

Institutional Review of Sheridan College

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Submitted to:

Board of Governors and Senate
Sheridan College

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Preamble:

Sheridan is actively engaged in pursuing an aspiration to have the institution recognized as a university. One step in this process is to submit an application for institutional membership to Universities Canada (UC). In preparation for that submission Sheridan invited two university presidents to complete a pre-review. The following report provides input from the reviewers on issues specific to the criteria for UC membership that may be of relevance to Sheridan's future UC application.

Sheridan has chosen to show leadership by embracing the change necessary to become a university. This decision represents a continued evolution of Sheridan, which intends to retain the best of what it has to offer to the communities it serves. Historically, Sheridan's strength stemmed from investing strategically in relevant areas of study emphasizing knowledge, creativity and innovation in program areas unique to the institution. As Ontario's and Canada's economies continue to shift, Sheridan has been strategic in identifying its place in today's economic landscape and in providing education for individuals who are literally creating the jobs of tomorrow while exploring the complex and challenging issues inherent in today's society. While not considered under the criteria established by Universities Canada, the reviewers believe that it is critical that any transition undertaken by Sheridan does not compromise the unique value proposition it brings to Ontario's post-secondary system. The region is well served by Sheridan and any aspiration to evolve to a new university should continue if that strength is enhanced. Sheridan maintains an access profile with respect to admission considerations for applicants with both "C" and "U" level high school studies. This ensures the institution meets the expectations of individuals needing individualized and lifelong learning opportunities as the pace of change accelerates and new skills are needed to meet the demands of the ever changing work place.

Criterion 1: Legislation/Statute/Charter

Sheridan College is legislated by the Ontario Colleges of Applied Arts and Technology Act (OCAATA) and Ontario's Postsecondary Education Choice and Excellence Act (PECEA). Further, Sheridan has been designated as an Institute of Technology and Advanced Learning (ITAL). Through this provincial legislative and statute recognition, Sheridan has been granted the authority to offer degrees that account for up to 15% of Sheridan's overall programs.

A limitation for Sheridan is the present Institute of Technology and Advanced Learning (ITAL) cap on the number of degrees Sheridan can offer at 15% of the total number of programs. Both the limit on the proportion of degrees and the fact that Sheridan does not have the authority as an institution to expand beyond this limitation may be identified as an issue for UC membership.

The ideal solution to this restraint would be to have the province change the legislation under which it operates and have Sheridan be recognized as a University, or have the 15% restriction lifted or adjusted.

The current legislative structure may not prevent Sheridan from being considered for membership in Universities Canada but Sheridan will need to demonstrate the extent to which the legislation and statute do not limit the institution's ability to meet the criteria in the membership application.

Criterion 2: Governance and Administrative Structure

Sheridan has clearly recognized the importance of this criterion in achieving recognition by Universities Canada. The investment in establishing a bi-cameral structure appropriate to a university is evident in the institutional transition process that was started in 2012. Over the past three years, the evolution of the oversight and decision making on Sheridan's academic planning to Senate, with the Board of Governors having continuing responsibility for fiduciary, strategic and administrative planning, is a clear indication of the commitment of Sheridan to the bi-cameral structure of governance within the limitations of the legislation in Ontario.

The critical question for this criterion is "Who has the authority?" Specifically, does the Board in legislation have the authority, through its by-law process, to delegate its authority for academic programs and quality to a new governing body called Senate. Every indication in Sheridan's transition process and practice suggests that the Board has made a commitment to transfer the decision making on academic planning and quality to the Senate. Additionally, has Sheridan established transparent processes to determine which matters are academic and which matters rest under the jurisdiction of the Board? The areas of joint or collaborative decision making should also be clarified.

The Senate structure as established meets the test for collegial governance with the majority members of Senate being members of the academic staff at Sheridan. Furthermore, the local academic councils align their decision making with the structures of Senate including the scheduling of meetings and the process for discussion of academic policies and processes.

Sheridan's executive and senior administrative teams reflect a University administrative structure and are appropriate for the size and range of activities delivered.

Several issues (such as the 15% cap on degrees) arose through the review about a number of decisions that the government retains through legislation or statute that may raise questions about Sheridan's perceived independence as compared to a university environment. These may raise concerns for UC reviewers and should be recognized as limitations on decision making not normally evident in university decision making.

Another issue relates to Sheridan's process to hire faculty with terminal credentials. Sheridan has made a consistent effort to hire faculty that hold terminal degrees in their field. In addition they have committed to have faculty teach in programs where they have an advanced degree. When Sheridan wishes to appoint a faculty person to a post where they do not have the requisite degree qualifications, the President can sign a "Presidential exception". A limitation exists in that this "Presidential exception" is meant to provide leeway to colleges to appoint faculty with outstanding relevant experience. To operate as a university, an institution must maintain the right to appoint the faculty it deems most appropriate to meet the teaching demands of its programs.

Criterion 3: Mission and Goals

Strategic planning at Sheridan emphasizes the importance of integrating planning across the institution as evidenced in several documents including the Board's Strategic Plan titled Sheridan's Strategic Plan 2013-2020, the Academic Innovation Strategy-Sheridan: The Creative Campus, and the Sheridan

Business Plan. Individually they are well developed but more importantly they, as an integrated whole, demonstrate a clear vision for Sheridan based on its unique values and attributes that are responsive, relevant and innovative in meeting the education and training needs of the broad spectrum of communities Sheridan serves. Furthermore, the integrated plans demonstrate Sheridan's unique and important strengths and fit within the spectrum of post-secondary institutions in Ontario and in Canada.

The new strategic planning processes initiated in 2012 emphasized the transition to a unique teaching focused university. Through engagement across its internal and external communities, Sheridan has developed and approved a clearly articulated, well known and widely accepted mission statement, academic goals, and institutional values statement appropriate to this aspiration. On reviewing the elements of these plans a few questions have been raised for consideration. While not essential to the UC criteria, the questions may help foster dialogue as Sheridan evolves as an importantly unique contributor to the collection of post-secondary institutions in Ontario and the country.

The three strategic goals in the 2012 Plan include:

1. Inspire creative, innovative teaching and learning,
2. Provide a premier learning environment,
3. Build our reputation as a leading employer.

Do these goals include all that an aspiring university should include? There are a number of issues and questions that may be raised and or considered by Sheridan in its planning as these goals are reviewed and new directions are set. For example should a more deliberate role for the scholarship, research and creative activities of a university be included in the goal statements? Should a modern university's role in contributing to the social and economic prosperity of the region it serves be more clearly articulated in its goals statements? Also, what is the role of the university in being a place for difficult dialogues being experienced by communities, the region or the nation? Should Sheridan articulate these concepts in its goals as a new university? What about the strong history and strength of community engagement or the institutional plans for work integrated learning? Is this readily apparent in the goals of the institution?

The Sheridan values identified in the planning exercise are academic excellence, creativity and innovation, and global citizenship. Does this set of three demonstrate all the values of Sheridan as a new university or is there more content that can be articulated in these statements that demonstrate the strength of a university's values? Where would academic freedom as an important institutional value fit in these three? Where does a value of celebration of quality fit? Where does creativity, discovery and applied research fit, given their hallmarks of Sheridan's strength as an institution? Where would respect and diversity fit, another hallmark of Sheridan? Where does the strong institutional value of a focus on student access and success fit? In the 2009 academic planning exercise "participants expressed a profound passion for student success, innovation, connectedness (sense of belonging) and celebration of success." Are these items of "profound passion" clearly evident in the institutional values?

The three values articulated in the planning documents do not do justice to the strength of the historical values of Sheridan especially as it aspires to transition to a university. The strength of building on the institutional values unique to Sheridan while adding the values inherent in a university environment may warrant further discussion for the Sheridan community. While this may not be essential to the UC

criteria, the dialogue and critical analysis may be a beneficial ongoing exercise if more ideas and understandings are explored as Sheridan goes through the transition.

The Sheridan Business Plan provides a framework of five areas which all align well with the aspirations of transitioning to a university. They include:

1. Degree Program Development and Delivery
2. Enhancement of Library and Learning Services
3. Expansion of Scholarship, Research and Creative Activities
4. Faculty Human Resource Planning
5. Creative Campus Development

The issue of faculty workload is identified in this section and will raise questions for UC reviewers. Sheridan should explore opportunities such as formalized Local Agreements and discussions at the Union-College Committee level to further clarify workloads.

During our visit, there was a healthy discussion on viewing work load as a ratio of unspecified time allocated between teaching, research (creative activities) and service. Recognition of the attributes of this approach (not necessarily articulated in a collective agreement) may be helpful moving forward.

There will be questions about rank and tenure and the direction Sheridan will take on this issue. An absence of institutional recognition for the need for, and benefit of, having such a system may not be well understood or appreciated.

Criterion 4: Majority of Programs/Students at University Standard

Sheridan has data that demonstrates that 70% of programs and 76% of the institution's PSE enrolments are at the "university level". Ontario provincial legislation limits 15% of all Sheridan academic programs to be degrees but has recognized the quality with "honours" designation for these degree programs. The pathways and transfer guide show strong pathways and Sheridan's enrolment plan shows movement from 76% at the university level to 82% by 2020-2021. Diplomas and advanced diplomas contribute to Sheridan's overall count of university level educational offerings. The addition of twelve new degree programs currently in development will help demonstrate a trend to university level programming. Identifying a clear timeline for when these new programs will be offered and if/when the 15% cap may be lifted will be an important factor to inform the dialogue with the UC review team. Without a change to this government mandated cap there could be a concern that if no further degree programs are approved the pathways may be more conducive to a transfer institution than a university. The data presented to support the percentage of students in degree vs non-degree students should be clear and unambiguous.

Sheridan's history of small class sizes, strong ties to industry, programs that embrace experiential learning, reflective and work-integrated learning and student success are institutional strengths that deserve to be highlighted in this review and that should be used to build the case for the unique role of Sheridan in the diversity of post-secondary institutions and in particular, in universities based in Ontario.

Sheridan should also include measures of institutional outcomes in terms of certificates, diplomas and

degrees that Sheridan delivers each year. If it is advantageous, include a percentage breakdown on university programming output including university level work that produces degrees, diplomas, and certificates.

The trend line on new degree development is very positive if the current and future planned growth is realized. The current Ministry cap limits this growth. If the cap is lifted (or at least increased) between now and the eventual visit by UC, this would be of benefit to Sheridan's application.

The partnership with select Ontario Universities to offer joint degree programs is further evidence of the evolving strength of Sheridan to take on more responsibility in degree delivery in the province. Sheridan is meeting a demand for university degrees as evidenced by numbers enrolled and the quality of university level standards achieved through the willing collaborative partnerships.

Further evidence of the quality of the student undergraduate experience at Sheridan can be found in the participation in graduate studies of Sheridan alumni with undergraduate degrees. The academic standing of the students who transfer from Sheridan to complete degrees at other institutions is further evidence of the quality of the university level programming at Sheridan. Taken together, these elements are all very positive indications of the evolving quality of the university education received at Sheridan.

Criterion 5: Degrees, Faculty, Assessment & Resources

Faculty Credentials

The UC application should provide an explanation of the supports and expectations that have been put in place to ensure that faculty have the terminal degree in their discipline. It is clear in the report that Sheridan has recognized the importance of increasing the number of faculty members with terminal degrees as demonstrated by doubling its investment in sabbaticals to encourage terminal credential achievement.

The multi-year Human Resource Hiring Plans provide a strong and deliberate strategy by Sheridan to hire Highly Qualified Personnel (HQP) into faculty positions. These efforts are enhanced by data that indicates that there will be, over the next five years, an increase of approximately 20% in the number of new qualified faculty.

Collective Bargaining and Rank and Tenure

Currently Sheridan's collective bargaining process is controlled centrally and is subject to common table bargaining across all colleges in Ontario. This lack of independence on the faculty contracts may raise concerns for the UC review team. The institution does not have autonomy as it relates to its most important resource, its faculty. This may be an issue of institutional autonomy for Sheridan.

The Sheridan faculty does not have a rank and tenure system. The faculty is included in a province wide certification order for faculty at all colleges in Ontario. What has been established and has provided the framework for labour negotiations is an industrial model of collective bargaining that is based on seniority. No rank and tenure exists at Sheridan. While this is not common in UC membership, there are examples of institutions who are UC members who have evolved from a similar bargaining structure and do not have rank and tenure but do have some independence in bargaining local issues. Going against the

norm on rank and tenure can be a challenge when faculty apply for national granting agency funding or aim to form other external relationships if the organizations involved are used to dealing with the norm of rank and tenure and peer review. Demonstrating some rigor in the hiring process, in the regularization process (one year probation) and the post regularization review process (every four years) will be important to show Sheridan's commitment to support high quality faculty.

In Sheridan's industrial model of collective bargaining the probationary period is one year. Questions will be raised by UC reviewers who are used to a probationary period of five to seven years prior to faculty being considered for tenure and review processes based on peer review for merit. Questions will be raised about a seniority model with one year probation as an indicator of quality. This, far more so than rank, will be an issue during a UC review. Some of the potential questions may be:

1. Is this adequate to screen quality?
2. Is this embedded in the collective agreement?
3. What is the process? Who makes the decision on permanency (tenure)?
4. Faculty members, post regularization, are reviewed every four years. Is this a process that benefits the quality and professional development of the faculty?

Institutional Culture

The importance of supporting the evolving institutional culture by celebrating the history of all those who have brought the institution to this exciting opportunity for change of institutional status should not be underestimated. Changes of this magnitude are a constant challenge as PSE institutions generally have long term employees. While the assumption might be that change will be easy for all and recognized as essential in a knowledge based organization, the reality is usually different. The challenge of change will need continual investment to ensure the full engagement of the academy and participation of the whole institution in the changes in governance, structure and quality measures.

We were impressed by the sense of community and commitment that was exhibited across all three campuses to the journey that Sheridan is on. From the Board Chair throughout all the people we engaged, there was a dedication to making the aspirational plans of Sheridan a reality.

While institutional culture is not a measure for UC membership, Sheridan may want to discuss and engage in identifying measures of institutional culture that could be used to track the changes in the institution as this transition continues. This approach may be useful to help fully engage all parts of the institution in dialogue and thinking about a deliberate way to maintain the strengths of Sheridan's unique institutional culture.

Prior Learning Assessment and Recognition (PLAR)

PLAR is an important historical aspect of Sheridan's history. While the availability of this recognition is not consistent across all members of UC, it is an area that may raise questions from future reviewers given the increase in transferability of courses across all member institutions of UC.

Planning and Assessment for Program Changes

Sheridan has undertaken a long list of studies to assess the readiness of units and programs to transition

to a university. The following are a non-exclusive list that flow from and inform the integrated strategic planning that is ongoing at Sheridan:

- change management training
- 35 recommendations in Student Affairs study
- Deloitte report for the OTR
- Library and Learning Services Strategic Plan: Connections to Knowledge
- University Library Operational Plan, 2013-2018

This comprehensive engagement across the institution has ensured that people across the institution are thinking about what it will mean to transition to a university. The work has been in-depth and demonstrates the commitment of the whole institution to university transition.

Library and Learning Services

Libraries are often the key institutional asset that is different when comparing colleges and universities. Sheridan has invested in the library and has demonstrated the growth and expansion of library services in a way that represents its recognition of the importance of the library to a university. Continued investment according to the plans in place should lead to a positive review by the UC membership review team. There is good movement on library resources and plans for more to come. The collections and access to collections are always a challenge and the new and different approaches require new staff or staff transitions which Sheridan has addressed. Demonstrating that Sheridan has the right level of support for libraries to support faculty and students is essential. The expansion of the study and group work space available to students should continue.

The leadership team in the Library is actively engaged in enhancing the level and scope of service necessary to meet university library standards. The team is providing the guidance for an institutional repositioning of the library that integrates across the institution. One example is the creation of the Scholarly Output Undergraduate Research Centre of Excellence (SOURCE). It is fully integrated with the SRCA team and is new, vibrant and dynamic, fully reflecting Sheridan's aspirations for transition to a university.

Program Development and Review

Clarity is needed on the responsibilities for new program development in the section on page 106 in the self-study document. In reviewing the charts the questions raised include:

1. Who has the authority on new program development? Is it the Board for finances? Is it the Senate for academic quality?
2. Who has the authority for creating a new academic credential or degree?
3. Who has the authority for creating a new Faculty?
4. What authority do external Advisory Councils have other than advising? Do they advise on new programs, program changes, or other matters?
5. Program changes and course revisions (level 3) – page 108: Is this done just by a Senate Committee or must it be approved by Senate? Has Senate delegated its authority to a committee?
6. For Program Review - how is the Senate involved and what is its authority in this process? The process outlined in the self-study seems to be administrative yet the Senate has responsibility for

quality. Is Senate's authority articulated in this framework?

Program reviews provide a positive opportunity for reflection on program quality. It appeared that quality assurance is a common value and underlying principle at Sheridan.

Student Affairs

The broad scope of student affairs is well engaged in the questions of transition to university recognition. The 35 recommendations in the operational review have engaged all members of the student affairs team. This process has been very helpful for the team and their partners, and has helped the students and support staff to recognize their responsibilities in the transition. There will be many issues to resolve in the transition but the student centred focus that is evident across Sheridan is well established and is reflected in the name change from student services to student affairs.

Students

The student discussions raised issues such as:

1. Will the personal focus on student success change as the Sheridan transitions to a university? Will the university be a more depersonalized learning environment? One student expressed concern as she had transferred from another Ontario University to Sheridan and didn't want the previous experience to become the norm at Sheridan.
2. Will the strong pathways programs disappear?
3. What will be the future reputation of a Sheridan degree? How will students benefit from this transition?
4. How do the students contribute now to ensure the future strength of Sheridan and a Sheridan degree?

There is no reason to believe that Sheridan will lose its personal focus or abandon its pathways programs. Given Sheridan's unique contribution to post-secondary in Ontario, it will be important for Sheridan's own reputation to address any student concerns regarding access and attention.

Indigenous Issues

Given the importance of Indigenous issues in light of the recent supreme court decisions on title and rights, the recent Truth and Reconciliation Commission (TRC) report, and the recognition of Indigenous education as one of the most important public policy issues in Canada today, the work being done by Sheridan to engage in creating an Aboriginal Education Council is seen as positive.

Internationalization

Sheridan has experienced significant growth in the international population of students at the institution in the past six years. The growth from 277 students in 2008 to 3623 students in 2014 is impressive. With this growth comes many challenges and many opportunities. The provision of professional development (PD) and support for faculty and staff is paramount.

The Davis campus enjoys a strong presence of international students. Given the recruitment strategies, it might be helpful to have a better understanding of the percentage of international students that are in

degree programs and those who are in diploma and certificate programs.

President's Creative Challenge

The President's Creative Challenge is a very interesting and powerful concept that has been used well to increase the awareness of the institutional aspiration to achieve university status.

Criterion 6: Liberal Arts and/or Sciences - Breadth & Depth

Sheridan has recognized the importance of a well-rounded, balanced curriculum as demonstrated in Sheridan's degree breadth and general education requirements. These meet the PEQAB degree standards and demonstrate the recognition by Sheridan's Senate of the importance of a well-rounded educational experience.

This Sheridan review has identified that past practice within the institution in program development has not fostered recognition of the value of basic and depth requirements in an undergraduate degree program. Yet Sheridan has demonstrated a commitment to the importance of the general education and breadth curriculum through investments in new courses and new faculty to teach in these areas. PEQAB requires that 20% of all degree programs be dedicated to breadth requirements. Also, the Binding Framework for Programs of Instruction dictated by the Ministry of Training, Colleges and Universities requires the inclusion of general education in non-degree programs. All the pathway diplomas and advanced diplomas that have been deemed to be at the university level of study at Sheridan satisfy the general education requirements.

For degree programs Sheridan must continue to support the ongoing dialogue to help faculty and staff across the institution understand the importance and value of breadth and depth in degree programs. Educating beyond the narrow scope of a specific discipline is important to the recognition of a degree and demonstrates that the holder of a Sheridan degree is a well and broadly educated person and not exclusively trained within a narrow discipline. Sheridan is well on the way to providing a uniquely Sheridan approach to the breadth and depth requirement as evidenced through the investment in the Board Undergraduate Certificate in Creativity and Creative Problem Solving.

Sheridan is committed to ensuring that the breadth and depth of a university education is demonstrated in its degree programming.

Criterion 7: Scholarship, Research and Creative Activities

Sheridan has a growing track record of Scholarship, Research and Creative Activities (SRCA). Given the breadth and scope of faculty work at Sheridan, it is a strategic decision to adopt a Sheridan inspired model of a framework like the Boyer model of SRCA. Sheridan's growing success in tri-council funding and industry partnership funding all demonstrate the evolving relevance, responsiveness and innovative nature of SRCA at Sheridan. Continued investment with the evolution of a similar trend line will demonstrate the strength of the internal commitment to growth of this important area of Sheridan's mission and aspirations to be a university. There are a number of issues that may emerge for further questioning when the UC reviewers explore the environment for SRCA for the faculty researchers at Sheridan. They include:

1. The absence of rank and tenure may be an issue as the institution may get questioned about the

titles of Professors.

2. The shortness of time (1 year) for review prior to regularization of faculty members and then the potential lack of rigor in the regularization process for faculty appointments will likely raise questions by the UC reviewers. The concern will relate to the industrial model of labour relations based on seniority rather than merit. This is not the norm in university environments. It is much more common in two year college environments and may be indicative of Sheridan's history as a college. Notwithstanding, there are Canadian universities who are members of Universities Canada who do not have a structure of rank and tenure for their faculty.
3. The apparent lack of peer review in the regularization process or the demonstration of accomplishment in areas other than teaching may be an issue. How will Sheridan address this in the future as the opportunities for faculty to engage in SRCA evolve?
4. Integrating SRCA opportunities into faculty workloads must be supported within the framework of the present workload structure.
5. Sheridan faculty have demonstrated an increasing level of success in peer review processes external to the institution but Sheridan itself has not clearly demonstrated peer review processes within the institution. The culture of a college driven by a process of seniority in faculty does not necessarily support a system of peer review which is more aligned with merit. The celebration of quality based on merit may also be tempered in an environment of seniority although not necessarily so if deliberate processes are established. This is a question Sheridan will have to wrestle with as it evolves as a university.

Sheridan has a very dynamic and well demonstrated engagement by students in creative processes. The institution should continue to enhance the focus and celebrate the strength of the achievements realized in undergraduate scholarship, research and creative activities across the institution. Sheridan's strength and reputation as a high quality undergraduate institution will continue to be built on the creative and innovation output of its students. Further investment in raising the profile of this area of strength will strengthen Sheridan's value proposition as a high quality undergraduate teaching institution where engagement of undergraduate students in partnership with faculty in SRCA is exceptional and is celebrated.

Sheridan has developed good insights into the institutional capacity in this area. Through planning, it is providing guidance and support, recognizing the need to invest in faculty time and faculty skill sets. Sheridan is also raising the recognition of the quality and quantity of the SRCA work being conducted at Sheridan and the impacts of the work. The increasing success with national granting councils demonstrates that Sheridan recognizes the importance of tri-council funding. Such partnerships should continue to be pursued for support where appropriate.

Criterion 8: Academic Freedom, Academic Integrity, and Intellectual Property

The material provided demonstrated that Sheridan is proceeding in a positive and collegial manner to address the principle of academic freedom as the aspirational vision to become a university continues.

1. Academic Freedom: not currently met

The completed and approved Academic Freedom Policy being developed for review and approval in 2016 will be an essential part of the Sheridan submission to Universities Canada.

The Sheridan policy must be robust and aligned with the Universities Canada Academic Freedom principles. We suggest that Sheridan develop an Academic Freedom policy that supports the aspirations of the institution using the principles inherent in the Universities Canada document. There are many examples to draw on in Ontario and across Canada.

The Pre-Review Team is assuming that Academic Freedom cannot be put in the Collective Agreement given the nature of Sheridan's bargaining centrally in the Province with a common agreement across all the Colleges in Ontario. An Academic Freedom statement must be in place that is well-known and understood across campus.

2. Academic Integrity Policy: not currently met

The Academic Integrity Policy is being developed and reviewed in the 2015-2016 academic year. This is appropriately being completed through the collegial processes of Senate. Academic integrity is essential to proving the reputational quality of a university. Clearly written policy and process based on the rules of natural justice will be essential to the framework for practice that is established.

3. Intellectual Property Policy: not currently met

The Intellectual Property Policy is being developed and reviewed in the 2015-2016 academic year. Currently, Sheridan has institutional/corporate ownership of the intellectual property created by any employees. This includes all course work and any scholarship, research or creative activity. The most common practice at universities in Canada is a "creator owner" model with agreements established on shared ownership between the creator and the University if there is an investment by the university that leads to commercialization. Sheridan has identified that it plans to develop policy based on the model used at the University of Waterloo. The intent to foster creativity and innovation at Sheridan through a creator-ownership policy similar to the model at the University of Waterloo is recognized as positive.

Criterion 9: Minimum of 500 FTE

This criterion has been met.

Criterion 10: Parent Institution

This criterion is not applicable.

Criterion 11: Not-For-Profit

This criterion has been met.