee, is that, again, faculty and staff are paid personnel, and hopefully alumni are gainfully employed in full-time positions. Since the staff and faculty are located on campus, if they are charged a reasonable fee they would probably be more likely to make use of the facilities. This also encourages the staff and faculty to become more physically active by offering them a reduced fee. Physical activity increases work performance, decreases sick time usage and increases staff moral. If students perceive they are getting a good deal when they look at the fees being charged to others hopefully the staff, faculty and alumni will also think this way when they look at the general public prices.

Alternatives:

Charge faculty, staff and alumni the same price as students. This is not acceptable because students should perceive that they are the top priority of this

department and the entire university. If faculty, staff and alumni are charged the same price as students this perception would be compromised.

Charge faculty, staff and alumni the same as the general public. This wouldn't necessarily encourage people to participate. Faculty and staff may feel that their contributions as employees failed to matter thereby resulting in lower morale. This would make faculty and staff more likely to join another fitness facility other than the one at Memorial.

Alumni should not be charged the same as the general public because they once supported the university financially in the form of tuition fees. Many are still supporting the university financially, in the form of donations to the opportunity fund. The Opportunity Fund was established to create scholarships and new up to date facilities on campus, such as the new student center and Field House.

10. Recommendation: have a set fee for the general public.

- general public \$93.07 (120% more than student fee)

The general public fee is increased 120% more than student fees. With such a substantial increase from the student fee, once again, hopefully students will feel they are getting a bargain for their money. Even though this fee is higher it is still lower than all fees charged for similar services in the local economy.

Alternatives:

Charge the general public the same as students or faculty, staff and alumni.

Unfortunately the general public has no basis to warrant a discount. And, as it

stands, the proposed general public fee would be the least expensive in the city of St. John's, offering a bargain to consumers for the most up to date facilities in the province. Another possible alternative would be to charge the general public more than the above amount. But, if the price becomes over inflated then many may not purchase a membership at all.

11. **Recommendation: members (students are automatically members) get a discount on paid athletic and recreation programs.**

Students and other members should get a discount of approximately 20% on all paid program offerings such as dance classes, marital arts classes and certification courses etc. This encourages staff, faculty, and alumni to also purchase athletic and recreation services memberships. This also encourages students to participate in other programs.

Alternatives:

Members get charged the same price for programs and services as the general public. This however might discourage members from using these services. If members are already paying for facility access (either mandatory -student fees, or optional-staff, faculty, alumni or general public) then they should receive a discount as opposed to being charged the same amount of money as someone who has not contributed to the fees. These mandatory fees already provide the funding for the Athletic and Recreation Services department so why not extend a discount as a benefit of membership contribution.

12. **Recommendation: the mandatory athletic and recreation services fee should allow students access to the facilities listed below.**

Students should have access to the following:

- **gymnasium**
- **Aquarena pool and physical education building pool**
- **fitness facility including weight room**
- **racquet courts (squash and racquetball)**
- **auxiliary gymnasium (physical education building gymnasium)**
- **intramural program**
- **fields**
- **indoor track (Field House)**
- **dance studio**
- **combat room**
- **aerobic classes**
- **Field House**
- **soccer field**
- **sauna (Aquarena)**
- **climbing wall**
- **varsity home games (students only)**

The top 15 facilities listed are 15 of the 18 most common facilities that students across the country have access to as determined in Chapter 4. The only

three that are not present are: outdoor tennis courts, ice rink and a 3rd gymnasium.

The reason they are not on the list is that MUN does not have these facilities.

MUN will also hope to offer students access to a climbing wall that will be located in the Field House. Students will also be able to attend any varsity home game at no additional charge. The reason for these choices is to provide extensive and inclusive access to all available MUN athletic and recreation services. If students can access everything but paid programs it ensures a well rounded university experience.

Alternatives:

There are many alternatives possible by adding or deleting from the list.

But it seems illogical to have facilities and not make them available to students especially if they are paying mandatory fees.

13. **Recommendation:** offer three elective courses totaling three credit hours of various physical activities or healthy living/wellness activities.

Students could choose within their degree program (any program) three elective credits totaling three credit hours (one credit hour for each credit course). A student could fill these electives with activity or wellness courses. For example, learn to play squash, learn to run a 10 kilometer race, learn to reduce body mass through exercise and sound nutrition principles, etc. Each course would be offered for one hour and by taught by either physical education students (part-time) or by cooperative students (full-time). Students could only have a maximum of one

elective credit (three credit hours) used in this manner. These courses would be offered during the regular university class time slots.

Hopefully, once students have completed their course(s), they will be encouraged to continue taking additional non-credit courses for enjoyment and health.

Alternative:

Leave the system the way it is now. But the benefits of such course offering to a student's physical and mental well being far outweigh the negative possibility of changing the academic program requirements from the way it is now.

14. **Recommendation:** place a link on MUN's homepage to the athletics and recreation services department, or to student services and link from there.

It is important for recruitment purposes to place a link to the Athletic and Recreation Services department on the homepage of MUN. After comprehensively reviewing 60 university homepages, Memorial's unfortunately is not at a high standard. To find the information in which the intern was interested was a very taxing process. If there had been a link to student services or student life, or to athletic and/or recreation services, or a link that went to the SPERA homepage it would have been much easier to find the information about which the intern was inquiring. As it stood, however, there was no such link making it very difficult to obtain the necessary information.

When designing a homepage the following should be kept under advisement:

- **update regularly**
- **do not use a very dark background with a light colored font such as white or yellow on a black background, because it is unable to be printed in that form**
- **have the full athletic and recreation services catalogue located on the web site**
- **faculty, staff, alumni, and general public should be able to purchase memberships on line via credit cards**

The following section should be on the athletic and recreation services homepage:

- **intramural program-offerings, registration deadlines, handbook (rules & regulations), performance bond prices, and schedules**
- **varsity athletic team-what teams the university has, their schedules along with current up to date results, and admission prices to home games**
- **all recreation program offerings (paid programs)- schedules and cost**
- **an organizational staffing structure chart**
- **contact list with phone numbers and e-mail addresses for all staff**
- **description of instructors and qualifications**
- **hours of operations for all facilities**

- **what's new section**
- **educational links to other interesting athletic and sport sites**
- **evaluation forms**
- **feedback section**

Alternative:

Leave it the way it is now (under an academic department) and let potential students bypass this information, because they were not fortunate to find the SPERA homepage.

15. **Recommendation: new intramural activities should be investigated or piloted.**

After comprehensively reviewing the recreation and athletic services offered by many of Canada's leading universities, it seems that there are some interesting intramural activities being offered elsewhere. The activities are as follows:

- **frisbee golf**
- **ultimate frisbee**
- **innertube waterpolo**

To research and possibly offer new intramural activities could boost student interest and increase participation.

Alternative:

Leave the intramural program the way it is now. However, this is not recommended as not everyone is interested in playing traditional sports like

basketball and volleyball, etc. Many young people are currently involved in a wide range of extreme, alternative sports and activities. To exclude these for MUN, or not to research possible options, would be shortsighted on the part of the Athletic and Recreation Services department. It is important to investigate new activities to keep the intramural program current and interesting. If the intramural program continually remains the same, students may become bored and not participate in the activity offering. This in turn, would decrease the quality of student life.

5.2 Conclusions

Construction of the Field House is due to begin soon and there remains many important decisions to be made. These decisions include departmental structure and staffing, a determination of the qualifications and responsibilities of staff and managers, how the department will be funded, what should be the priority of each facility, etc. The recommendations contained within this report should aid in this very important decision making process. If the answers to these questions are in place it will make the transition period much easier.

After completing the internship it became apparent that there are two major recommendations that are vital for the success of the Athletic and Recreation Services department. The recommendation to change the departmental structure of the university by creating a new department to serve the athletic and recreation needs of the students of Memorial (primarily) and the surrounding community (secondary). This new department should be created because of athletic and

recreation services' important mandate and large size. The Athletic and Recreation Services department is large enough to sustain itself and should be given every opportunity to do so. As a single department the Athletic and Recreation Services department would also avoid much of the duplication that currently occurs. Reducing duplication will provide students with the best possible programs and services for their tuition dollars and athletic recreation services fee.

It is also apparent that operating as an independent department is the choice preferred by the majority of universities surveyed. To have a department solely responsible for the development of athletic and recreation services is common throughout Canadian universities and appears to be the best possible choice.

It also became apparent that MUN needs to institute an athletic and recreation services fee for financial reasons. A fee would afford the university the opportunity to recover the operating cost of all athletics/recreation services and programs on campus. It also allows students the opportunity to avail of the newest, state of the art, facilities in the province for a small fee. Any student who is currently participating in fitness activities now pays more in terms of dollars and gets less services than he/she will in the future. If the athletic and recreation services fee is \$42.32, the Canadian university average, then students have access to facilities for a reasonable fee. There might be initial discontent, but only for a

short period of time, as new students will eventually come to think of these services as free due to the inclusiveness of the athletic and recreation service fee.

Finally, the mandate of the university should be, “Think of students first.” For the amount of tuition dollars paid, students should be able to access excellent services and programs. These services must not only include academics, but other aspects of student life such as athletics and recreation. The university’s mandate should ultimately be for their students to get the best education possible in all aspects of student life.

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Fall 1999 Group Exercise Classes. (1999). Red Deer, AB: Red Deer College.

Fall 1999 Membership & Program Information. (1999). Halifax, NS: St. Mary's University.

Fall Session September-December 1999 Aquatic Programs. (1999). Edmonton, AB: University of Alberta, Aquatic Centre.

General Information Fitness Centre. (1999). Prince George, BC: University of Northern British Columbia, Athletics And Recreation.

Intramural and RDC Athletics Kings and Queens 1999-2000 Calendar. (1999). Red Deer, AB: Red Deer College.

Intramural Handbook 1999-2000. (1999). St. John's, NF: Memorial University of Newfoundland.

Intramurals and Special Events. (1999). Prince George, BC: University of Northern British Columbia, Athletics And Recreation.

Membership Information For Red Deer College Sport Facilities Fall 1999 Winter 2000. (1999). Red Deer, AB: Red Deer College.

Mount Royal College. (1999). (Recreation/Athletic Facilities Questionnaire).
Unpublished raw data.

1999-2000 Intramural Handbook. (1999). Halifax, NS: St. Mary's University.

Publication Manual of the American Psychological Association (4th ed.). (1994).

Washington, DC: American Psychological Association.

Realizing The Dream The Field House Complex. (1998). St. John's, NF: Memorial

University of Newfoundland, The Office of Alumni Affairs and Development.

RecreAction Fall 1999 & Winter 2000. (1999). Guelph, ON: University of Guelph,

Department of Athletics.

Red Deer College. (1999). (Recreation/Athletic Facilities Questionnaire).

Unpublished raw data.

School of Graduate Studies Thesis Guide March 1999. (1999). St. John's, NF:

Memorial University of Newfoundland, School of Graduate Studies.

St. Mary's University. (1999). (Recreation/Athletic Facilities Questionnaire).

Unpublished raw data.

Technical University of British Columbia. (1999). (Recreation/Athletic Facilities

Questionnaire). Unpublished raw data.

Tennis Centre. (1999). Edmonton, AB: University of Alberta, Tennis Centre.

UNB STU Campus Recreation 1999-2000. (1999). Fredericton, NB: University of

New Brunswick, Faculty of Kinesiology.

University of Alberta. (1999). (Recreation/Athletic Facilities Questionnaire).

Unpublished raw data.

University of Calgary. (1999). (Recreation/Athletic Facilities Questionnaire).

Unpublished raw data.

University of Guelph. (1999). (Recreation/Athletic Facilities Questionnaire).

Unpublished raw data.

University of Northern British Columbia. (1999). (Recreation/Athletic Facilities Questionnaire). Unpublished raw data.

University of Saskatchewan. (1999). (Recreation/Athletic Facilities Questionnaire).

Unpublished raw data.

University of Victoria. (1999). (Recreation/Athletic Facilities Questionnaire).

Unpublished raw data.

Van Vliet Physical Education and Recreation Centre. (1999). Edmonton, AB:

University of Alberta, Division of Support Services.

Women's Basketball Camps 1999. (1999). St. John's, NF: Memorial University of Newfoundland, School of Physical Education.

Women's Volleyball Camps 1999. (1999). St. John's, NF: Memorial University of Newfoundland.

Appendix 1

Websites Accessed for Information

The following is a list of the websites accessed for information purposed during the course of the internship:

Alberta

- <http://www.mtroyal.ab.ca>
- <http://www.rdc.ab.ca>
- <http://www.sait.ab.ca>
- <http://www.ualberta.ca>
- <http://www.ucalgary.ca>

British Columbia

- <http://www.bcit.ba.ca>
- <http://www.ouc.bc.ca>
- <http://www.royalroads.ca>
- <http://www.sfu.ca>
- <http://www.twu.ca>
- <http://www.ubc.ca>
- <http://www.unbc.ca>
- <http://www.umanitoba.ca>
- <http://www.uvic.ca>

Manitoba

- <http://www.umanitoba.ca>
- <http://www.uwinnipeg.ca>

New Brunswick

- <http://www.mta.ca>
- <http://www.stthomasu.ca>
- <http://www.unb.ca>

Newfoundland

- <http://www.mun.ca>
- <http://www.swgc.ca>

Nova Scotia

- <http://ace.acadiau.ca>
- <http://www.dalplex.dal.ca>
- <http://www.msvu.ca>
- <http://www.stfx.ca>
- <http://www.stmarys.ca>
- <http://www.ustanne-59.ednet.ca>
- <http://www.uccb.ns.ca>

Ontario

- <http://www.BrockU.CA>
- <http://www.carleton.ca>
- <http://www.orss.lakeheadu.ca>
- <http://www.laurentian.ca>
- <http://www.mcmaster.ca>

- <http://www.unipissing.ca>
- <http://www.queensu.ca>
- <http://www.ryerson.ca>
- <http://www.trentu.ca>
- <http://www.utoronto.ca>
- <http://www.uwo.ca>
- <http://www.uwindsor.ca>
- <http://www.wlu.ca>
- <http://www.yorku.ca>

Prince Edward Island

- <http://www.upei.ca>

Quebec

- <http://www.ubishops.ca>
- <http://relish.concordia.ca>
- <http://www.mcgill.ca>
- <http://www.umontreal.ca>
- <http://www.usherb.ca>
- <http://www.ulaval.ca>

Saskatchewan

- <http://www.uregina.ca>
- <http://www.usask.ca>

Appendix 2

Athletic/Recreation Facilities Questionnaire



School of Physical Education, Recreation and Athletics

RECREATION/ATHLETIC FACILITIES QUESTIONNAIRE

1. What department does the recreation and athletic services exist under?
2. Does the department have an organizational management chart? (If so, please provide one.)
3. If the department does not have an organizational management chart, please provide a list of existing staff, faculty, coaches, and others associated with the department.
4. How many students utilize the facility(s) each year?
5. How many students have access to the facility(s) each year?
6. What is the cost to administer (staff, maintain & operate) the facility(s)?



7. **Is the cost of using the facility(s) part of tuition fees? (If so, please provide accurate dollar amounts.)**
8. **Is the cost of using the facility(s) based on only a user fee system?**
9. **Is the cost of using the facility(s) a combination of tuition fees and a user fee? (If so, please provide accurate dollar amounts for each cost.)**
10. **If there is a mandatory athletic/recreation services fee as part of tuition, how long (approximately) has it been in existence, and how did students initially react?**
11. **What recreation services are offered? Please provide a brochure where applicable.**
12. **What intramurals are offered, and what are the fees associated with each activity?**
13. **Are there current job descriptions available for each position? (If so, please attach a copy.)**

Appendix 3

Source of Data for Responses: From Websites (W) or Questionnaires (Q)

| Questions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| | | | | | | | | | | | | | | | |
| University | | | | | | | | | | | | | | | |
| Mount Royal College | Q | Q | Q | Q | Q | Q | Q | W | Q | Q | W | W | Q | Q | Q |
| Red Deer College | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| S. Alberta Institute of Technology | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | W | W | Q | Q | Q |
| University of Alberta | W | W | Q | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| University of Calgary | W | Q | Q | Q | Q | Q | Q | W | Q | Q | W | W | Q | Q | Q |
| University of Lethbridge | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | W | W | Q | Q | Q |
| B.C. Institute of Technology | Q | Q | Q | Q | Q | Q | W | W | W | Q | W | W | Q | Q | Q |
| Okanagan University College | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| RoyalRoads University | W | W | W | Q | Q | Q | W | W | Q | Q | W | Q | Q | Q | Q |
| Simon Fraser University | W | Q | W | Q | Q | Q | Q | W | Q | Q | W | W | Q | Q | Q |
| Technical University of B.C. | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Trinity Western University | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| University of British Columbia | W | Q | W | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| University of Northern B.C. | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |

(table continues) 126

| Questions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| University of Victoria | W | Q | Q | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| Brandon University | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| University of Manitoba | W | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| University of Winnipeg | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Mount Allison University | W | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Saint Thomas University | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Universite de Moncton | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| University of N.B. Fredericton | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| University of N.B. Saint John | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| MUN-Sir Wilfred Grenfell College | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Acadia University | W | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | W | Q | Q | Q |
| Dalhousie University | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Dalhousie University-Dal Tech | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Mount St. Vincent University | W | Q | Q | Q | Q | Q | Q | W | Q | Q | Q | Q | Q | Q | Q |
| St. Francis Xavier University | Q | Q | Q | Q | Q | Q | Q | Q | Q | W | W | W | Q | Q | Q |
| St. Mary's University | W | W | Q | Q | Q | Q | W | Q | Q | W | W | Q | Q | Q | Q |

(table continues) 127

| Questions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Universite Sainte-Anne | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| University College of Cape Breton | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Brock University | W | W | Q | Q | Q | Q | Q | Q | Q | Q | W | W | Q | Q | Q |
| Carleton University | W | Q | Q | Q | Q | Q | Q | Q | Q | Q | W | W | Q | Q | Q |
| Lakehead University | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Laurentian University of Sudbury | W | Q | Q | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| McMaster University | W | Q | W | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| Nipissing University | W | Q | Q | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| Queen's University | W | Q | Q | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| Ryerson Polytechnic University | W | Q | Q | Q | Q | Q | W | W | Q | Q | Q | Q | Q | Q | Q |
| Trent University | W | Q | Q | Q | Q | Q | W | W | Q | Q | Q | W | Q | Q | Q |
| University of Guelph | W | Q | Q | Q | Q | Q | W | W | Q | Q | Q | Q | Q | Q | Q |
| University of Ottawa | W | Q | Q | Q | Q | Q | W | W | Q | Q | Q | Q | Q | Q | Q |
| University of Toronto | W | W | W | Q | Q | Q | W | W | W | W | W | W | Q | Q | Q |
| University of Waterloo | W | Q | W | Q | Q | Q | Q | Q | Q | Q | W | W | Q | Q | Q |
| University of Western Ontario | W | Q | W | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |

| Questions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-----------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| University of Windsor | W | Q | W | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| Wilfrid Laurier University | W | Q | W | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| York University | W | Q | W | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| University of P.E.I. | W | Q | Q | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| Bishop's University | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Concordia University | W | Q | Q | Q | Q | Q | Q | Q | Q | W | W | W | Q | Q | Q |
| Ecole Poly-technique | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| McGill University | W | Q | Q | Q | Q | Q | Q | Q | Q | W | W | W | Q | Q | Q |
| Universite de Montreal | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Universite de Sherbrooke | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Universite de Laval | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| University of Regina | W | Q | W | Q | Q | Q | W | W | Q | Q | W | W | Q | Q | Q |
| University of Saskatchewan | W | Q | W | Q | Q | Q | W | W | Q | Q | Q | Q | Q | Q | Q |

Appendix 4

Architectural Plans for the Field House

NOTE TO USERS

Oversize maps and charts are microfilmed in sections in the following manner:

LEFT TO RIGHT, TOP TO BOTTOM, WITH SMALL OVERLAPS

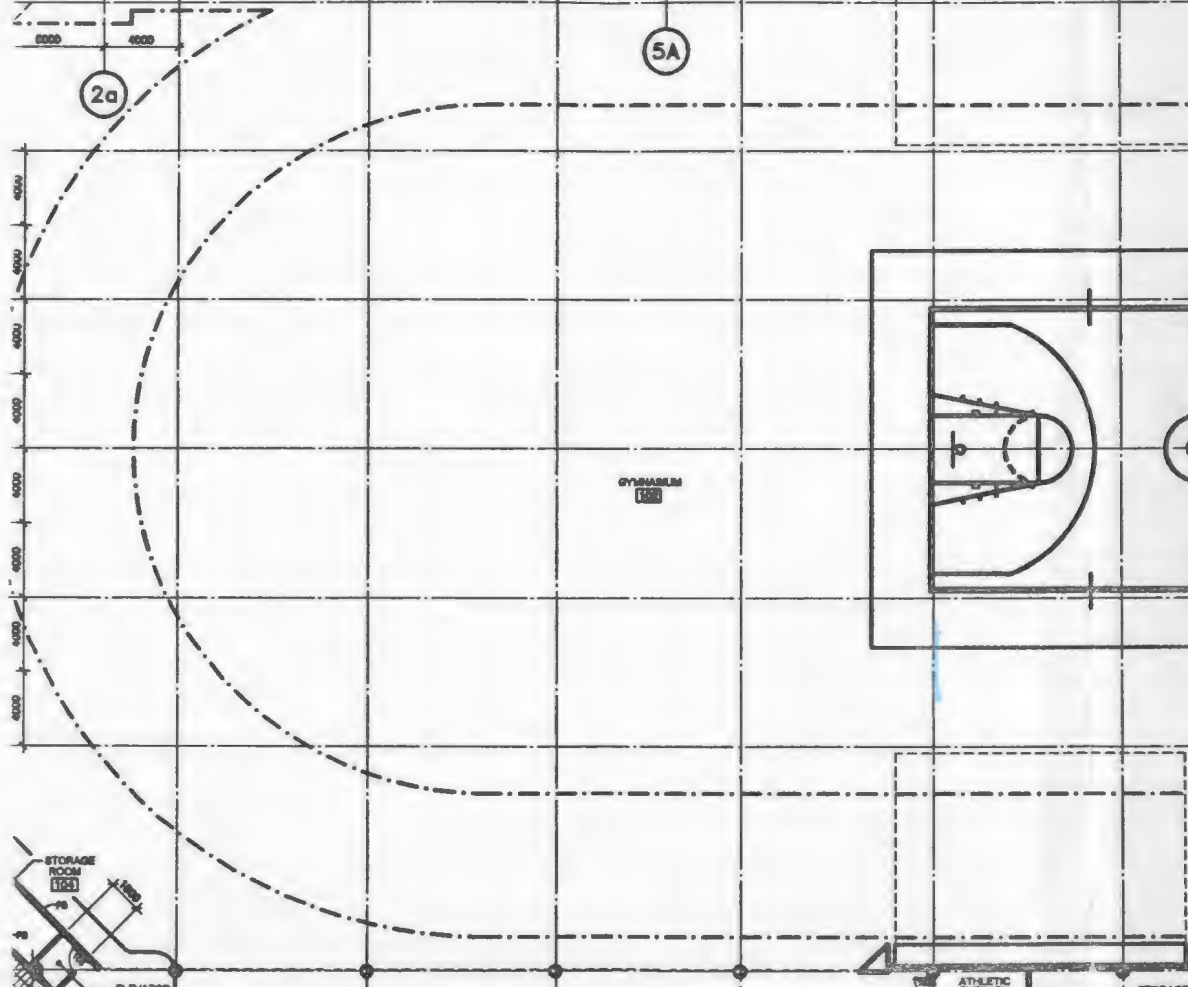
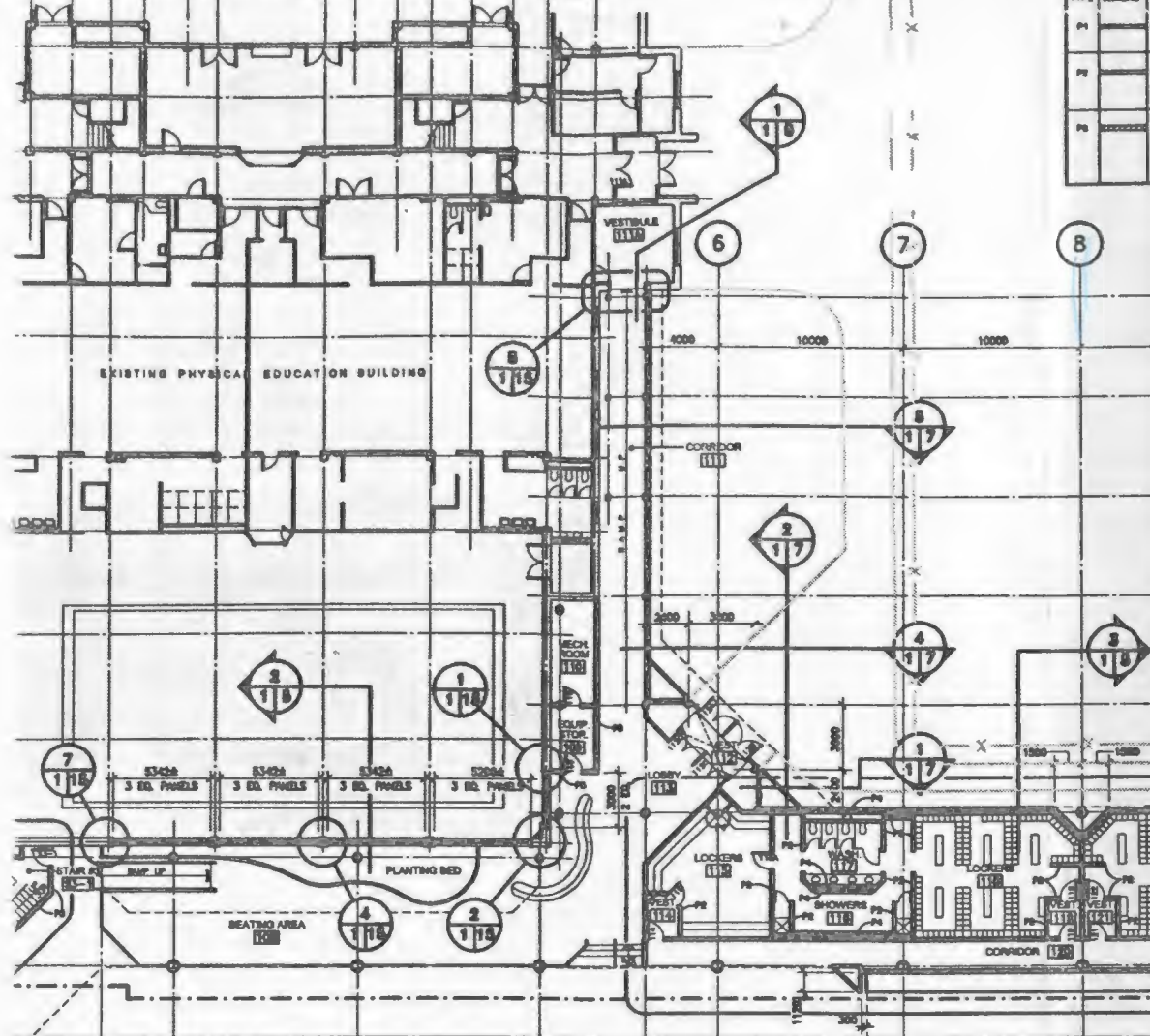
This reproduction is the best copy available.

UMI



12 2280 2160 1800 2337 1800 80-01 1801 2337 1804 2188 2300 1802 2743

| PARTITION / | |
|-------------|--------|
| TYPE | LEGEND |
| P1 | |
| P2 | |
| P3 | |



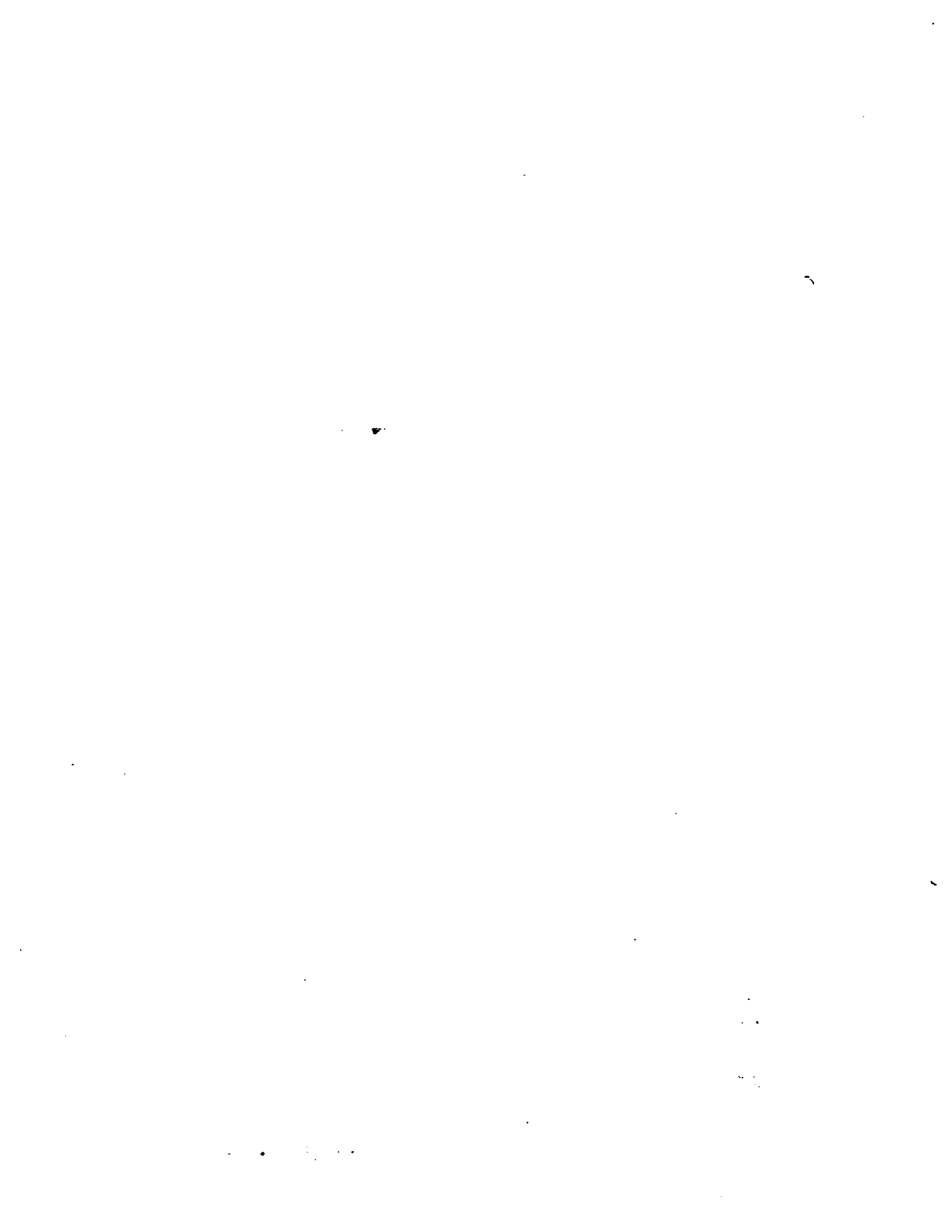
NOTE TO USERS

Oversize maps and charts are microfilmed in sections in the following manner:

LEFT TO RIGHT, TOP TO BOTTOM, WITH SMALL OVERLAPS

This reproduction is the best copy available.

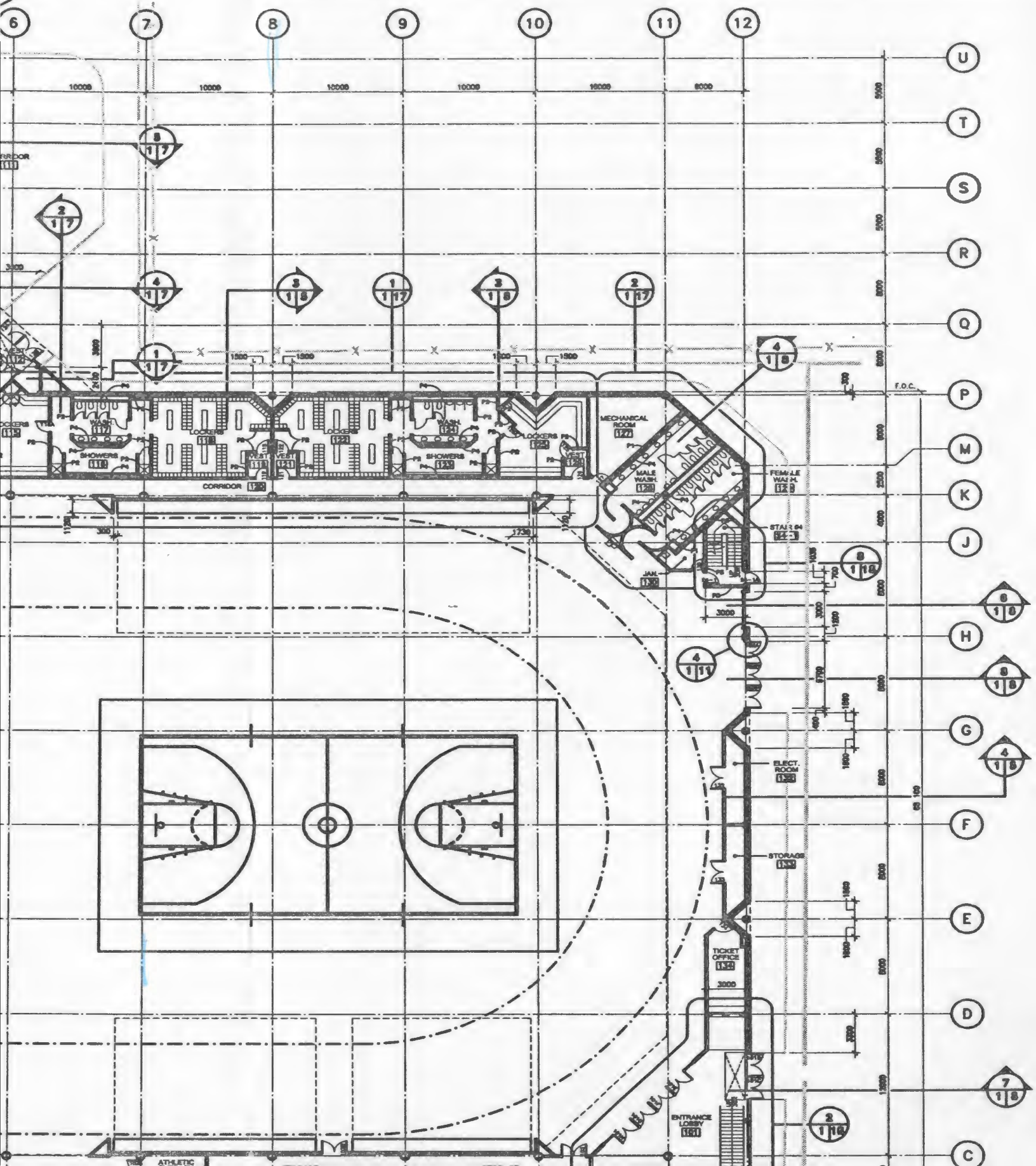
UMI



PARTITION / WALL SCHEDULE

| TYPE | LEGEND | DESCRIPTION | CONSTRUCTION | TYPE | LEGEND | DESCRIPTION | CONSTRUCTION |
|------|--------|--|--------------|------|--------|--|--------------|
| P1 | | 148mm CONCRETE BLOCK TO U/S DECK | | P4 | | 80mm CONCRETE BLOCK TO 200mm ABOVE FINISHED CEILING | |
| P2 | | 148mm CONCRETE BLOCK TO 200mm ABOVE FINISHED CEILING | | P5 | | 80mm FACE BRICK TO U/S DECK 148mm CONCRETE BLOCK TO U/S DECK | |
| P3 | | 148mm CONCRETE BLOCK TO U/S DECK | | P6 | | 148mm FIRE RATED GYPSUM BOARD 148mm METAL STUD FRAMING @ 400mm O.C. 148mm FIRE RATED GYPSUM BOARD NOTE: PARTITION TO EXTEND FROM TOP BLAZING SCREEN TO U/S DECK | |

NOTES:
 1. ALL INTERIOR PARTITIONS TO BE TYPE P1 UNLESS NOTED OTHERWISE.
 2. ALL CONCRETE BLOCK COLUMN FINISHES TO BE 80mm THK UNLESS NOTED OTHERWISE.



NOTE TO USERS

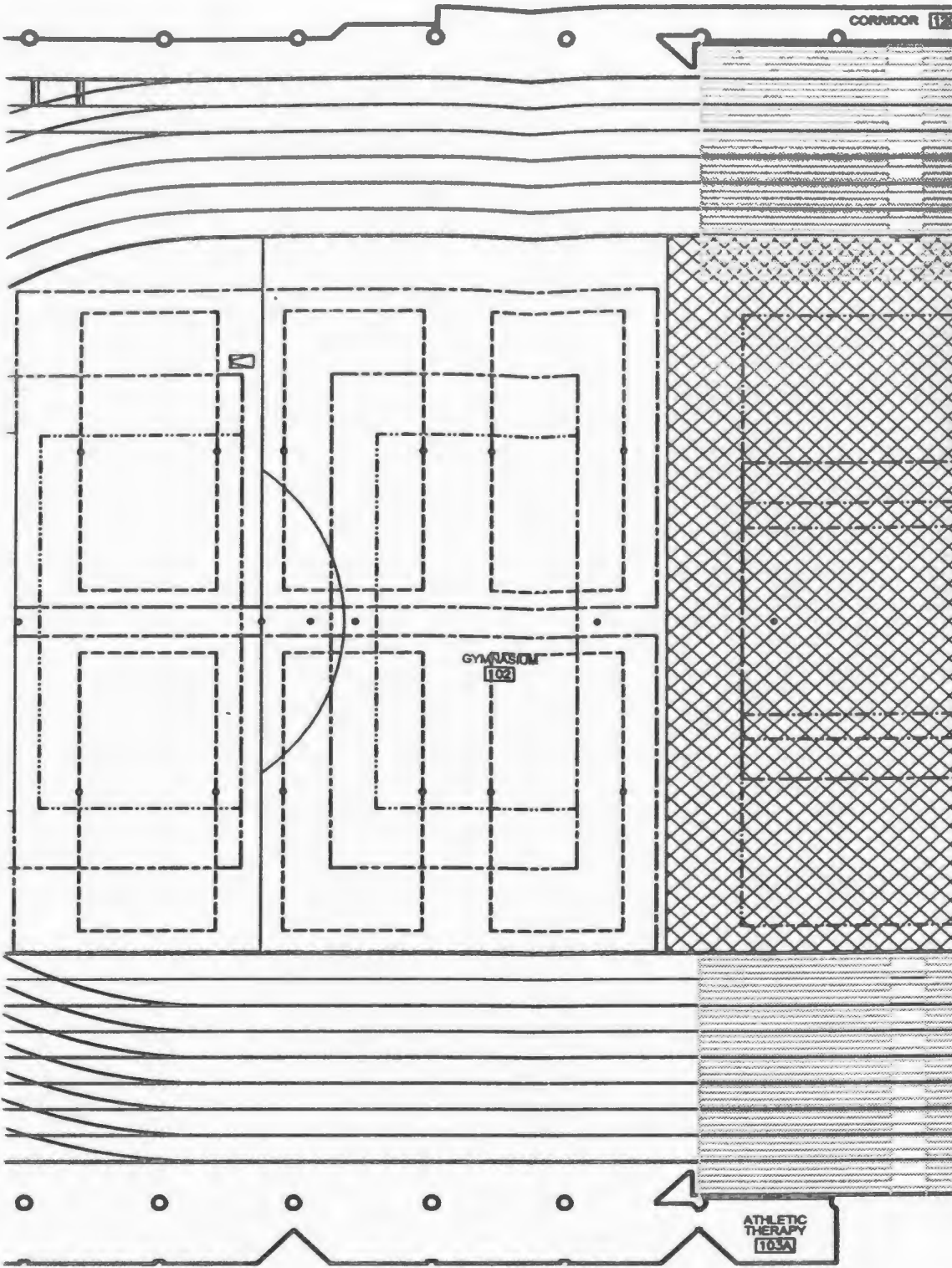
Oversize maps and charts are microfilmed in sections in the following manner:

LEFT TO RIGHT, TOP TO BOTTOM, WITH SMALL OVERLAPS

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UMI

CORRIDOR 102



100mm CONCRETE SLAB
(SEE STRUCT. DRAW'G'S)

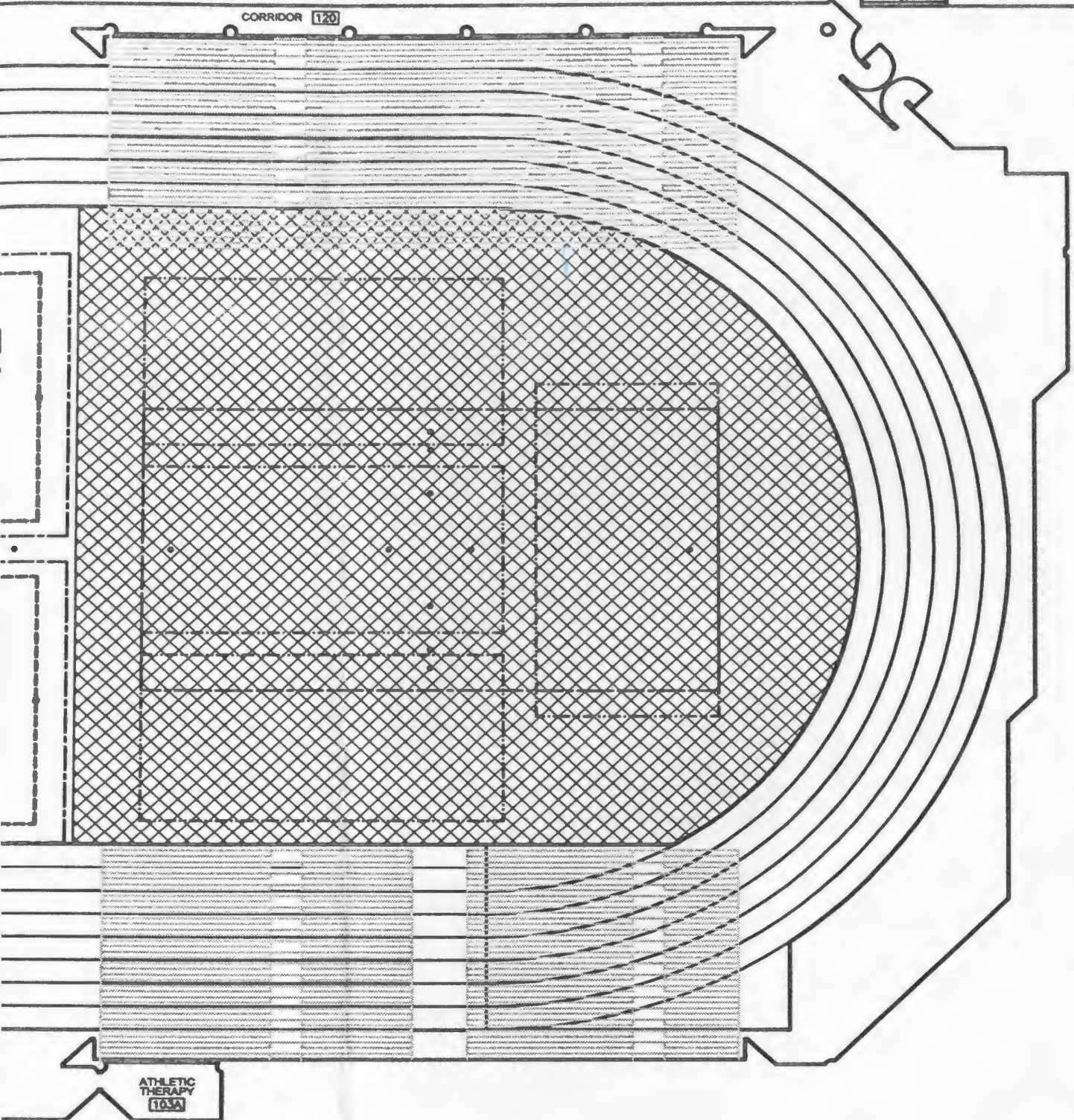
SEAMLESS GYMNASIUM
FLOORING

PREFABRICATED VAULT BOX ASSEMBLY C/W REMOVABLE COVER/REMOVABLE COVER

100mm CONCRETE SLAB
(SEE STRUCT. DRAW'G'S)
SEAMLESS GYMNASIUM
FLOORING

PREFABRICATED
VAULT BOX
REMOVABLE COVER

| | |
|--|--|
| | SEAMLESS GYMNASIUM FLOORING |
| | SEAMLESS SPIKE RESISTANT TRACK SURFACE |
| | HARDWOOD FLOATING GYMNASIUM FLOOR SYSTEM |
| | FLOOR SOCKET |
| | POLE VAULT BOX |
| | TAKE - OFF BOARD |



100mm CONCRETE SLAB
(SEE STRUCT. DWG'S)
SEAMLESS GYMNASIUM FLOORING
PREFABRICATED LANDING PIT REMOVEABLE COVER

100mm CONCRETE SLAB
(SEE STRUCT. DWG'S)
SEAMLESS GYMNASIUM FLOORING
FLOOR SOCKET

100mm CONCRETE SLAB
(SEE STRUCT. DWG'S)
SEAMLESS GYMNASIUM FLOORING
HARDWOOD FLOATING GYMNASIUM FLOOR SYSTEM

100mm CONCRETE SLAB
(SEE STRUCT. DWG'S)
HARDWOOD FLOATING GYMNASIUM FLOOR SYSTEM
FLOATING FLOOR SOCKET

Appendix 5

Performance Evaluation Forms for Student Cooperative Positions at MUN



Memorial
University of Newfoundland

School of Physical Education, Recreation & Athletics
Co-operative Program

PLEASE RETURN BY: _____

Employer's Evaluation of Work Term

STUDENT: _____ WORK TERM: _____

EMPLOYER: _____ LOCATION: _____

START DATE: _____ FINISH DATE: _____

USE OF THE EVALUATION FORM

This form should be completed by the individual in the best position to evaluate the student's performance. Each student will benefit from constructive criticism given by a supervisor on job performance.

This form is meant to be used by both the student and the supervisor. It will work best if the student and supervisor discuss work term objectives at the beginning, middle and towards the end of the term. The student should arrange meetings with the supervisor for these discussions. Section I is a statement of performance and professional/personal objectives for the term and should be completed during the first week of work. Please detach the carbon copy and return it to the Co-operative Education Office.

Evaluation is a continuous process. Periodic feedback will make the student aware of his/her strengths and areas for improvement as they become apparent.

SECTION I - Work Term Objectives

PERFORMANCE OBJECTIVES FOR THIS WORK TERM

Supervisor: What are the student's job performance objectives?

Student: What do you wish to learn?

PROFESSIONAL/PERSONAL OBJECTIVES FOR THIS WORK TERM

Supervisor: What professional/personal growth do you expect from the student?

Student: What are your professional/personal expectations for this work term?

SECTION 2—Skills and Attributes

Interest in Work

- Little interest or enthusiasm for job
 Interest enthusiastic. Occasionally enthusiastic.
 Satisfactory amount of interest and enthusiasm for job
 More than average amount of interest and enthusiasm for job
 High interest in job. Very enthusiastic. Takes pride in doing work well
 No basis for evaluation.

Initiative

- Always wants to be told what to do next.
 Relies on others. Must be told what to do frequently.
 Acts voluntarily in routine matters.
 Acts voluntarily in most matters.
 Self-starter. Acts for new jobs. Looks for work to do. Does not waste time.
 No basis for evaluation.

Organization and Planning

- Consistently fails to organize and plan work effectively.
 More often than not fails to organize and plan work effectively.
 Does normal amount of planning and organizing.
 Usually organizes work and time effectively.
 Does an outstanding job of planning and organizing work and time.
 No basis for evaluation.

Ability to Learn

- Very slow in understanding new information.
 Rather slow understanding of new information.
 Average.
 Quick to learn.
 Excellent.
 No basis for evaluation.

Quality of Work

- Work usually done in careless manner. Often makes errors.
 More than average number of errors for a student.
 Work usually passes review. Has normal number of errors.
 Usually thorough, good work. Few errors.
 Very thorough in performing work. Very few errors if any.
 No basis for evaluation.

Quantity of Work

- Very low productivity.
 Less productive than expected.
 Expected amount of productivity.
 More than expected amount of productivity.
 Highly productive.
 No basis for evaluation.

Creativity/Problem Solving

- Rarely has a new idea; is not very creative.
 Occasionally comes up with a new idea.
 Has reasonable number of new ideas.
 Frequently suggests new ways of doing things; is very imaginative.
 Constantly comes up with new and better ways of doing things; is extremely creative.
 No basis for evaluation.

Judgement

- Poor judgement. Judges in conclusions without sufficient knowledge.
 Judgement often unwise.
 Judgement usually good in routine situations.
 Uses good common sense. Usually makes good decisions.
 Exceptionally good. Decisions based on thorough analysis of problems.
 No basis for evaluation.

Dependability

- Unreliable.
 Somewhat unreliable. Needs close supervision.
 Can be depended upon in routine situations.
 Can usually be depended upon in most situations.
 Can be depended upon in any situation.
 No basis for evaluation.

Interpersonal Skills

- Frequently quarrelsome, causes friction; overly quiet and withdrawn to the point of having an adverse effect on group (sometimes appropriate criticism).
 Sometimes antagonistic. Tends to be uncommunicative. Rarely contributes to team work.
 Gets along well with others in normal circumstances.
 Congenial and helpful. Works well with teammates. Seen as an asset in furthering cooperation and group harmony.
 Always works in harmony with others. An excellent team worker. Contributes to group resources and effectiveness.
 No basis for evaluation.

PLEASE RETURN BY: _____

Employer's Evaluation of Work Term

STUDENT: _____ WORK TERM: _____

EMPLOYER: _____ LOCATION: _____

START DATE: _____ FINISH DATE: _____

USE OF THE EVALUATION FORM

This form should be completed by the individual in the best position to evaluate the student's performance. Each student will benefit from constructive criticism given by a supervisor on job performance.

This form is meant to be used by both the student and the supervisor. It will work best if the student and supervisor discuss work term objectives at the beginning, middle and towards the end of the term. The student should arrange meetings with the supervisor for these discussions. Section I is a statement of performance and professional/personal objectives for the term and should be completed during the first week of work. Please detach the carbon copy and return it to the Co-operative Education Office.

Evaluation is a continuous process. Periodic feedback will make the student aware of his/her strengths and areas for improvement as they become apparent.

SECTION I - Work Term Objectives**PERFORMANCE OBJECTIVES FOR THIS WORK TERM**

Supervisor: What are the student's job performance objectives?

Student: What do you wish to learn?

PROFESSIONAL/PERSONAL OBJECTIVES FOR THIS WORK TERM

Supervisor: What professional/personal growth do you expect from the student?

Student: What are your professional/personal expectations for this work term?

Response to Supervision

- Resents suggestions and criticism by supervisor or resists close supervision or has difficulty in accepting change (underline appropriate phrase)
- Reluctantly accepts suggestions and criticism by supervisor. Sometimes fails to recognize own mistakes and needs to act direction.
- Accepts suggestions and criticism by supervisor in satisfactory manner
- Willingly accepts suggestions and criticism by supervisor
- Expresses appreciation and takes prompt action on suggestions and criticism by supervisor. Very open-minded and confident.
- No basis for evaluation.

Communication - Written

- Not clear to the extent that it causes confusion or interferes with the performance of work.
- Satisfactory, occasionally it is unclear and not concise
- Usually clear and concise
- Normally very clear, well organized and easily read
- Always clear, well organized, concise, readable, with few errors.
- No basis for evaluation

Communication - Oral

- Not clear to the extent that it causes confusion or interferes with the performance of work.
- Satisfactory, occasionally encounters difficulty in speaking clearly and concisely
- Usually clear and concise
- Normally very clear and understandable
- Conveys information in a clear, well organized and easily understood manner
- No basis for evaluation

Leadership Qualities

- Not approachable
- Poor, unable to organize and motivate the work of others
- Adequate
- Above average
- Excellent, promotes enthusiasm, can direct others
- No basis for evaluation.

Adaptation to Formal Organizations, Rules and Policies (including safety guidelines)

- Not applicable.
- Poor, refused to recognize formal procedures and rules
- Adequate
- Above average
- Excellent, adapted to and recognized formal organization structures, rules and policies
- No basis for evaluation

Attendance

- Irregular
- Regular

Punctuality

- Irregular
- Regular

Grooming/Appearance

- Inappropriate
- Appropriate

Overall Performance

- Unsatisfactory
- Needs improvement
- Satisfactory
- Above average
- Excellent

Areas of Strength

1. _____
2. _____
3. _____

Areas for Improvement

1. _____
2. _____
3. _____

Recommended Academic Exposure: (if applicable)

Recommended Work Experience:

Feedback

- Has the student been given feedback on his/her performance during the term? Yes No
- Has the student made an effort to improve in areas noted? Yes No
- Has the student made progress in areas noted? Yes No

SECTION 3–Achievement of Objectives

From the outline in Section 1, please indicate how well the student met the stated performance and professional objectives:

Performance Objectives (On the Job)

Supervisor's Comments:

Student's Comments:

Professional Objectives (Attitude & Behavior)

Supervisor's Comments:

Student's Comments:

SECTION 4–General Comments

Comment on Overall Performance

Supervisor's Comments:

Student's Comments:

EMPLOYER

Name and title of person completing this evaluation form – (usually the supervisor, a manager or a representative of human resources)

Name: _____ Title: _____ Date: _____

We urge that you discuss the evaluation with the student.

STUDENT SIGNATURE: _____

Reviewed by Co-operative Education. Co-ordinator's Signature _____ Date: _____

Appendix 6
Job Descriptions for MUN

PHYSICAL EDUCATION FACILITIES CO-ORDINATOR

NATURE OF WORK

This is responsible administrative work in supervising and coordinating the activities of the Physical Education Building.

The employee of this class is responsible for supervising and co-ordinating a variety of facilities utilized for teaching, recreational activities, University competitions, provincial, national and international events. Work also includes responsibility for the renovation and maintenance of facilities and ensuring appropriate equipment and supplies are available. Work involves considerable independent contact with various athletic organizations regarding the optimum use of available facilities. Supervision is exercised over subordinate staff and student assignments. Policy and program guidelines are received from an administrative superior, however, work is performed with considerable initiative and independence and is reviewed through discussions, observation of results obtained and review of reports.

ILLUSTRATIVE EXAMPLES OF WORK

Supervises and coordinates a variety of facilities utilized for teaching, recreational and competitive events; ensures that all school venues are in appropriate condition for events; requests repair or maintenance services as required; ensures that agreements are signed by outside organizations using facilities and that such conditions are met.

Evaluates current policies and procedures relating to the athletic facilities; develops revised or new policy to resolve problem areas; recommends implementations to the Director; ensures that approved policy is implemented and adopted.

Receives a variety of requests from faculty members for sports equipment and related supplies; and provides replacement of specialized equipment; determines supplier and cost; prepares purchase orders for such items and forwards orders to the Director for approval; receives materials and reviews invoice and equipment for suitability; recommends invoice for payment.

Conducts annual inventory of all items within Physical Education Building; maintains perpetual inventory records; places identification markings on items when received; maintains records and control of all keys.

Conducts daily inspections of the building, facilities and equipment; prepares work orders requesting repair services as well as equipment maintenance.

Receives and records payments from faculty and students for locker and towel services; provides receipts upon payment; distributes refunds at end of semester; deposits monies with Comptroller's Office upon receipt; provides supporting documentation for refunds.

Ensures security of rifles, handguns, fencing equipment and related supplies; maintains records of ammunition allocated to student assistant; receives and deposits funds from sale of ammunition; reconciles monies and ammunition initially provided.

Supervises subordinate staff and student assistant involved in manual or custodial activities; arranges for appropriate number of student assistants each semester; reviews applicants and determines suitable individuals; recommends appointment to immediate supervisor; assigns duties and provides training, as necessary; reviews work performed; maintains records of hours work by part-time staff.

Provides general information to students; maintains up-to-date list of team memberships; issues identification cards; arranges for the engraving of trophies and awards.

Performs related work as required.

REQUIRED QUALIFICATIONS

Experience of a progressively responsible nature in sports facilities management; graduation with a degree in physical education from a four year college or university; or any equivalent combination of experience and training which provides the following knowledges, abilities and skills:

Thorough knowledge of facilities management and maintenance.

Considerable knowledge of university and school policies, organizations, rules, regulations and procedures.

Considerable knowledge of the practical aspects of a variety of indoor and outdoor sports.

Considerable knowledge of the facilities and equipment applicable to a varied sports programme.

Knowledge of the principles and practices of office management, including modern office procedures systems and equipment.

Knowledge of budget, personnel, purchasing and accounting procedures.

Ability to evaluate procedures, to identify and solve organization problems and to institute or modify systems.

Ability to tactfully and diplomatically solve a variety of problems.

Ability to develop and maintain complex filing systems.

Ability to plan, organize, schedule and supervise the work of subordinates.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective and productive working relationships with faculty, University officials, various organization representatives and students.

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Athletic Equipment Manager (cont'd)

Knowledge of first aid techniques.

Ability to maintain inventories.

Ability to establish and maintain effective working relationships with students, coaches, and faculty members.

Ability to read and understand written and oral instructions.

Ability to instruct student helpers.

Skill in the repair of athletic equipment.

Appendix 7

Job Descriptions for Cooperative Student Positions at MUN

**JOB COMPETITION
WINTER 2000**

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SCHOOL OF PHYSICAL EDUCATION, RECREATION & ATHLETICS

JOB NO.: 01

EMPLOYER: School of Physical Education, Recreation & Athletics
Strength & Conditioning Centre
POSITION TITLE: Fitness Consultant
LOCATION: St. John's, NF
NUMBER OF POSITIONS: 1
CONTACT PERSON: Dr. Dave Behm
APPLICATIONS DUE: Thursday, October 7, 1999 @ 4:00 p.m.

JOB DESCRIPTION

DUTIES:

Weight Room Responsibilities:

Supervision:

- Supervise weight room
- Monitor entry of members

Promotion:

- Promote ongoing and new programs associated with MUN and Canada Games Park (ie. Fitness assessment, aerobics, intramurals, intercollegiate events)

Administration:

- Scheduling of basic or advanced fitness assessment must be booked 24 hours in advance.
- Contact and ensure fitness assessor is available for appointment.
- Maintain logbook to obtain statistics on room usage.

Maintenance:

- Return weights to rack.
- Clean, dust off machines once a day.
- Clean mirrors for smudges once a day.
- Advise maintenance of repair problems.

Weight Room Orientation and Fitness Assessment Responsibilities

Consultation:

- Orientation of new members to proper technique in resistance exercises.

- Advise established members on spotting, safety and technique.
- Develop and distribute weight-training and conditioning programs

Assessment

- Basic and advanced fitness testing.
- Weight Room Orientation and Fitness Assessment by appointment during prescribed hours (Monday to Friday 3:00 - 8:00 p.m.)

30 hours per week in weight room and 5 hours for weight room orientation or fitness assessment center (by appointment) Morning and evening shifts.

QUALIFICATIONS:

Fitness Leadership Course
Canadian Standardized Test of Fitness Certification
Weight Training Experience

**JOB COMPETITION
WINTER 2000**

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SCHOOL OF PHYSICAL EDUCATION, RECREATION & ATHLETICS

JOB NO.: 06

EMPLOYER: School of Physical Education, Recreation & Athletics
POSITION TITLE: Varsity Athletics Coordinator
LOCATION: St. John's, NF
NUMBER OF POSITIONS: 1
CONTACT PERSON: Ms. Michelle Healey
APPLICATIONS DUE: Thursday, October 7, 1999 @ 4 00 p m.

JOB DESCRIPTION

- Responsible for the promotion of varsity athletic events including writing and distribution of daily and weekend summaries, press releases, event posters and programs, updating the Sea-Hawks Sportsline and web page and all other advertising required.
- Responsible for maintaining contact with all coaches for away game information.
- Responsible for recruiting and overseeing Athletic Venue Staff for all varsity events.
- Responsible for setting up statistical clinics, as needed.
- Responsible for assisting the Service Program Coordinator in the running of all varsity athletic events including sponsor promotion, half time shows and other events
- Responsible for the distribution of all varsity event information and statistics in accordance with CIAU and AUAA requirements.
- Responsible for updating the Athletic Venue Staff Manual.
- Responsible for developing and submitting Athletic Venue Staff cost figures.
- Responsible for updating and posting Student Participation Records on a weekly basis.
- Responsible for the preparation of statistical and promotional information for historical purposes
- Other duties as required

Job No. 6 (cont'd)

JOB REQUIREMENTS

Good working knowledge of varsity sport programs and statistical information.
Excellent working knowledge of computer programs
Excellent planning and organizational skills.

**JOB COMPETITION
WINTER 2000**

SCHOOL OF PHYSICAL EDUCATION, RECREATION & ATHLETICS

JOB NO.: 07

EMPLOYER: School of Physical Education, Recreation & Athletics
POSITION TITLE: Intramural Coordinator
LOCATION: St John's, NF
NUMBER OF POSITIONS: 1
CONTACT PERSON: Ms. Michelle Healey
APPLICATIONS DUE: Thursday, October 7, 1999 @ 4 00 p.m.

JOB DESCRIPTION

- Responsible for planning, implementing, overseeing and evaluating all intramural activities including developing schedules, booking facilities and answering inquiries.
- Responsible for overseeing the registration of Intramural teams
- Responsible for developing a Sports Representative list and maintaining contact with all interested parties on Intramural matters This would include residences, faculties, Student Housing Office and the Council of the Students Union etc.
- Responsible for recruiting and overseeing referees and other Intramural Staff.
- Responsible for the development and publication of intramural event information, event results and All-Points statistics in accordance with Intramural Sports handbook.
- Responsible for Intramural sport cost figures
- Responsible for preparing Intramural Report on activities.
- Responsible for maintaining Intramural section of School of Physical Education web page.
- Other duties as required.

JOB REQUIREMENTS

Good working knowledge of intramural sports programs and intramural program rules.
Excellent working knowledge of computer programs.
Excellent planning and organizational skills

**JOB COMPETITION
FALL '99**

SCHOOL OF PHYSICAL EDUCATION, RECREATION & ATHLETICS

JOB NO.: 07

EMPLOYER: School of Physical Education, Recreation & Athletics
POSITION TITLE: Laboratory Assistant
LOCATION: St. John's
NUMBER OF POSITIONS: 1
CONTACT PERSON: Dr. Dave Behm
APPLICATIONS DUE: Tuesday, June 1, 1999 @ 4.00 p m

JOB DESCRIPTION

The Laboratory Assistant will help direct and supervise labs in Human Anatomy and Exercise Physiology. Responsibilities will include directing the labs, observing and advising students during the labs and marking duties. In addition, the student may be requested to help with fitness testing (Strength and Conditioning Centre) or any research activities.

The applicant should have competence in the exercise sciences, as well as the ability to apply that knowledge to sport and activity applications. The lab assistant should also possess computer skills, and be able to communicate effectively to a group. Finally the individual should be CSTF certified for fitness testing.

Appendix 8

Job Descriptions for the Aquarena

Job Description - Fitness Leaders

Duties

- The position is responsible for teaching new members how to use the equipment, setting up an initial exercise program, and providing ongoing consultation with members on proper technique, safety considerations, and general exercise information pertaining to weight training and equipment usage. **Safety is greatly emphasized.**
- The position is responsible for screening participants for injuries or medical conditions that may be impacted by weight training, and taking action such as referring them to the Supervisor, or an appropriate medical practitioner. Basic screening is done through the Informed Consent and Par-Q forms.
- A Fitness Leader is also responsible for the overall supervision of the Lower Level Fitness Centre, Upper Level Fitness Centre, hot tub, saunas, and changerooms. This supervision is an ongoing procedure that has major emphasis on safety, and ensuring that members are receiving the utmost in service and care. The position is responsible for ensuring all users of the Club are paid members by regularly checking membership cards.
- Another major duty is dealing with the general public and existing members. The position explains various programs, provides tours of the facility, and helps obtain and dispense any other information required. The position deals with client concerns, and relays them to the Fitness Centre Supervisor. Staff is responsible for fostering a warm, friendly atmosphere and promoting the facility and its programs in a positive fashion.
- Cleaning the facility is an important task for Fitness Leaders. The position is responsible for ensuring that the Club is clean at all times (please see cleaning procedures section of the manual).
- Other duties include: registering participants for programs, updating membership lists, telephoning people on the waiting list, making membership cards, answering phone calls, distributing towels to members, repairing the weight machines and the exercise bikes, booking squash courts, and providing weight room orientations.
- Fitness leaders also monitor the squash courts (checking to see if those using the courts are members), ensure all customers are out of the facility at closing time, and follow lock-up procedures that include making sure all doors are locked, lights are turned off and fans are turned off AND UNPLUGGED, and the Club is clean and ready for the next shift.

Duties of the position

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This position reports to the Supervisor of Fitness, Health, & Rehabilitation

- < Conducting orientation appointments and setting up workout programs for clients.
- < Supervising clients and activities through all areas of the Fitness Centre.
- < Developing, maintaining, and promoting excellent customer relations.
- < Cleaning all club areas and maintaining the equipment.
- < Monitoring client access to and usage of fitness areas and services.
- < Maintaining customer files and the efficient operation of the Nautilus Desk.
- < Maintaining effective communication with other staff.
- < Other related duties as required for the successful operation of the club.

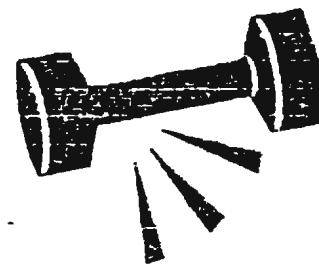
The successful applicant will be required to participate in all training programs applicable to this position and other related work. This is a casual/part-time position with the potential for substantial employment hours but not a permanent full-time position.

The above statements reflect the general duties considered necessary to describe the principal functions of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent in the job.

This is an unionized position with CUPE Local 3336. The hours of work are weekdays, weekends, and evenings on a call-in and replacement basis. The hourly rate of pay is \$6.00 per hour and wages will be deposited biweekly to employee bank accounts.

Please return your completed application to the Aquarena's front desk or mail to:

Anne Noseworthy
Director/General Manger
Canada Games Park 1995 Inc.
17 Westerland Rd.
St. John's, NF
A1B 3R7



Job Descriptions

It is important that all staff know their responsibilities. Good communication is essential to ensure we provide the best possible service.

Lifeguard Instructor

The lifeguard/instructor is responsible to ensure the safety of patrons in all pool activities. Watching/lifeguarding the water is top priority, remaining alert and scanning the water/pool area at all times; includes fellow lifeguards within the scan to pick up on communication through hand signals.

- Reports to - Crewleader - Supervisor - Aquatic Instructional Coordinator/Leisure Development Coordinator

Duties (Lifeguard)

- ◆ Lifeguards must ensure that the pool deck area is safe for its users, that emergency first aid equipment is in its proper place. A visual check of the entire area is to be made by staff prior to program start-ups and concerns reported immediately to the Crewleader, Duty Supervisor, or Aquatic Coordinator.
- ◆ Cleanliness of the pool deck is everyone's responsibility including Lifeguards/Instructors. You can assist by picking up papers, Band-Aids, etc. rather than walk over them.
- ◆ Lifeguard pool users with the intention of preventing accidents from happening.
- ◆ Scanning - be alert at all times. Make sure your complete section is thoroughly scanned and you are ready to move in the event of an emergency. Remember - situations can happen in a matter of seconds. Always spot check all whistle blasts.
- ◆ Be fully knowledgeable of the Aquatic Emergency Procedures and hand signals in place at the Punctuality - arrive prior to your shift to sign the rotation board. Find out any pertinent information from supervisor or crewleader as it may affect you during your shift.
- ◆ Enforce all pool rules - give rationale when enforcing pool rules (when possible). See section on pool rules.
- ◆ Ensure you have adequate equipment (flutter board/reach pole/spinal boards) whenever you are lifeguarding. (See #1 & 2 on next page)
- ◆ Notify Crewleader of anything that requires their attention (possible dangers, etc.)
- ◆ During rotations, ensure you do not leave your area until your co-worker has assumed his/her position on pool deck. Also, do not leave your area until all patrons have left safely for the change rooms.



- ◆ Rotations should be made quickly and efficiently while always maintaining eye contact on the pool (be fair to fellow guards). Pass on any relevant information.
- ◆ Check other lifeguards blind spots, i.e. under bulkheads, under guard chairs, behind the slides.
- ◆ Breaks from active lifeguarding - the Crewleader may set a rotation prior to the start of the swim that allows guards a break (from active guarding) during heavily attended swims only and have them assist with other duties on deck, in the change rooms, or some other area of the facility. When on break, you have not stopped working, just active guarding. Anything requested of you by the public or the Crewleader must be attended to. Be alert to the fact that you may have to respond to an emergency and get there fast. Guards will take breaks on or near pool deck and perform break duties as assigned by the Crewleader/ Supervisor. While on break, you must be able to hear any whistle from the pool deck. If the break guard has to leave the deck area, the crewleader/ supervisor must be notified.
- ◆ Ensure proper riding positions on slides. (see page 32 for slide rules)
- ◆ When guarding areas with designated swimming lanes, educate the public to swim in a circular fashion always keeping to their right. You may assist patrons with their strokes if you can do so without interfering with your effective guarding.
- ◆ Enforce the "3 strikes - out" policy. If a patron breaks the rules twice (and presents to be a danger to him and/or others) inform the Crewleader of their status as they may take appropriate action if there is a third infraction by the same patron.
- ◆ Be ACTIVE on pool deck. Provide pool toys to patrons (even before they ask) and interact with clientele when the opportunity presents itself.
- ◆ In the event of an emergency, maintain crowd control if you are not required to assist directly with emergency care of victims.
- ◆ For proper hygiene, ensure all patrons have showered prior to entering the pool.
- ◆ Ensure patrons proceed safely towards the pool (no running).
- ◆ All signs should be in proper required positions, i.e. slow/medium/fast lane signs.
- ◆ Accident reports must be completed on all accidents (no matter how serious).
- ◆ Report customer problems to your immediate Supervisor. If you can offer assistance on the spot without leaving your guarding position, then do so but the Supervisor must be aware of the problem and how you dealt with it.
- ◆ Must instruct the learn to swim program/tiny tot lessons as required.
- ◆ Ensure you have an excellent working knowledge of the following areas:
 - set up/set down procedures
 - all emergency procedures (see emergency procedures manual)
 - use of all 1st aid supplies
 - all programs offered by the facility.

If you have any questions concerning these areas, check your manual or check with your Crewleader/Supervisor. Some of your co-workers are very diversified in their training backgrounds and would be most willing to help you.

General Guidelines Associated with the Duties of a Lifeguard

- ◆ Be professional in appearance and approachable (i.e. full uniform, pleasant/courteous).
- ◆ Public relations skills should be at a professional level. Be familiar with all facility programs and services in the event a patron asks. If you don't know the answer, refer them to someone who does, such as the front desk.
- ◆ Have a whistle at all times while working.
- ◆ Staff are not permitted to dispense medication (of any type) to patrons.
- ◆ Never turn your back on the pool, even during rotations.
- ◆ If a patron calls you away from your area while guarding, get your area covered. Do not leave your section until you are certain another lifeguard or crewleader is watching your area.
- ◆ Staff are not permitted to swim ALONE and must be accompanied by a fellow lifeguard (on staff). Staff are not permitted to swim after hours unless the Supervisor/Aquatic Coordinator has given permission and all pool rules/regulations are followed.
- ◆ When in a bathing suit, you are no longer recognizable as a lifeguard; therefore you are subject to the same rules as the public (No lifeguard double standard).
- ◆ Leaning on the wall, the diving board and the trampoline while guarding looks unprofessional (BE ACTIVE in standing positions).
- ◆ On duty, only speak to fellow lifeguards when absolutely necessary; casual chatting takes away from your professional image & ability to lifeguard the pool properly.
- ◆ White deck chairs are not permitted for lifeguarding purposes; they do not provide an adequate vantage point considering the amount of glare off the water from the overhead lights. Standing or standard lifeguard chairs only.
- ◆ If you must leave your lifeguard chair, signal to another guard to cover your area.
- ◆ When possible, during rec swims, rather than blowing your whistle and/or yelling from your chair, get down and speak to the person. Customers will appreciate it if you don't make them the center of attention. Educate patrons as to safe pool use.
- ◆ Assist with training of new lifeguards.
- ◆ And any other duties that may be assigned.

The above statements reflect the general duties considered necessary to describe the principal functions of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent in the job.

Duties (Instructor)

- ◆ Responsible for safety of own class as well as all others in your general area.
- ◆ Teach the appropriate skills/strokes of the lesson program.
- ◆ Always be punctual and prepared for all classes.
- ◆ Start classes on time.
- ◆ Maintain class control at all times.

- ◆ Evaluate your students on an ongoing basis. When a student completes a requirement, check it off immediately; do not wait until progress day.
- ◆ Notify the Crewleader/Supervisor of any students who are ready to move to the next level both during the session and on progress day.
- ◆ Notify the Crewleader/Supervisor ASAP of any problems/concerns that have arisen that may affect the progress of a student or the flow of the class.
- ◆ Ensure progress booklets are completed neatly in ink prior to the start of the class on progress day.
- ◆ Do your best to ensure that all students make progress and have fun.
- ◆ Assist with training of new instructors.

General Guidelines Associated with the Duties of an Instructor

- ◆ Ensure you have full knowledge of the programs - don't be afraid to ask questions, even if you have been here for a while.
- ◆ Ensure you have good communication between yourself and all your students.
- ◆ When speaking to your class, always be pleasant and cheerful (positive vs. negative).
- ◆ Use the entire class time constructively - the final few minutes must be constructive play. (i.e. diving, surface diving, eggbeater, underwater swim)
- ◆ Give your class your full and undivided attention.
- ◆ If you need assistance, do not interrupt another instructor who is teaching, get the attention of the Crewleader/Supervisor or Aquatic Coordinator.
- ◆ If students require individual attention, do your best without affecting the rest of the class. If you are unable, ask for assistance from the Supervisor/Coordinator.
- ◆ Always be professional and give your best effort.
- ◆ Develop a positive trustful relationship with your students.
- ◆ A good class consists of control, discipline, hard work, and fun - all of which contributes to a positive learning experience.
- ◆ You are teaching in a noisy environment; be sure you have excellent voice clarity. Speak in a clear confident voice.
- ◆ Teaching aquatic programs requires that you are in the water for demonstrations and to assist at all levels. Be prepared to "get wet". You are required to remain in the water for level green and under and are expected to spend some time in the pool for the other levels.
- ◆ Do not give your class just laps; this only allows the student to practise their mistakes. All laps or continuous swimming must be accompanied by corrective teaching.
- ◆ Accurate records of your student's attendance and progress must be kept - you will need to prepare proper evaluations.
- ◆ When speaking to parents, always be polite and pleasant. Explain things clearly and professionally. Never suggest a time frame for a student to master a skill as this builds an expectation that may not be fulfilled.

- ◆ Never take part in horseplay - lead by example.
- ◆ The last lesson is not play day - but a day to work on new/old skills and to reward hard work by the last 20 minutes with constructive play.
- ◆ Replacements for lessons are not permitted. The quality of the lessons suffers greatly with a change of Instructor during a set of lessons.
- ◆ HAVE FUN and make sure the students get the most from your knowledge of swimming!
- ◆ Other duties as may be assigned.

The above statements reflect the general duties considered necessary to describe the principal functions of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent in the job.

Crewleader

The Crewleader is responsible for the safety of all patrons entering the pool deck. He/she is to ensure the level of supervision and instruction given by the pool deck staff meets the requirements set by the Leisure Development Coordinator and the Aquatic Coordinator of Instructional Programs on behalf of Canada Games Park 1995 Inc.

This position reports to the Supervisor/Aquatic Coordinator while on duty.

Duties (Crewleader)

- ◆ Provides direction to pool deck staff and ensures employees are performing their duties as required.
- ◆ Ensures all equipment and deck staff required for the safety and enjoyment of the public, are in place prior to the commencement of any activity in the pool area. This includes a complete visual check of the pool deck area including 1st aid room, emergency equipment, emergency exits, flashlights, lane dividers, and the general tidiness of the deck area.
- ◆ Takes immediate charge of any incident in the pool area and turns over this responsibility only to the Supervisor/Aquatic Coordinator if deemed necessary.
- ◆ Brings to the attention of the Supervisor/Aquatic Coordinator any unusual incident that would appear to present a safety hazard.
- ◆ Establishes rotation for guards, which maximizes the safety level of all pool users during pool activities.
- ◆ The 1st aid room must also be checked for supplies at the start of his/her shift and report potential shortages to the Aquatic Coordinator.
- ◆ Approach deck staff who are not in full uniform and report the incident to the Supervisor/Aquatic Coordinator.
- ◆ Instructing the Aquarena swimming lesson/tiny tot lessons program if required.
- ◆ Possess a strong knowledge of the facility and its programs.

- ◆ Possess a strong knowledge of all emergency procedures and assumes a "team leader" role in any emergency situation.
- ◆ Assists the Lifeguard/Instructor in enforcing pool rules.
- ◆ Initiate blowing of final whistle at the end of the swim/activity.
- ◆ Before leaving ensure set down guards have cleared the pool bottom of hooks/bolts, put away pool toys/flutter boards, lanes rolled up or prepared for required set-up.
- ◆ Before exiting pool deck, clear pool deck, meeting rooms, etc, and lock change room gates and doors from deck to close-off access to pool deck. In certain situations this may not be necessary as other activities are on going. In this case, the Crewleader must advise the Supervisor/Coordinator they are off duty and leaving pool deck.
- ◆ Assists in training of new lifeguards/instructors as directed.
- ◆ Evaluates instructor trainees to determine their readiness.
- ◆ Complete crewleaders report, checking all areas that are listed.
- ◆ And other duties that may be assigned.

The previous statements reflect the general duties considered necessary to describe the principal functions of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent in the job.

General Guidelines Associated with the Duties of a Crewleader

- ◆ Must be in full uniform and on deck at least a ½ hour before the activities start.
- ◆ Remain on pool deck at all times when on duty.
- ◆ Take over in any situation where a lifeguard cannot leave their position.
- ◆ Use good judgement when asking "problem patrons" to leave. In adhering to the "three strikes - out" rule, you will be signalled to deal with a patron after a guard has spoken to them twice. Speak to the patron (educating them) professionally and give them their final warning. If the patron still presents a threat to their own or someone else's safety, then ask them to leave. If you get resistance, contact the Supervisor/Coordinator immediately. Remember that we treat children with the same respect that we give adults.
- ◆ Make sure the pool is presentable and safe.
- ◆ Ensure all deck staff are on time, report any tardiness to the supervisor/coordinator
- ◆ Ensure the programs start and end on time.
- ◆ Ensure guards/instructors are lifeguarding properly.
- ◆ Help to plan and run in-service training sessions.
- ◆ Always realize and assume their leadership role.

Aerobic Instructor

Canada Games Park 1995 Inc.

Canada Games Park 1995 Inc. operates the Aquarena, the Track and Field and owns the Tim Hortons Franchise that is located in the main lobby of the Aquarena. The corporation is run by a volunteer Board of Directors who have appointed a Director/General Manager to manage the day to day operations.

Canada Games Park 1995 Inc. is a service oriented business and its customers are one of their most important assets. Services, programs and facilities are designed to match customer's needs and demands. The operation has a well-known reputation of providing "quality" customer service and exceeding customer expectations. The reason for this success is the "employees" because they treat each customer with a courteous, helpful, professional and friendly attitude. They build relationships with their customers whether they are children, teenagers, adults or a mature adult.

To fill the Aerobic Instructor positions, Canada Games Park 1995 Inc. are seeking enthusiastic individuals whom have a strong desire to deliver fabulous service. Priority for selection will be given to candidates with the following skills and experience: Successful completion of one of the three provincial recognized training courses: Aquarena Fitness Instructor Course, Provincial Government Fitness Instructor Course, YM-YWCA Fitness Instructor Course or comparable course. They must have received a minimum of 80% on the NFLAC exam (if training completed after September, 1991), have a valid CPR (Basic Life Support) certification and teaching experience and familiarity with fitness programming. The successful applicant must be available primarily mornings with the potential to substitute weekdays, evenings and weekends. (Subject to availability of work.) Hours of work are subject to change on a seasonal basis.

Duties of the position

- Conduct Mixed Impact aerobic fitness classes as well as Shallow Water Fitness, Step and Deep Water Fitness.
- Ensure fitness area is clean, tidy and uncluttered before and after each class

- Prepare and supply a variety of suitable music for classes.
- Prepare safe, enjoyable fitness classes and modify to suit participants needs, abilities and goals.
- Other related duties as required.

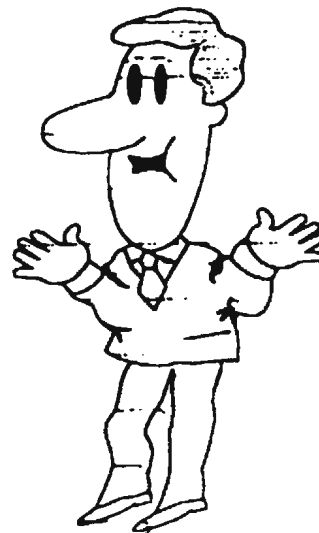
The above statements reflect the general duties considered necessary to describe the principle functions of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent in the job.

This is a unionized position with CUPE local 3336. This is a casual/potential part-time position which will not lead to full-time employment. The successful applicant must be available primarily mornings with the potential to substitute weekdays, evenings and weekends. (Subject to availability of work.) Hours of work are subject to change on a seasonal basis. The hourly rate of pay is \$9.00 per hour. Wages will be deposited biweekly to employee bank accounts.

Please return your completed application to the Aquarena's front desk or mail to:

Anne Noseworthy
Director/General Manager
Canada Games Park 1995 Inc.
17 Westerland Rd.
St. John's, NF
A1B 3R7

**Deadline for applications:
12:00 p.m. Monday,
June 15 th, 1998**



Job Descriptions

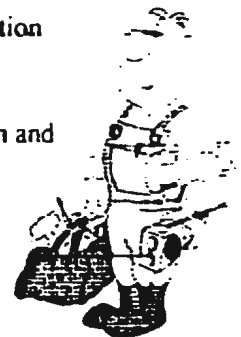
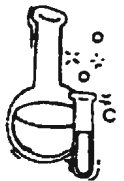
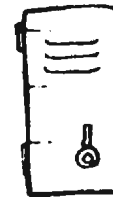
It is important that all staff know their responsibilities. Good communication is essential to ensure we provide the best possible service.

Maintenance Worker

The maintenance worker is responsible to ensure the safety of patrons and to ensure that the highest standard of cleanliness is maintained at all times. Maintenance workers are required to remain in the facility for a continuous 8 hour period. He/she is allocated two 15 minute breaks and one-half hour lunch break. These breaks may be interrupted if necessary. They report to the Maintenance Manager.

Duties

- Attends and supervises appropriate locker room.
 - Ensures area is clean.
 - Provides customers with assistance
 - Provides locker room security
- Cleaning, scrubbing, vacuuming floors, cleaning walls, showers, and washroom facilities, etc.
- Collecting and depositing garbage
- Setting up for special functions: meeting rooms for birthday parties, and as required.
- Pool water testing and chemical addition to water
- Receiving and storing building supplies.
- Provides general assistance to customers as required.
- Regular security and supervision of the facility, ensuring all patrons have left the building and locking doors on completion of daily activities
- Pool set-up and clean up.
- Parking lot duties as may be required; issuing tickets for violations
- Assists in locating missing clothing/articles.
- Draining, disinfecting and refilling hot tub and teach pool.
- Minor plumbing repairs - toilets, showers, faucets, and urinals
- Minor repairs to coin operated locker mechanisms, collecting locker coins on a weekly basis
- Snow removal - providing salt and sand to entrances, exits, and steps to building.
- Responsible for the overall cleanliness, safety, and security of the Aquarena.
- Reacting immediately to emergency situation, i.e. power failure, isolate filtration systems, evacuation in case of fire, etc.
- Have a complete knowledge of fire and sprinkler system.
- Structural and pool painting, preparation, scraping, sanding, paint application and cleaning applicators.
- Informs maintenance manager of problems and defects
- And all other related duties.



Maintenance Staff

- Must read, be familiar with and adhere to the policies/procedures as outlined in his manual and know their respective responsibilities
- Must attend mandatory training sessions and meetings as requested.
- Are not to accept valuables from customers for safekeeping. Please refer customers to the reception desk.
- Should be physically fit, alert and ready to meet any emergency at all times
- Are not to be under the influence of alcohol or non-medical/illegal drugs during working hours. Be aware of taking prescription drugs that make you drowsy.
- Are not to violate any safety rule or safety practise
- Are not permitted to participate in horseplay while on the Aquarena's property
- Are not permitted (for legal reasons) to provide customers with transportation to hospitals, home, etc. or administer medications, i.e. Aspirin
- Working alone during specific times are required to check into the Control Room. (737-8561) Should the control room not receive a call at times indicated, they shall try to contact maintenance personnel by calling pager number 778-8927. If there is no response, MUN Security has a key for the main entrance to the Aquarena and they will enter to check the facility. (Do not lock the main doors on the interior.) Personnel working alone at any time, on the pool deck, 3 meter, platform, or towers, must wear a life jacket that is securely fastened.
- Are not permitted to smoke inside the Aquarena. If staff wish to smoke outside the facility, they must be away from open doors, windows, and intake fans
- Must adhere to all other items as outlined in this document or posted in the staff room

Job Description for Receptionists

The Aquarena is a multi-functional facility catering to several thousand customers each week. The customer, one of our most valuable assets, will only continue to support our operation if the service they receive is second to none. The beautiful facility and flexibility of programs offered are initial attractions for customers. Quality service provided by helpful, courteous, high energy staff is an essential ingredient for retaining customers.

Receptionists are to be professional at all times. Professional conduct is of the utmost importance as you will be the first person a customer encounters upon their arrival to the facility. Your interaction should be upbeat, cheerful, helpful, quick and efficient.

Customers should leave the desk totally satisfied and impressed with the level of service you provided. It is important that all staff know their responsibilities. Good communication is essential to ensure we provide the best possible service.

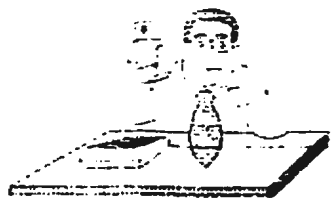
Receptionist

They will be an enthusiastic individual with a strong desire to deliver excellent service. Must be neat in appearance & have excellent telephone & communication skills. Receptionists build good relationships with customers whether they are children or adults. Each receptionist reports to the Head Receptionist.

Duties

- ◆ Maintains overall control of public entering the lobby/change rooms & ensures payment is received. No customers should pass the desk to enter the change rooms without showing proof of membership or payment.
- ◆ Ensures brochure racks are filled with program information.
- ◆ Responsible for the constant flow of information to the public through personal contact and by way of effective and friendly telephone procedures. Provides written material as requested.
- ◆ Responsible for cash handling: balancing cash, preparing daily cash reports, and balancing MasterCard/Visa/Debit totals.
- ◆ Responsible for registration of all customers in Aquarena programs.
- ◆ Responsible for registration for 3F Program and issuing individual identification cards.
- ◆ Responsible for registration for Lifestyles/Arthritic Programs.
- ◆ Responsible for taking bookings for children's birthday parties.
- ◆ Responsible for control and sale of inventory supplies.
- ◆ Responsible for accepting fees for rentals such as school swimming, etc.
- ◆ Acts as the operator in placing long distance telephone calls and ensures calls have been recorded.
- ◆ Take messages accurately and places them in various mail slots.
- ◆ Responsible for main cash/coin float – recording all conversions for cash and coin on each index card.
- ◆ Ensures drop safe and back safe are locked at all times.
- ◆ Maintains control of front desk operations and ensures other staff members and individuals do not enter the receptionists area/backroom.
- ◆ Controls music/volume levels for facility.
- ◆ And all other duties that may be assigned.

NOTE: The above statement on duties reflect the general duties considered necessary to describe the principal functions of the job and should not be considered as a detailed description of all the work requirements that may be inherent in the job of receptionist.



Reception/Front Desk Staff Canada Games Park 1995 Inc.

Canada Games Park 1995 Inc. operates the Aquarena, the Track and Field and owns the Tim Hortons Franchise that is located in the main lobby of the Aquarena. The corporation is run by a volunteer Board of Directors who have appointed a Director/General Manager to manage the day to day operations.

Canada Games Park 1995 Inc. is a service oriented business and its customers are one of their most important assets. Services, programs and facilities are designed to match customer's needs and demands. The operation has a well-known reputation of providing "quality" customer service and exceeding customer expectations. The reason for this success is the "employees" because they treat each customer with a courteous, helpful, professional and friendly attitude. They build relationships with their customers whether they are children, teenagers, adults or a mature adult.

To fill the Reception/Front Desk Staff, Canada Games Park 1995 Inc. are seeking enthusiastic individuals whom have a strong desire to deliver fabulous service. Priority for selection will be given to candidates with the following skills and experience: applicants for this position must be a High School graduate, supplemented by post secondary courses/training related to the performance of the duties and responsibilities listed below. The successful applicant must be available for work on a call-in or part-time basis and must be neat in appearance, possess excellent telephone and communication skills. Ability to carry out verbal and written instructions accurately and quickly and deal with the public in a tactful, diplomatic manner. Ability to produce quality work and maintain a positive/friendly attitude in a fast paced work environment. These qualifications, coupled with experience/training in aquatics and fitness would be an asset.

Duties of the position

- Maintains overall control of the public entering the lobby and access to the change rooms and ensures payment for programs and services is received.

- Ensure brochure racks are filled with program information.
- Responsible for the constant flow of information to the public through personal contact and way of effective and friendly telephone procedures. Provides written material to customers .
- Responsible for cash handling: balancing cash, preparing daily cash reports, assisting with preparation of weekly deposit and inventory reports.
- Responsible for registration of all customers in Aquarena programs.
- Responsible for control and sale of inventory supplies.
- And other duties assigned.

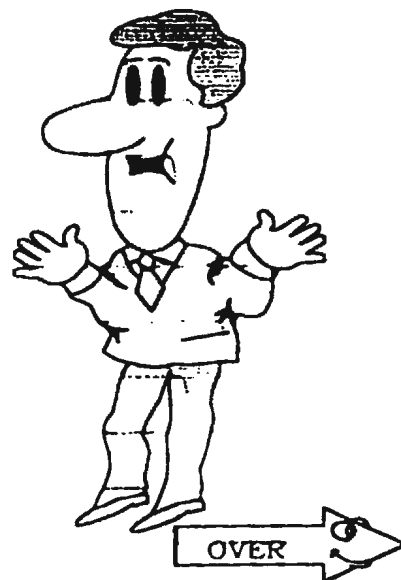
The above statements reflect the general duties considered necessary to describe the principle functions of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent in the job.

This is a unionized position with CUPE local 3336. This is a casual/potential part-time position which will not lead to full-time employment. Hours of work include weekdays, weekends and evenings, subject to availability of work. The hourly rate of pay is \$5.50 per hour. Wages will be deposited biweekly to employee bank accounts.

Please return your completed application to the Aquarena's front desk or mail to:

Anne Noseworthy
Director/General Manager
Canada Games Park 1995 Inc.
17 Westerland Rd.
St. John's, NL
A1B

**Deadline for applications:
4:30 p.m., Monday,
June 1st, 1998.**



Introduction to Job Description

The Aquarena is a multi-functional facility catering to several thousand customers each week. The customer, our most valuable asset, will only continue to support our operation if the service they receive is second to none. The beautiful facility and flexibility of programs offered are initial attractions for customers. Quality service provided by helpful and courteous staff is an essential ingredient for retaining customers.

As a Host/Hostess you are a professional; providing friendly quality service to customers. Professional conduct is of the utmost importance at all times. It is with you, the Host/Hostess, who the public will deal with directly.

Remember to think before you act and keep a level head at all times. We are all here together as a team to do a great job.

NOTE. Job descriptions for Host/Hostess positions are on file and may vary from the information contained in this manual. Copies can be obtained from the Director.

Job Description

It is important that all staff know their responsibilities. Good communication is essential to ensure we provide the best possible service.

Host/Hostess

Host/Hostesses must be neat in appearance, enthusiastic, possess excellent communication skills and have the ability to carry out verbal and written instructions accurately and quickly. Must have the ability to serve customers quickly and maintain a positive/friendly attitude in a fast paced work environment. Must have the ability to deal with the public in a tactful, diplomatic manner. They report to the Food Service Supervisor

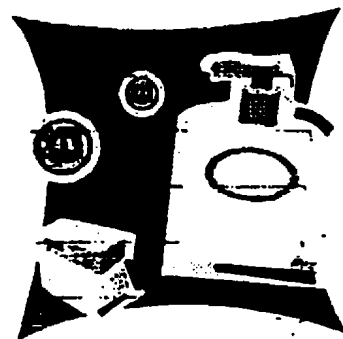
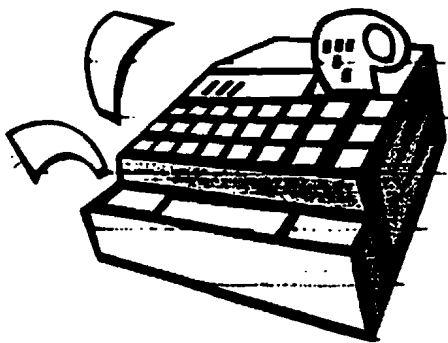
DUTIES (Host/Hostess)

- Provide friendly, quality service to customers.
- Clean counters, tables and all other store equipment. Ensures store is always clean and neat in appearance and advises maintenance if their assistance is required.
- Stock baked goods, prepares sandwiches and makes coffee
- Check and refill napkin dispensers
- Prepare sandwich mixes and cleans utensils/pots, etc.
- Replenish supply of cups/utensils/condiments

- Monitor store and lobby area for security purposes.
- Responsible for cash handling which includes the use of cash registers, cash balancing, and preparing cash reports.
- After each shift, the cashier will do an x-reading and check cash to ensure the cash balances. Both Host/Hostess will sign the x-reading.
- ~~Count daily throw-outs of all product~~
- Follow all standards as outlined by Tim Hortons.
- And all other duties as assigned.

If you have any questions concerning these areas, check your manual further and check with your Supervisor.

**Service
with a**



Appendix 9

Fees And Programs for Canadian University Recreation Programs

Key**Interior Codes of the Table**

| | |
|-------------|--|
| A | Access |
| A-B | Access with a performance or default bond provided. |
| A-B* | Access with a performance or default bond provided except for ice hockey. |
| A-2 | Access, the number represents the number of facilities, for example 2. |
| D | Discount |
| D-PT | Discount except during prime time, extra fee required at that time. |
| F | Free |
| NF | No facilities, new school. |
| NI | No information available. |
| SS | Other student services included with athletics. |
| SU | Student union fee. |
| — | Blank Space- either the facility is not accessible to the student or the facility does not exist on campus. |

Title Codes of the Table

| | |
|---------------------|------------------------------------|
| intra | intramural programs |
| rec serv | recreation services |
| gym | gymnasium |
| aux | auxiliary |
| out | outdoors |
| in | indoors |
| fit fac | fitness facility |
| fit test lab | fitness testing laboratory |
| multi purp | multipurpose room |
| PE bldg | physical education building |
| appart | apparatus |
| drive | driving |
| put | putting |
| equip | equipment |
| ODA | outdoor activity |
| climb | climbing |

| Fees per Semester | athletic student fee | user fee only | no fee (incl) | program/ services | intra | rec serv | main gym | aux gym | 3rd gym | 4th gym |
|------------------------------------|-----------------------------|----------------------|----------------------|--------------------------|--------------|-----------------|-----------------|----------------|---------------------------|---------------------------|
| University | | | | | | | | | | |
| Mount Royal College | \$56.40 | | | D | A | A | A | A | | |
| Red Deer College | U | | | | A | A | | | | |
| S. Alberta Institute of Technology | NI | | | | | | | | | |
| University of Alberta | \$44.00 | | | A | | A | | | | |
| University of Calgary | \$20.00 | | | A | | A | A | A | A | |
| University of Lethbridge | \$50.00 | | | D | | | A | | | |
| B.C. Institute of Technology | \$50.15 | | | | | | | | | |
| Okanagan University College | NI | | | | | | | | | |
| Royal Roads University | \$40.00 | | | | | | | | | |
| Simon Fraser University | \$30.00 | | | | | | A | | | |
| Technical University of B.C. | NF | | | | | | | | | |
| Trinity Western University | NI | | | | | | | | | |
| University of British Columbia | \$65.12 | | | | | | | | | |
| University of Northern B.C. | \$32.15 | | | D | A-B | | | | | |

(table continues) 173

| Fees | tennis courts out | tennis courts in | 2nd tennis out | racquet courts | 2nd racquet courts | dance studio | 2nd dance studio | combat room |
|---|----------------------------------|---------------------------------|--|---------------------------|--|-------------------------|--|------------------------|
| University | | | | | | | | |
| Mount Royal College | | | | | | A | | |
| Red Deer College | | | | | | | | |
| S. Alberta Institute of Technology | | | | | | | | |
| University of Alberta | | | | | | | | |
| University of Calgary | | | | A | | | | |
| University of Lethbridge | A | | | | | | | |
| B.C. Institute of Technology | | | | | | | | |
| Okanagan University College | | | | | | | | |
| Royal Roads University | | | | | | | | |
| Simon Fraser University | A | | | A | | | | |
| Technical University of B.C. | | | | | | | | |
| Trinity Western University | | | | | | | | |
| University of British Columbia | | | | | | | | |
| University of Northern B.C. | | | | | | | | |

| Fees | fit fac | fit test lab | weight room | cardio room | exercise room | multi purp room | YM- YWCA | PE bldg | field house | aerobics classes |
|---|--------------------|-----------------------------|------------------------|------------------------|--------------------------|--------------------------------|---------------------|--------------------|------------------------|-----------------------------|
| University | | | | | | | | | | |
| Mount Royal College | A | | | | | | | | | |
| Red Deer College | A | | | | | | | | | |
| S. Alberta Institute of Technology | | | | | | | | | | |
| University of Alberta | | | | | | | | | | |
| University of Calgary | A | | | | | | | | | |
| University of Lethbridge | A | | | | | | | A | | |
| B.C. Institute of Technology | | | | | | | | | | |
| Okanagan University College | | | | | | | | | | |
| Royal Roads University | | | | | | | A | | | A |
| Simon Fraser University | A | | | | | | | | | |
| Technical University of B.C. | | | | | | | | | | |
| Trinity Western University | | | | | | | | | | |
| University of British Columbia | | | | | | | | | | |
| University of Northern B.C. | A | | | | | | | | | A |

| Fees | fields | soccer field | soft ball field | track in | track out | outdoor basket court | outdoor gym appart | jog trails | ski trails | courts |
|------------------------------------|---------------|---------------------|------------------------|-----------------|------------------|-----------------------------|---------------------------|-------------------|-------------------|---------------|
| University | | | | | | | | | | |
| Mount Royal College | | | | | | | | | | |
| Red Deer College | | | | | | | | | | |
| S. Alberta Institute of Technology | | | | | | | | | | |
| University of Alberta | | | | | | | | | | |
| University of Calgary | | | | | | | | | | |
| University of Lethbridge | | A | | | A | | | | | |
| B.C. Institute of Technology | | | | | | | | | | |
| Okanagan University College | | | | | | | | | | |
| Royal Roads University | | | | | | | | | | |
| Simon Fraser University | | | | | | A | | | | |
| Technical University of B.C. | | | | | | | | | | |
| Trinity Western University | | | | | | | | | | |
| University of British Columbia | | | | | | | | | | |
| University of Northern B.C. | | | | | | | | | | |

(table continues) 176

| Fees | ski lift ticket | golf drive range | golf put green | golf course 9-hole | ice rink | ice oval | curling rink | equip room | ODA center | track & field center |
|------------------------------------|------------------------|-------------------------|-----------------------|---------------------------|-----------------|-----------------|---------------------|-------------------|-------------------|---------------------------------|
| University | | | | | | | | | | |
| Mount Royal College | | | | | | | | | | |
| Red Deer College | | | | | | | | | | |
| S. Alberta Institute of Technology | | | | | | | | | | |
| University of Alberta | | | | | | | | | | |
| University of Calgary | | | | | A | A | | A | A | |
| University of Lethbridge | | | | | | | | | | |
| B.C. Institute of Technology | | | | | | | | | | |
| Okanagan University College | | | | | | | | | | |
| Royal Roads University | | | | | | | | | | |
| Simon Fraser University | | | | | | | | | | |
| Technical University of B.C. | | | | | | | | | | |
| Trinity Western University | | | | | | | | | | |
| University of British Columbia | | | | | | | | | | |
| University of Northern B.C. | | | | | | | | | | |

| Fees | pool | pool out | YM- YWCA pool | sauna | steam room | whirl pool | beach | beach volley ball | personal training |
|------------------------------------|-------------|---------------------|------------------------------|--------------|-----------------------|-----------------------|--------------|----------------------------------|------------------------------|
| University | | | | | | | | | |
| Mount Royal College | A | | | | | | | | |
| Red Deer College | | | | | | | | | |
| S. Alberta Institute of Technology | | | | | | | | | |
| University of Alberta | | | | | | | | | |
| University of Calgary | A | | | | | | | | |
| University of Lethbridge | A | | | | | | | | |
| B.C. Institute of Technology | D | | | | | | | | |
| Okanagan University College | | | | | | | | | |
| Royal Roads University | | | | | | | | | |
| Simon Fraser University | A | | | | | | | | |
| Technical University of B.C. | | | | | | | | | |
| Trinity Western University | | | | | | | | | |
| University of British Columbia | | | | | | | | | |
| University of Northern B.C. | | | | | | | | | |

| Fees | nautilus circuit | climb room | training room | stadium | gymnastics gym | aerobic video room | aerobic studio | fencing studio |
|---|-----------------------------|-----------------------|--------------------------|----------------|---------------------------|-----------------------------------|---------------------------|---------------------------|
| University | | | | | | | | |
| Mount Royal College | | | | | | | | |
| Red Deer College | | | | | | | | |
| S. Alberta Institute of Technology | | | | | | | | |
| University of Alberta | | | | | | | | |
| University of Calgary | | A | | | | | | |
| University of Lethbridge | | | | | | | | |
| B.C. Institute of Technology | | | | | | | | |
| Okanagan University College | | | | | | | | |
| Royal Roads University | | | | | | | | |
| Simon Fraser University | | | | | | | | |
| Technical University of B.C. | | | | | | | | |
| Trinity Western University | | | | | | | | |
| University of British Columbia | | | | | | | | |
| University of Northern B.C. | | | | | | | | |

(table continues) 179

| Fees | varsity games | day pass | fun zone | rugby field | field hockey field | cricket pitch |
|------------------------------------|--------------------------|---------------------|---------------------|------------------------|-----------------------------------|--------------------------|
| University | | | | | | |
| Mount Royal College | | | | | | |
| Red Deer College | A | | | | | |
| S. Alberta Institute of Technology | | | | | | |
| University of Alberta | | | | | | |
| University of Calgary | | | | | | |
| University of Lethbridge | D | | | | | |
| B.C. Institute of Technology | | | | | | |
| Okanagan University College | | | | | | |
| Royal Roads University | | | | | | |
| Simon Fraser University | | | | | | |
| Technical University of B.C. | | | | | | |
| Trinity Western University | | | | | | |
| University of British Columbia | | | | | | |
| University of Northern B.C. | | | | | | |

| Fees per Semester | athletic student fee | user fee only | no fee (incl) | program/ services | intra | rec serv | main gym | aux gym | 3rd gym | 4th gym |
|----------------------------------|-----------------------------|----------------------|----------------------|--------------------------|--------------|-----------------|-----------------|----------------|---------------------------|---------------------------|
| University of Victoria | \$15.00 | | | D | | | A | A | | |
| Brandon University | NI | | | | | | | | | |
| University of Manitoba | | \$54.00 | | | | | A | A | | |
| University of Winnipeg | NI | | | | | | | | | |
| Mount Allison University | SU-\$53 | | | | | | A | | | |
| Saint Thomas University | NI | | | | | | | | | |
| Universite de Moncton | NI | | | | | | | | | |
| University of N.B. Fredericton | SU-\$54.5 | | | D-PT | | | A | A | A | |
| University of N.B. Saint John | NI | | | | | | | | | |
| MUN-Sir Wilfred Grenfell College | NI | | | | | | | | | |
| Acadia University | NI | | | | | | | | | |
| Dalhousie University | \$43.00 | | | D | A-B | | A | A | | |
| Dalhousie University-Dal Tech | \$43.00 | | | D | A-B | | A | A | | |
| Mount St. Vincent University | | | F | | | | | | | |
| St. Francis Xavier University | | | F | | | | A | A | | |

(table continues) 181

| Fees | tennis courts out | tennis courts in | 2nd tennis out | racquet courts | 2nd racquet courts | dance studio | 2nd dance studio | combat room |
|----------------------------------|--------------------------|-------------------------|----------------------------------|-----------------------|--------------------------------------|---------------------|------------------------------------|--------------------|
| University of Victoria | A | | A | A | A | A | A | |
| Brandon University | | | | | | | | |
| University of Manitoba | A | | | A | | A | | A |
| University of Winnipeg | | | | | | | | |
| Mount Allison University | A | | | | | | | |
| Saint Thomas University | | | | | | | | |
| Universite de Moncton | | | | | | | | |
| University of N.B. Fredericton | A | | | A | | A | | |
| University of N.B. Saint John | | | | | | | | |
| MUN-Sir Wilfred Grenfell College | | | | | | | | |
| Acadia University | | | | | | | | |
| Dalhousie University | | | | A | | A | | |
| Dalhousie University-Dal Tech | | | | | | | | |
| Mount St. Vincent University | | | | | | | | |
| St. Francis Xavier University | A | | | A | | | | A |

(table continues) 182

| Fees | fit fac | fit test lab | weight room | cardio room | exercise room | multi purp room | YM-YWCA | PE bldg | field house | aerobics classes |
|----------------------------------|----------------|---------------------|--------------------|--------------------|----------------------|------------------------|----------------|----------------|--------------------|-------------------------|
| University of Victoria | | | A | | A | | | | A | A |
| Brandon University | | | | | | | | | | |
| University of Manitoba | A | | A | | | | | | | |
| University of Winnipeg | | | | | | | | | | |
| Mount Allison University | A | | | | | | | | | |
| Saint Thomas University | | | | | | | | | | |
| Universite de Moncton | | | | | | | | | | |
| University of N.B. Fredericton | A | | | | | | | | | |
| University of N.B. Saint John | | | | | | | | | | |
| MUN-Sir Wilfred Grenfell College | | | | | | | | | | |
| Acadia University | | | | | | | | | | |
| Dalhousie University | A | | A | A | | | | | A | A |
| Dalhousie University-Dal Tech | A | | A | A | | | | | A | A |
| Mount St. Vincent University | A | | | | | | | | | A |
| St. Francis Xavier University | | | A | | A | | | | | |

(table continues) 183

| Fees | fields | soccer field | soft ball field | track in | track out | outdoor basket court | outdoor gym appart | jog trails | ski trails | courts |
|----------------------------------|---------------|---------------------|------------------------|-----------------|------------------|-----------------------------|---------------------------|-------------------|-------------------|---------------|
| University of Victoria | | | | | | | A | | | |
| Brandon University | | | | | | | | | | |
| University of Manitoba | | | | A | | | | | | |
| University of Winnipeg | | | | | | | | | | |
| Mount Allison University | A | | | A | | | | | | |
| Saint Thomas University | | | | | | | | | | |
| Universite de Moncton | | | | | | | | | | |
| University of N.B. Fredericton | A | | | | | | | A | | |
| University of N.B.Saint John | | | | | | | | | | |
| MUN-Sir Wilfred Grenfell College | | | | | | | | | | |
| Acadia University | | | | | | | | | | |
| Dalhousie University | A | | | A | | | | | | |
| Dalhousie University-Dal Tech | A | | | A | | | | | | |
| Mount St. Vincent University | | | | | | | | | | |
| St. Francis Xavier University | | A | A | | A | | | | | |

| Fees | ski lift ticket | golf drive range | golf put green | golf course 9-hole | ice rink | ice oval | curling rink | equip room | ODA center | track & field center |
|----------------------------------|------------------------|-------------------------|-----------------------|---------------------------|-----------------|-----------------|---------------------|-------------------|-------------------|---------------------------------|
| University of Victoria | | | | | A | | | | | |
| Brandon University | | | | | | | | | | |
| University of Manitoba | | | | | A | | | | | |
| University of Winnipeg | | | | | | | | | | |
| Mount Allison University | | | | | A | | | | | |
| Saint Thomas University | | | | | | | | | | |
| Universite de Moncton | | | | | | | | | | |
| University of N.B. Fredericton | | | | | | | | A | | |
| University of N.B. Saint John | | | | | | | | | | |
| MUN-Sir Wilfred Grenfell College | | | | | | | | | | |
| Acadia University | | | | | | | | | | |
| Dalhousie University | | A | A | | A | | | | | |
| Dalhousie University-Dal Tech | | A | A | | A | | | | | |
| Mount St. Vincent University | | | | | | | | | | |
| St. Francis Xavier University | | | | | A | | | | | |

(table continues) 185

| Fees | pool | pool out | YM-YWCA pool | sauna | steam room | whirl pool | beach | beach volley ball | personal training |
|----------------------------------|-------------|-----------------|---------------------|--------------|-------------------|-------------------|--------------|--------------------------|--------------------------|
| University of Victoria | A | A | | | | | | | |
| Brandon University | | | | | | | | | |
| University of Manitoba | A | | | | | | | | |
| University of Winnipeg | | | | | | | | | |
| Mount Allison University | A | | | | | | | | |
| Saint Thomas University | | | | | | | | | |
| Universite de Moncton | | | | | | | | | |
| University of N.B. Fredericton | A | | | | | | | | |
| University of N.B. Saint John | | | | | | | | | |
| MUN-Sir Wilfred Grenfell College | | | | | | | | | |
| Acadia University | | | | | | | | | |
| Dalhousie University | A | | | A | | | | | |
| Dalhousie University-Dal Tech | A | | | A | | | | | |
| Mount St. Vincent University | | | | | | | | | |
| St. Francis Xavier University | A | | | | | | | | |

| Fees | nautilus circuit | climb room | training room | stadium | gymnastics gym | aerobic video room | aerobic studio | fencing studio |
|----------------------------------|-------------------------|-------------------|----------------------|----------------|-----------------------|---------------------------|-----------------------|-----------------------|
| University of Victoria | | | | | | | | |
| Brandon University | | | | | | | | |
| University of Manitoba | | | | | | | | |
| University of Winnipeg | | | | | | | | |
| Mount Allison University | | | | | | | | |
| Saint Thomas University | | | | | | | | |
| Universite de Moncton | | | | | | | | |
| University of N.B. Fredericton | | A | | | | | | |
| University of N.B. Saint John | | | | | | | | |
| MUN-Sir Wilfred Grenfell College | | | | | | | | |
| Acadia University | | | | | | | | |
| Dalhousie University | A | A | | | | | | |
| Dalhousie University-Dal Tech | A | A | | | | | | |
| Mount St. Vincent University | | | | | | | | |
| St. Francis Xavier University | | | | | | | | |

(table continues) 187

| Fees | varsity games | day pass | fun zone | rugby field | field hockey field | cricket pitch |
|----------------------------------|----------------------|-----------------|-----------------|--------------------|---------------------------|----------------------|
| University of Victoria | | | | | | |
| Brandon University | | | | | | |
| University of Manitoba | | | | | | |
| University of Winnipeg | | | | | | |
| Mount Allison University | | | | | | |
| Saint Thomas University | | | | | | |
| Universite de Moncton | | | | | | |
| University of N.B. Fredericton | | | | | | |
| University of N.B. Saint John | | | | | | |
| MUN-Sir Wilfred Grenfell College | | | | | | |
| Acadia University | | | | | | |
| Dalhousie University | | | A | | | |
| Dalhousie University-Dal Tech | | | A | | | |
| Mount St. Vincent University | | | | | | |
| St. Francis Xavier University | | | | | | |

| Fees per Semester | athletic student fee | user fee only | no fee (incl) | program/ services | intra | rec serv | main gym | aux gym | 3rd gym | 4th gym |
|-----------------------------------|-----------------------------|----------------------|----------------------|--------------------------|--------------|-----------------|-----------------|----------------|---------------------------|---------------------------|
| St. Mary's University | | | F | D | A-B* | | A | | | |
| Universite Sainte-Anne | \$25.00 | | | | | | | | | |
| University College of Cape Breton | NI | | | | | | | | | |
| Brock University | | \$40.00 | F | | | | A | A | A | |
| Carleton University | \$138.10 | | | D | | | A | A | | |
| Lakehead University | NI | | | | | | | | | |
| Laurentian University of Sudbury | \$40.00 | | | D | | | A | | | |
| McMaster University | \$37.50 | | | D | | | A | A | | |
| Nipissing University | \$30.00 | | | | A | | A | | | |
| Queen's University | \$105.18 | | | D | A | | A | | | |
| Ryerson Polytechnic University | \$50.20 | | | A | A | | A | | | |
| Trent University | \$110.50 | | | | A | | A | | | |
| University of Guelph | \$80.00 | | | | A-B | | | | | |
| University of Ottawa | \$70.74 | | | | | | | | | |
| University of Toronto | \$76.81 | | | D | | | A | A | | |

(table continues) 189

| Fees | tennis courts out | tennis courts in | 2nd tennis out | racquet courts | 2nd racquet courts | dance studio | 2nd dance studio | combat room |
|-----------------------------------|----------------------------------|---------------------------------|--|---------------------------|--|-------------------------|--|------------------------|
| St. Mary's University | A | | | | | | | |
| Universite Sainte-Anne | | | | | | | | |
| University College of Cape Breton | | | | | | | | |
| Brock University | A | | | A | | | | |
| Carleton University | A | | | A | | A | | A |
| Lakehead University | | | | | | | | |
| Laurentian University of Sudbury | A | | | | | | | |
| McMaster University | | A | | A | | A | | A |
| Nipissing University | | | | | | | | |
| Queen's University | A | | | A | | | | A |
| Ryerson Polytechnic University | | | | A | | | | A |
| Trent University | A | | | A | | | | |
| University of Guelph | A | | | A | | | | |
| University of Ottawa | | | | | | | | |
| University of Toronto | | | | | | | | |

(table continues) 190

| Fees | fit fac | fit test lab | weight room | cardio room | exercise room | multi purp room | YM- YWCA | PE bldg | field house | aerobics classes |
|-----------------------------------|--------------------|-----------------------------|------------------------|------------------------|--------------------------|--------------------------------|---------------------|--------------------|------------------------|-----------------------------|
| St. Mary's University | | | | | | | | | | |
| Universite Sainte-Anne | | | | | | | | | | |
| University College of Cape Breton | | | | | | | | | | |
| Brock University | A | | A | A | | | | | | |
| Carleton University | A | A | A | | | A | | | | |
| Lakehead University | | | | | | | | | | |
| Laurentian University of Sudbury | | | A | | | | | | | |
| McMaster University | | | | | | | | | A | |
| Nipissing University | A | | A | | | | | | | |
| Queen's University | A | | A | | | | | A | | |
| Ryerson Polytechnic University | A | | A | | | | | | | A |
| Trent University | A | | A | A | | A | | | | A |
| University of Guelph | | | | | | | | | | |
| University of Ottawa | | | | | | | | | | |
| University of Toronto | | | | | | | | | | |

(table continues) 191

| Fees | fields | soccer field | soft ball field | track in | track out | outdoor basket court | outdoor gym appart | jog trails | ski trails | courts |
|-----------------------------------|---------------|---------------------|------------------------|-----------------|------------------|-----------------------------|---------------------------|-------------------|-------------------|---------------|
| St. Mary's University | | | | A | A | | | | | |
| Universite Sainte-Anne | | | | | | | | | | |
| University College of Cape Breton | | | | | | | | | | |
| Brock University | | | | | | | | | | |
| Carleton University | A | | | | | | | | | |
| Lakehead University | | | | | | | | | | |
| Laurentian University of Sudbury | A-4 | | | A | | | A | | A | |
| McMaster University | A | | | A | | | | | | |
| Nipissing University | | | | | | | | A | A | |
| Queen's University | A | | | | | | | A | A | |
| Ryerson Polytechnic University | | | | | | | | | | |
| Trent University | A | | | | | | | A | | |
| University of Guelph | | | | | | | | | | |
| University of Ottawa | | | | | | | | | | |
| University of Toronto | | | | A | | | | | | A |

| Fees | ski lift ticket | golf drive range | golf put green | golf course 9-hole | ice rink | ice oval | curling rink | equip room | ODA center | track & field center |
|-----------------------------------|------------------------|-------------------------|-----------------------|---------------------------|-----------------|-----------------|---------------------|-------------------|-------------------|---------------------------------|
| St. Mary's University | | | | | | | | | | |
| Universite Sainte-Anne | | | | | | | | | | |
| University College of Cape Breton | | | | | | | | | | |
| Brock University | | | | | | | | | | |
| Carleton University | | | | | | | | | | |
| Lakehead University | | | | | | | | | | |
| Laurentian University of Sudbury | | | | | | | | | | |
| McMaster University | | | | | | | | | | |
| Nipissing University | A | | | | A | | A | | | |
| Queen's University | | A | | | A | | | | | |
| Ryerson Polytechnic University | | | | | | | | | | |
| Trent University | | | | | | | | | | |
| University of Guelph | | | | | A | | | | | |
| University of Ottawa | | | | | | | | | | |
| University of Toronto | | | | | | | | | | |

| Fees | pool | pool out | YM-YWCA pool | sauna | steam room | whirl pool | beach | beach volley ball | personal training |
|-----------------------------------|-------------|-----------------|---------------------|--------------|-------------------|-------------------|--------------|--------------------------|--------------------------|
| St. Mary's University | A | | | A | A | A | | | |
| Universite Sainte-Anne | | | | | | | | | |
| University College of Cape Breton | | | | | | | | | |
| Brock University | A | | | A | | A | | | |
| Carleton University | A | | | | | | | | |
| Lakehead University | | | | | | | | | |
| Laurentian University of Sudbury | A | | | A | | | A | A | |
| McMaster University | A | | | | | | | | |
| Nipissing University | | | A | | | | | | |
| Queen's University | A | | | | | | | | |
| Ryerson Polytechnic University | A | | | | | | | | A |
| Trent University | A | | | | | | | A | A |
| University of Guelph | A | | | | | | | | |
| University of Ottawa | | | | | | | | | |
| University of Toronto | A | | | | | | | | |

| Fees | nautilus circuit | climb room | training room | stadium | gymnastics gym | aerobic video room | aerobic studio | fencing studio |
|-----------------------------------|-------------------------|-------------------|----------------------|----------------|-----------------------|---------------------------|-----------------------|-----------------------|
| St. Mary's University | | | | | | | | |
| Universite Sainte-Anne | | | | | | | | |
| University College of Cape Breton | | | | | | | | |
| Brock University | | | | | | | | |
| Carleton University | | | | | | | | |
| Lakehead University | | | | | | | | |
| Laurentian University of Sudbury | | | A | A | | | | |
| McMaster University | | | | A | | | | |
| Nipissing University | | | | | | | | |
| Queen's University | | | | | | | | |
| Ryerson Polytechnic University | | | | | | | | |
| Trent University | | | | | | | | |
| University of Guelph | | | | | | | | |
| University of Ottawa | | | | | | | | |
| University of Toronto | | | | | A | | | |

| Fees | varsity games | day pass | fun zone | rugby field | field hockey field | cricket pitch |
|-----------------------------------|--------------------------|---------------------|---------------------|------------------------|-----------------------------------|--------------------------|
| St. Mary's University | 2 | 2 | | | | |
| Universite Sainte-Anne | | | | | | |
| University College of Cape Breton | | | | | | |
| Brock University | | | | | | |
| Carleton University | | | | | | |
| Lakehead University | | | | | | |
| Laurentian University of Sudbury | | A | | | | |
| McMaster University | | | | | | |
| Nipissing University | | | | | | |
| Queen's University | | | | | | |
| Ryerson Polytechnic University | | | | | | |
| Trent University | | | | | | |
| University of Guelph | | | | | | |
| University of Ottawa | | | | | | |
| University of Toronto | | | | | | |

(table continues) 196

| Fees per Semester | athletic student fee | user fee only | no fee (incl) | program/ services | intra | rec serv | main gym | aux gym | 3rd gym | 4th gym |
|-------------------------------|-----------------------------|----------------------|----------------------|--------------------------|--------------|-----------------|-----------------|----------------|---------------------------|---------------------------|
| University of Waterloo | \$110.64 | | | D | | | A | A | A | |
| University of Western Ontario | \$76.78 | | | D | | | A | A | | |
| University of Windsor | | \$66.00 | | D | A | | A | | | |
| Wilfrid Laurier University | SS-\$130. | | | D | A | | A | A | A | A |
| York University | \$95.85 | | | D | | | A | A | A | A |
| University of P.E.I. | \$41.00 | | | | A | | A | | | |
| Bishop's University | \$36.00 | | | D | A | | A | | | |
| Concordia University | | YES | | | | | | | | |
| Ecole Poly-technique | NI | | | | | | | | | |
| McGill University | SS-134.5 | \$15.00 | | D | | | A | A | A | A |
| Universite de Montreal | NI | | | | | | | | | |
| Universite de Sherbrooke | NI | | | | | | | | | |
| Universite de Laval | NI | | | | | | | | | |
| University of Regina | \$42.50 | | | | A-B | | A | A | | |
| University of Saskatchewan | \$27.50 | | | D | A | | A | A | A | |

(table continues) 197

| Fees | tennis courts out | tennis courts in | 2nd tennis out | racquet courts | 2nd racquet courts | dance studio | 2nd dance studio | combat room |
|-------------------------------|----------------------------------|---------------------------------|--|---------------------------|--|-------------------------|--|------------------------|
| University of Waterloo | A | A | | A | | | | |
| University of Western Ontario | A | A | | A | | | | |
| University of Windsor | A | | | | | | | |
| Wilfrid Laurier University | A | | | A | | A | | |
| York University | A | A | A | A | | | | A |
| University of P.E.I. | A | | | A | | | | |
| Bishop's University | A | | | A | | A | | A |
| Concordia University | | | | | | | | |
| Ecole Poly-technique | | | | | | | | |
| McGill University | A | | | A | | A | | |
| Universite de Montreal | | | | | | | | |
| Universite de Sherbrooke | | | | | | | | |
| Universite de Laval | | | | | | | | |
| University of Regina | A | | | | | A | | |
| University of Saskatchewan | | | | A | | | | |

(table continues) 198

| Fees | fit fac | fit test lab | weight room | cardio room | exercise room | multi purp room | YM- YWCA | PE bldg | field house | aerobics classes |
|-------------------------------|--------------------|-----------------------------|------------------------|------------------------|--------------------------|--------------------------------|---------------------|--------------------|------------------------|-----------------------------|
| University of Waterloo | | | A | | | | | | | |
| University of Western Ontario | | | A | A | | | | | | A |
| University of Windsor | A | | A | | | | | | A | |
| Wilfrid Laurier University | A | | A | | | | | | | |
| York University | A | | | | A | | | | A | |
| University of P.E.I. | | | A | | A | | | | | A |
| Bishop's University | | | A | | | | | | | |
| Concordia University | | | | | | | | | | |
| Ecole Poly-technique | | | | | | | | | | |
| McGill University | | | A | | | | | | A | |
| Universite de Montreal | | | | | | | | | | |
| Universite de Sherbrooke | | | | | | | | | | |
| Universite de Laval | | | | | | | | | | |
| University of Regina | A | | A | A | | | | | | |
| University of Saskatchewan | A | | | | | | | | | |

(table continues) 199

| Fees | fields | soccer field | soft ball field | track in | track out | outdoor basket court | outdoor gym appart | jog trails | ski trails | courts |
|-------------------------------|---------------|---------------------|------------------------|-----------------|------------------|-----------------------------|---------------------------|-------------------|-------------------|---------------|
| University of Waterloo | | A | A-3 | | | | | | | |
| University of Western Ontario | | | | | | | | | | |
| University of Windsor | | A-3 | A-2 | A | A | | | | | |
| Wilfrid Laurier University | A | | | | | | | | | |
| York University | | A-4 | | | | | | | | |
| University of P.E.I. | A | | A | A | | | | | | |
| Bishop's University | A-9 | | | A | | | | A | A | |
| Concordia University | | | | | | | | | | |
| Ecole Poly-technique | | | | | | | | | | |
| McGill University | A-2 | A | A | A | A | | | | | |
| Universite de Montreal | | | | | | | | | | |
| Universite de Sherbrooke | | | | | | | | | | |
| Universite de Laval | | | | | | | | | | |
| University of Regina | A | A-2 | | | | | | | | |
| University of Saskatchewan | | | | | | | | | | |

(table continues) 200

| Fees | ski lift ticket | golf drive range | golf put green | golf course 9-hole | ice rink | ice oval | curling rink | equip room | ODA center | track & field center |
|-------------------------------|------------------------|-------------------------|-----------------------|---------------------------|-----------------|-----------------|---------------------|-------------------|-------------------|---------------------------------|
| University of Waterloo | | | | A | A | | | | | |
| University of Western Ontario | | | | | A | | | | | |
| University of Windsor | | | | | | | | | | |
| Wilfrid Laurier University | | | | | | | | | | |
| York University | | | | | A-6 | | | | | A |
| University of P.E.I. | | | | | A | | | | | |
| Bishop's University | | | | | A | | | | | |
| Concordia University | | | | | | | | | | |
| Ecole Poly-technique | | | | | | | | | | |
| McGill University | | | | | A | | | | | |
| Universite de Montreal | | | | | | | | | | |
| Universite de Sherbrooke | | | | | | | | | | |
| Universite de Laval | | | | | | | | | | |
| University of Regina | | | | | | | | | | |
| University of Saskatchewan | | | | | A | | | | | |

(table continues) 201

| Fees | pool | pool out | YM-YWCA pool | sauna | steam room | whirl pool | beach | beach volley ball | personal training |
|-------------------------------|-------------|-----------------|---------------------|--------------|-------------------|-------------------|--------------|--------------------------|--------------------------|
| University of Waterloo | A | | | A | | | | | |
| University of Western Ontario | A | | | | | | | | |
| University of Windsor | A | | | A | | | | | |
| Wilfrid Laurier University | A | | | | | | | | |
| York University | A | | | | | | | | |
| University of P.E.I. | | | | | | | | A | |
| Bishop's University | A | | | | | | | | |
| Concordia University | | | | | | | | | |
| Ecole Poly-technique | | | | | | | | | |
| McGill University | A-2 | | | | | | | | |
| Universite de Montreal | | | | | | | | | |
| Universite de Sherbrooke | | | | | | | | | |
| Universite de Laval | | | | | | | | | |
| University of Regina | A | | | | | | | | |
| University of Saskatchewan | A-2 | | | | | | | | |

(table continues) 202

| Fees | nautilus circuit | climb room | training room | stadium | gymnastics gym | aerobic video room | aerobic studio | fencing studio |
|-------------------------------|-----------------------------|-----------------------|--------------------------|----------------|---------------------------|-----------------------------------|---------------------------|---------------------------|
| University of Waterloo | | | | | | | | |
| University of Western Ontario | | | | | | | | |
| University of Windsor | | | | | | | | |
| Wilfrid Laurier University | | | | | | | | |
| York University | | | | A | | | A | |
| University of P.E.I. | | | | | | A | | |
| Bishop's University | | | | A | | | | |
| Concordia University | | | | | | | | |
| Ecole Poly-technique | | | | | | | | |
| McGill University | | | | A | | A | | A |
| Universite de Montreal | | | | | | | | |
| Universite de Sherbrooke | | | | | | | | |
| Universite de Laval | | | | | | | | |
| University of Regina | | | | | | | | |
| University of Saskatchewan | | | | | | | | |

(table continues) 203

| Fees | varsity games | day pass | fun zone | rugby field | field hockey field | cricket pitch |
|-------------------------------|--------------------------|---------------------|---------------------|------------------------|-----------------------------------|--------------------------|
| University of Waterloo | | | | | | |
| University of Western Ontario | | | | | | |
| University of Windsor | | | | | | |
| Wilfrid Laurier University | | | | | | |
| York University | A | | | | | A |
| University of P.E.I. | | | | A | A | |
| Bishop's University | | | | | | |
| Concordia University | | | | | | |
| Ecole Poly-technique | | | | | | |
| McGill University | | | | | | |
| Universite de Montreal | | | | | | |
| Universite de Sherbrooke | | | | | | |
| Universite de Laval | | | | | | |
| University of Regina | | | | | | |
| University of Saskatchewan | A | | | | | |

Appendix 10

Reporting Structures for Recreation Programs at Canadian Universities

| Departmental Structure Analysis | Academic Dept. (PE, Kin, Rec, or Athl) | Rec. &/or Athletics | Student Services/ Affairs | Outside Agency | Other |
|---|---|--------------------------------|----------------------------------|-----------------------|--------------|
| University | | | | | |
| Mount Royal College | | yes | | | |
| Red Deer College | | | | | |
| S. Alberta Institute of Technology | | | | | |
| University of Alberta | yes | | | | |
| University of Calgary | yes | | | | |
| University of Lethbridge | | yes | | | |
| B.C. Institute of Technology | | yes | | | |
| Okanagan University College | | | | | |
| Royal Roads University | | | | YM-YWCA | |
| Simon Fraser University | | yes | | | |
| Technical University of B.C. | | | | | |
| Trinity Western University | | yes | | | |
| University of British Columbia | | yes | | | |

| Departmental Structure Analysis | Academic Dept. (PE, Kin, Rec, or Athl) | Rec. &/or Athletics | Student Services/ Affairs | Outside Agency | Other |
|--|---|--------------------------------|----------------------------------|-----------------------|--------------|
| University of Northern B.C. | | | yes | | |
| University of Victoria | yes | | | | |
| Brandon University | | | | | |
| University of Manitoba | yes | | | | |
| University of Winnipeg | | | | | |
| Mount Allison University | yes | | | | |
| Saint Thomas University | | | | | |
| Universite de Moncton | | | | | |
| University of N.B. Fredericton | yes | | | | |
| University of N.B. Saint John | | | | | |
| MUN-Sir Wilfred Grenfell College | | | | | |
| Acadia University | yes | | | | |
| Dalhousie University | | | | | Dalplex |
| Dalhousie University-Dal Tech | | | | | Dalplex |

(table continues) 207

| Departmental Structure Analysis | Academic Dept. (PE, Kin, Rec, or Athl) | Rec. &/or Athletics | Student Services/ Affairs | Outside Agency | Other |
|--|---|--------------------------------|----------------------------------|-----------------------|------------------------|
| Mount St. Vincent University | | | yes | | |
| St. Francis Xavier University | | yes | | | |
| St. Mary's University | | yes | | | |
| Universite Sainte-Anne | | | | | |
| University College of Cape Breton | | | yes | | |
| Brock University | yes | | | | |
| Carleton University | | yes | | | |
| Lakehead University | | | | | Out. Rec. Student Soc. |
| Laurentian University of Sudbury | | yes | | | |
| McMaster University | | yes | | | |
| Nipissing University | | yes | | | |
| Queen's University | | yes | | | |
| Ryerson Polytechnic University | | | yes | | |
| Trent University | | yes | | | |

| Departmental Structure Analysis | Academic Dept. (PE, Kin, Rec, or Athl) | Rec. &/or Athletics | Student Services/ Affairs | Outside Agency | Other |
|--|---|--------------------------------|----------------------------------|-----------------------|--------------|
| University of Guelph | | | yes | | |
| University of Ottawa | | yes | | | |
| University of Toronto | yes | | | | |
| University of Waterloo | yes | | | | |
| University of Western Ontario | yes | | | | |
| University of Windsor | | yes | | | |
| Wilfrid Laurier University | | yes | | | |
| York University | | yes | | | |
| University of P.E.I. | yes | | | | |
| Bishop's University | | | | | |
| Concordia University | | yes | | | |
| Ecole Poly-technique | | | | | |
| McGill University | | yes | | | |
| Universite de Montreal | | | | | |

| Departmental Structure Analysis | Academic Dept. (PE, Kin, Rec, or Athl) | Rec. &/or Athletics | Student Services/ Affairs | Outside Agency | Other |
|--|---|--------------------------------|----------------------------------|-----------------------|--------------|
| Universite de Sherbrooke | | | | | |
| Universite de Laval | | | | | |
| University of Regina | yes | | | | |
| University of Saskatchewan | yes | | | | |





