Thank you again to all engagement team members for your collective efforts to work collaboratively and to deliver thoughtful and well-researched White Papers. These papers, and particularly the recommendations, continue to add more tangible components to the vision we are creating for Sheridan University.

The recommendations from each of the White Papers have been extracted and are posted here. As a follow-up to the productive work accomplished by each of the engagement teams, the Chairs have been tasked with critically analyzing and prioritizing their respective recommendations within the context of our Vision, i.e. they must directly impact our Vision.

Given that there were 98 recommendations in total, a necessary (and challenging) component of the analysis will include the deletion of some recommendations that do not directly impact our Vision. Part of this process will be cross referencing the same or similar recommendations that have been formulated by more than one engagement team in order to determine whether or not that recommendation is to remain, and if so, who is to be responsible for it.

This process is not intended to devalue the deleted recommendations nor the processes and efforts that were undertaken in order to formulate them. It is a matter of paring them down to the point where the ones that directly impact the Vision can be prioritized. This will greatly assist our institution in continuing to move to the next phase which includes developing action plans and working steadily toward their implementation.

In addition to the recommendations made by the engagement teams, and where appropriate, these documents also reflect the operational entity and/or Senate Standing Committee to which the prioritized recommendations will be referred for action and/or approval. As you will see, a couple of those decisions are still to be confirmed but that’s to be expected in an organization the size and scope of Sheridan.

We will continue to post updates as they become available. Stay tuned for the exciting news!
Engagement Team Recommendations

Follow-up Strategy

**ACADEMIC PATHWAYS**

**Sponsor:** Mary Preece, Provost and Vice President Academic

**Leads:** Dean - Has Malik

Registrar – Linda Dalton

**Manager:** Jane Jenner, Manager Special Projects

**Support:** Sherri Murray, Coordinator, Academic Operations and Pathways, Office of the Provost and Vice President Academic

**Liaison:** Learning Partnerships and Academic Pathways Standing Committee of the Sheridan Senate

**Deliverable:** Detailed work plan for 2013 – 2018

**Recommendations:**

The Engagement Team recommends that Sheridan develop an overarching institutional Academic Pathways strategy that includes:

<table>
<thead>
<tr>
<th>More academic pathways for students:</th>
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<tbody>
<tr>
<td>• Create more laddering opportunities into Sheridan diploma and degree programs</td>
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<tr>
<td>• Increase the number of meaningful pathways that focus on the shortest completion time, while maintaining credential legitimacy</td>
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<tr>
<td>• Proactively grow the number and improve the quality of Sheridan-specific articulations agreements that</td>
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<tr>
<td>o Stipulate the exact number of advanced standing credits granted to both inbound and outbound students</td>
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<tr>
<td>o Identify clear program completion pathways</td>
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<tr>
<td>o Provide innovative options reflecting labour market trends to enhance employment opportunities for graduates</td>
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<tr>
<td>• Implement new PLAR Policy, and develop a robust and integrated strategy to ensure that the PLAR process can be easily operationalized and is thus fully embraced by the Sheridan community</td>
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</table>

**Tools and procedures for improved efficiency and quality:**

| Create a comprehensive searchable database(s) for |
- Recording advanced standing transfer credits granted to students/applicants entering a Sheridan program (in progress)
- Recording of all active articulation agreements
- Centralize all formal, signed documentation in one location where it can be updated and maintained on a regular basis by staff assigned to the function
- Develop college-wide policies and standards
  - Articulation agreement template
  - Forms (e.g. advanced standing applications, approvals, etc.)
  - Standard vocabulary and glossary of terms (i.e. credit units vs. credit hours, etc.)
- Train staff on the use and integration of pathway tools (e.g. PLAR, advanced standing, articulation agreements, etc.)
- Improve efficiency in order to provide exceptional, seamless service; “In the best interest of the students we will”:
  - Create a service framework and measurable standards (e.g. clearly articulated and well communicated step-by-step processes and targeted response times) to govern the implementation of Sheridan’s credit transfer process
  - Award transfer credits at the time of admission offer to positively influence students’ decisions
  - Develop an internal communication and training process to ensure that all staff/faculty are aware of academic pathways opportunities and processes/tools available to facilitate students’ access to them
  - Use a centralized credit transfer database to automate the advanced standing process where credits have been previously granted and only refer students to program coordinators for courses that have not been evaluated (currently in progress)
- Research and evaluate the uptake data to ensure that pathways opportunities are seen by students to have real value and can be effectively managed
- Develop a process for regularly monitoring the use and quality of laddering opportunities and articulation agreements
- Manage and review pathway agreements with partnered institutions through the Program Review Process to ensure that curriculum facilitates pathways

<table>
<thead>
<tr>
<th>Creating a presence in the marketplace and improving access and transparency:</th>
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<tbody>
<tr>
<td>• Create a credit transfer resource on the Sheridan website</td>
</tr>
<tr>
<td>• Reduce the reliance on paper-based communication tools such as Calendars and Viewbooks and promote the use of searchable, interactive web-based tools</td>
</tr>
<tr>
<td>• Evaluate the potential of using social media to reach Sheridan’s target market</td>
</tr>
<tr>
<td>• Ensure the accuracy of transfer opportunities offered through Sheridan on the ONTransfer website and regularly update pathways</td>
</tr>
<tr>
<td>• Provide constructive feedback as deemed appropriate to the ONTransfer site in an effort to support ongoing enhancements that improve the effectiveness and usability of the site</td>
</tr>
</tbody>
</table>
# ACCREDITATION

**Sponsors:** Executive  
**Leads:** Vision Steering Committee  
**Support:** Institutional Research  
**Deliverable:** Clearly described annual goals (2013 to 2020) to move Sheridan toward the successful achievement of AUCC accreditation

**Recommendations:**

Continue to explore ways to meet AUCC criteria that are aligned with our Mission. To do so, Sheridan needs to pay attention to the following areas:

- **Governance**
  - The newly recreated Academic Council, or Senate, is important as an expression of a bicameral governance structure; need to demonstrate its authenticity as experienced by faculty as a forum for their engagement and input into academic decision making.  
  - Engage and prepare faculty for their increasing role in academic decision making and how the accountabilities of academic administrators will accommodate the shift  
  - Create collegial academic approval processes that support nimble responsive curriculum to meet industry needs and changing student demographics

- **Research**
  - Develop rubrics and standards for the Scholarship of Teaching and Learning  
  - Creative strategies required to maintain research status within the Arts aligned with our Vision of a Teaching University  
  - Find ways that peer review can be extended from publication in academic peer reviewed journals to include rubrics that measure success in supporting industry or public goals (e.g. a change in manufacturing process that saves money or positive critical reviews and long run of a musical performance)  
  - Meet the goal of supporting the education of engaged, creative and innovative graduates (integration of research into curriculum; production and exhibit of faculty and student work to increase the profile of programs, etc.)  
  - Value the expertise that each professor brings to his/her professional work and to support student and faculty work within industry

- **Faculty roles**
  - Develop a Teaching University model that ensures our commitment to teaching and applied education is maintained  
  - Recognition of both scholarly and industry experience in hiring and promotion  
  - Faculty workloads that reflect the Vision and values  
  - Develop new ways to evaluate faculty performance appropriate to their role in addition to current student evaluations
- **Library**
  - The size and scope of library holdings and staffing need considerable development with resulting impact on budget

- **Academic Freedom**
  - Need to demonstrate to AUCC how we ensure academic freedom for faculty that is appropriate for their disciplines and professions
  - Differentiate between faculty leadership on Senate and negotiated protection of faculty rights through the collective agreement

- **Degrees**
  - Develop strategy to increase percentage of students in degree programs from our current 18% to 51% (can include our joint degrees)

- **Liberal Arts and Science**
  - Explore the role of Liberal Arts and Science in our vision

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### APPLIED RESEARCH

**Sponsor:** Mary Preece, Provost and Vice President Academic

**Deliverable:** Applied Research 2020 Plan and Discussion Paper framing the unique attributes of applied research by Faculty in order to support the Sheridan Vision

**Supporting Document:** Undergraduate Applied Research and Creative Activities at Sheridan: A Roadmap to an Enhanced Student Learning Experience (Board endorsed Nov. ‘12)

**Recommendations:**

- Continue to review examples of applied research within institutions known as teaching universities in Canada and abroad where those institutions have already or would likely meet AUCC requirements for membership

- Strengthen the definition of applied research at Sheridan to link it more clearly with the Conference Board definition and with policy initiatives at Provincial and Federal levels

- Formally recognize the current funding gap and the limitations that it places upon the development of applied research at Sheridan along traditional university basis research lines

- Develop a Sheridan Research Strategy that will work within a definition of Applied Research and the fiscal limitations while preparing us for a larger commitment to applied research within a professional university

- Within the Sheridan Senate framework and working in partnership with NILES and the Faculties develop formally recognized pilot projects to integrate research projects into program curricula
- Within the Sheridan Senate framework and working in partnership with NILES and the Faculties develop formally recognized program review processes to assess the integration of applied research projects into program curricula
- Integrate the efforts of NILES to “research” and “review” the state of curriculum integration of applied research with that of the Faculties and the Office of Applied Research and Innovation to extend the Sheridan record of current research efforts within programs/courses
- Recognize the Scholarship of Teaching and Learning (SoTL) undertaken by NILES as part of Quality Assurance but also as a part of the Institutional Research needed to support strategic planning in Applied Research
- Adopt the recommended Sheridan Senate and LAC Applied Research Subcommittee structure while also recognizing the independent status of the Research Ethics Board
- Through the Senate Applied Research Committee and Academic Policy Committee, revise the policy framework to properly represent the necessary regulatory framework within which applied research can flourish (i.e. Academic Freedom and IP)
- Clearly define the roles and responsibilities of the Office of Research and Innovation in relation to the Faculties in developing and propagating applied research
- Strengthen the role of applied research within Sheridan by enhancing communication via media such as links to the main web page at Sheridan, creating an internal and external applied research portal, etc.

**GOVERNANCE ENGAGEMENT TEAM**

**Sponsor:** Sheridan Board of Governors

**Leads:** Jeff Zabudsky, President and Chair of Senate

Bob Pesant, Governor on Sheridan Board

**Support:** Elizabeth Benson, Office of the President

**Liaison:** Sheridan Senate and Board of Governors

**Lifespan:** Governance Engagement Team will remain active up to and including time of AUCC accreditation and government legislation

**Deliverable:** Oversight of governance issues, best practices and direction pending legislation creating Sheridan University

**Recommendations:**
**Implement and formalize a robust bicameral governance model that would share decision making authority between a senate-like body (responsible for academic decisions) and a board (responsible for administrative decisions):**

- Move towards a shared governance framework by reviewing key areas of decision-making and determine whether they are “academic” in nature (authority of the Senate) or “administrative” in nature (authority of the Board). Begin to formalize this division of roles and responsibilities in provisional by-laws between the two governance bodies.
- Formally identify the processes and forums for exploring and making employment related decisions to enable a clear separation of employment related decisions from academic, strategic, and resource related decisions carried out through the formal governance structure. Identify roles and responsibilities of management, human resources, labour representation, and individual staff and faculty.
- Explore current system and guidelines for Program Advisory Committees with a view of identifying strategies to better leverage their input to further academic excellence, applied research and other strategic imperatives.
- Promote transparency and openness in all decisions; create clear criteria for guiding decisions to conduct business “in camera.”
- Rename the Sheridan Academic Council the Sheridan Senate and continue to develop a robust committee structure to address the core academic mandate and enable incorporation of our differentiators (creativity and innovation, exceptional student experience, “fields of practice”, flexibility).
- Establish major faculty membership in the Sheridan Senate; formalize a democratic election process for Senate membership.
- Continue to foster a strong Board of Governors.
- Develop a Code of Ethics Policy and Procedure for the Sheridan Senate to provide direction on when, and how, conflicts of interest will be addressed.
- Consider cross-representation of members on both Sheridan Senate and Board to enhance communications and enable more integrated decision making.
- Enhance and increase meaningful student representation and engagement on both governing bodies supported by training, orientation, formalized co-curricular record and compensation.

**Work with the Provincial Government to draft and pass an institution-specific piece of legislation formally incorporating “Sheridan University”**

- Maintain open dialogue between Sheridan President and the Minister of MTCU.
- Imbed in Sheridan specific legislation the proposed bicameral governance structure, strategic institutional goals and objectives, reference to authority of local by-laws, etc.
- Develop by-laws to support current governance structure eventually incorporating legislation and/or Charter of Sheridan University.

**Once institutional readiness is assessed, seek university membership with AUCC (refer to Accreditation Checklist)**

- Self-evaluate and possibly work with a consultant to assess readiness vis-a-vis AUCC criteria.
- Continue to drive renewal of Sheridan’s academic and institutional policies and procedures that are required by AUCC.
- Support the recommendations and work of the other Engagement Teams in order to move towards aligning with the AUCC criteria for university status.
**INFRASTRUCTURE**

**Sponsor:** Steven Parfeniuk, Vice President Finance and Administration

**Lead:** Andre Plante, Associate Vice President Corporate Planning, Finance and Administration

**Support:** Susan Hutton

**Liaison:** Vision Infrastructure, Capital and Equipment (VICE) Steering Group

**Deliverable:** Development and implementation of an Infrastructure 2020 Plan

**Recommendations:**

- Infrastructure planning must be aligned with the long-term strategic plans
  - Accommodate 10,000 degree student spaces by 2020
  - Support all Sheridan programming to serve the community and Sheridan Mission

- Proposed guiding principles for infrastructure planning include:
  - Stewardship, not ownership, of space
  - Link activities of Facilities Management with Academic Innovation Strategy
  - Sustainability focus
  - Fairness, equity and transparency
  - Integrate with marketing strategies
  - Community engagement
  - Alternative funding models

- Implement a new organizational structure
  - Separate groups are proposed for i) new buildings, ii) small projects and iii) capital renewal; each campus will act as subgroups for small projects and capital renewal projects
  - The VICE (Vision Infrastructure Capital and Equipment) group will oversee new buildings

- Operational recommendations have been proposed for transportation, IT, Scheduling, communications, use of space (outdoor and indoor)
  - Departments responsible for the day-to-day infrastructure operations will consider the observations and recommendations related to their respective jurisdictions

**PEOPLE PLAN**

**Sponsor:** Cathi Berge, Vice President Human and Organizational Development
Leads: Megan Mascarin, Director  
Lynn Rutherford, Director  
Liaison: President’s Council  
Deliverable: A 2020 People Plan (Human and Organizational Development Strategic Plan) with implementation timelines to support Sheridan’s Vision  

Recommendations:  

<table>
<thead>
<tr>
<th>Communication and Transformational Change</th>
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<tr>
<td>• Communicate ahead of needs and throughout the change process</td>
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<tr>
<td>• Communicate what you know and what you don’t know</td>
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<tr>
<td>• The importance of engaging in two-way communications</td>
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<td>• Keeping transformational communication different from other methods</td>
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<tr>
<th>Total Rewards Review</th>
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<td>• Provide PD opportunities</td>
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<tr>
<td>• Arrange team building opportunities</td>
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<tr>
<td>• Maintain a higher ratio of full-time versus pert-time staff within all employee groups</td>
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<td>• Offer subsidized tuition to children and spouses of staff</td>
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<td>• Allow staff option for shorter summer work shifts</td>
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<td>• Provide opportunities to telecommute</td>
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<td>• Provide updated staff lounges</td>
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<td>• Puddle tables available to staff</td>
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<td>• More televisions available</td>
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<tr>
<td>• Introduce “play” area for socializing</td>
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<tr>
<td>• Designated quiet space for staff</td>
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<td>• Introduce wellness initiatives</td>
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<td>• Offer free athletic memberships</td>
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<td>• Encourage social opportunities – golf, baseball, etc.</td>
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<td>• Day care at reduced cost to staff</td>
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<td>• Lower rate parking</td>
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<td>• More learning workshops at all campuses</td>
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<tr>
<td>• Provide BYOL (lunch) workshops</td>
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<tr>
<td>• Activities such as book clubs, group excursions, etc.</td>
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<tr>
<td>• Arts and crafts day or evening class in arts</td>
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<td>• Volunteer Days paid to allow staff to give back</td>
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<tr>
<td>• Increase PD funding</td>
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<td>• Provide staff with mentors, career planning, etc., to assist promotions</td>
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<tr>
<td>• Cash bonus incentives for staff who make academic accomplishments</td>
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<tr>
<td>• Subsidized meal plans at a cafeteria with health conscious options</td>
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<tr>
<td>• Employee referral bonus</td>
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</tbody>
</table>
- Matching RRSP contributions in addition to pension funds
- Provide health benefit options beyond retirement
- Offer staff coverage for fertility treatments
- Top up maternity leave of 100% for over 17 weeks

Management Development
- Model A: Competencies Based Model (Self-Assessment Tool and Individual Development Plan)
- Model B: Management Development Competency Curriculum Models (New Manager Orientation Program; CALM – Certificate in Advanced Leadership and Management Development)
- Leadership Effectiveness

QUALITY METRICS

Sponsors: Executive

Leads: Vision Steering Committee + Executive

Recommendations:

Seven quality indicators reviewed by the team include:

- Students and class experience
- Faculty
- Resources/infrastructure
- Student service and support
- Library/research
- Reputation
- Accreditation

- Students and Class Experience
  - Explore concept of campus as “living laboratory” – make connections between creativity and innovation for sustainability and global citizenship
  - Assess KPI and student engagement surveys for fit to measure quality criteria for students and class experience
  - Review latest NSSE and FSSE to identify gaps; conduct gap analysis
  - Develop Academic Honesty policy to minimize threat to Sheridan reputation
  - Hire and mentor strong new professors to enhance student experience
  - Consider student services as well as athletics and food services to attract and retain good students

- Faculty
  - Envision exceptional faculty quality at Sheridan
  - Shape culture of assessment, reflection and improvement
  - Improve/create quality assessment tools
  - Plan policy and procedure changes to provide institutional support for teaching quality
  - Encourage professional development focused on teaching quality
  - Create teaching awards
  - Provide funding for faculty quality initiatives
### Resources/Infrastructure
- Establish cross-functional committee to formalize actions/initiatives, requirements, practices, and measures related to Sheridan’s infrastructure
- Establish quality infrastructure targets, assessments and plans, and engage in continuous review and improvement of those targets
- Infrastructure elements should include physical (campus), human capital (organizational and service structure), facilities, information technology and ancillary services
- Progress should be monitored in a transparent manner – through annual business plan and Viewbook; critical for many accreditation bodies

### Student Service and Support
- Student Services planning should fall well upstream of the overall college strategy – proactive planning integrated with academic planning
- Student Services areas should be adequately funded to provide robust supports to students
- Strive to ensure that there is no marginalization of under-represented populations
- Ensure that there are productive partnerships between Academic Faculties and Student Services to create engagement
- Support career and professional development for preparation for future employment
- Robust programming necessary for at-risk students to support their engagement and success
- Ensure that adequate quantitative and qualitative data is collected from students to assess the extent to which their needs are being met
- Improve communication channels with Faculties
- Increase awareness of supports among faculty, including part-timers

### Library and Learning Services
- Dedicate optimal funding for library and learning services in order that they are modern, dynamic, and an essential part of Sheridan for AUCC accreditation
- Tools chosen to measure library quality should be relevant to Sheridan and the needs of our users
- Library collections should be increased to support curriculum and student needs
- The success of the library in supporting student learning should be assessed regularly
- Develop library holdings by purchasing books, expanding e-collections and interlibrary loans
- Have resources in plan to attract and retain sufficient numbers of library professionals
- Develop a culture of regular assessment and evaluation (collections, space, support staff, services, etc.)

### Research
- Organizational structure supporting research needs a clear inclusive focus
- Academic Freedom policy required at Sheridan
- Faculty workload model must be delineated to support emphasis on excellence in teaching and research
- Enhance the image and reputation of work done by faculty by holding events that link Sheridan with other institutions and the community – dissemination of ideas and works

### Reputation
- Complete a more comprehensive literature review to study reputation as it relates to PSE
- Study animation program – rated #1 in the world as model for reputation building
  - Poll animation PAC members for thoughts on reputation
- Complete gap analysis between quality indicators in use at Sheridan currently against proposed indicators from this report
- Analyze in detail responses from industry
Engage Sheridan Marketing in discussion regarding reputation

**Accreditation**
- Set up cross-functional group to understand and formalize Sheridan’s Accreditation requirements, policies, and practices within disciplines
  - Understand our processes to strengthen and sustain the quality and integrity of PSE, making it worthy of public confidence
- Highlight the importance of Sheridan’s integrity, public information, continuous improvement practices (program review), student complaint handling, infrastructure and institutional investment plans, documentation of self-studies and achievements of faculty, staff and administrators, and participation in accreditation body activities and initiatives

**Conclusions**
- Board and Executive level of management should ensure that there is ample support for the quality movements within Sheridan (budget priority); Ensure that strategic project planning and resource requirements are put in place to support the implementation of quality indicators
- Create metrics to support continuous assessment and improvement – strive to be ‘best in class’ for all indicators
- Recognize that quality indicators must evolve over time; put in place a Sheridan Quality Committee responsible for reviewing and updating Sheridan’s quality criteria, standards and performance metrics
- Celebrate successes
- Ensure ongoing dialogue and best practice adoption from quality leaders across multiple sectors

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**SCHOLARSHIP OF TEACHING AND LEARNING**

**Sponsor:** Mary Preece, Provost and Vice President Academic  
**Lead:** Melanie Spence-Ariemma, Dean of Academic Strategic Planning  
**Support:** NILES staff  
**Liaison:** Teaching and Learning Standing Committee, Sheridan Senate  
**Deliverable:** Teaching and Learning 2020 Plan to support Sheridan Vision  

**Recommendations:**
- Develop a clear articulation of an institutional vision, mission, values and strategic goals that will inform and promote the Scholarship of Teaching and Learning
  - For sustainability and cultural change, Sheridan should adopt B.R.A.V.E. (behaviours, relationships, attitudes, values, environments) to represent elements that reflect
or organizational culture and can be used as pathways to organizational development

- Identify future directions for the SoTL that will build and add breadth and depth to the current culture
  - Focus on advancing SoTL behaviours (B)
    - Establish and promote formal/informal mechanisms to capture reflective practice with respect to SoTL
    - Enable faculty/academic team reading about SoTL by providing access to SoTL literature
    - Optimize SoTL reading by promoting digital sharing
    - Support and promote collegial communications
    - Establish and support Communities of Practice enabling SoTL
    - Support and encourage faculty presentations, SoTL research, publishing, professional development, awards and recognition, etc.

- Advance and establish the conditions that promote and support positive collegial relationships (R)
  - Identify the positive characteristics of existing networks
  - Create the conditions necessary for peer support relationships
  - Advance collegial relationships characterized by mutual trust, enabling risk taking linked to public reflective practice
  - Promote and value inquiry and reflective practice
  - Establish and promote shared authority decision-making models

- Promote and support attitudes and values that advance SoTL (A, V)
  - Note, honour, promote and award positive outlooks and optimism
  - Promote openness and exploration which are fundamental to reflecting on both failures and successes
  - Identify and advance all workplace conditions that promote energy and enthusiasm
  - Promote values including investing, intellectual curiosity, generosity of ideas and time, people, inclusiveness, community, collaboration, innovation, collective intelligence

- Create and support environments that advance SoTL (E)
  - Create social/communal spaces, both digital and physical, that increase the incidence of chance encounters and structured collaboration which foster strong peer relationships departmentally and “cross silos”
  - Identify and allocate reasonable time allocations for SoTL activities
  - Promote shared authority, managerial and decision making models

- Create a program to formally recognize and acknowledge effective teaching

- Expand and promote teaching and learning opportunities for educators
  - Establish publicly accessible teaching and learning centres on each campus including research rooms, meeting rooms, and faculty mentors

- Create forums for educators to engage in scholarly discussions and share best practices related to teaching and learning

- Create a program at Sheridan that formally supports teaching and learning research
  - Value and encourage scholarly discussion and justification in all areas of teaching and learning
  - Promote awareness, sharing and public discussion of research in teaching and learning through local conferences, speaker series, workshops, and seminars

**STUDENT EXPERIENCE**
**Sponsor:** Ian Marley, Vice President, Vice President Student Affairs  

**Lead:** Maria Lucido-Bezely, Dean of Students; Linda Dalton, Registrar; Drew Ness, Director of International; Joan Sweeney-Marsh, Director of Library and Learning Services  

**Support:** Donna Barton  

**Deliverable:** Student Services 2020 Plan (“Student Affairs 2013 – 2020”) and related implementation plan to support students consistent with the Sheridan Vision

**Recommendations:**

These recommendations are designed to advance an environment of engagement and a student-first culture that resonates across Sheridan in all that we do. They are meant to move Sheridan toward our promise of offering the “best student experience”

- Develop a culture in which every member of the Sheridan community employs a student-first, “customer” focus, understands their impact on the student learning experience and the importance of designing unique and memorable experiences for students
- Prioritize the student experience in all decision making
- Create sustainable systems and processes to support evidence informed decision making, assessment and continuous quality improvement to ensure academic excellence, effective innovation and an exceptional student experience in a rapidly changing world
- Foster a sense of shared responsibility for an exceptional student experience; facilitate stronger, strategic, collaborative, and connected relationships among all units of Sheridan, accountable to work collectively, communicate effectively, share resources, and support each other to maximize their impact on students
- Nurture a lifelong connection to the Sheridan community
- Build a sense of pride in Sheridan by building the “Sheridan Story” and sharing/celebrating experiences, stories and traditions that reflect the soul of Sheridan
- Foster active learning environments that provide opportunities for engagement, interactions and collaboration
- Create channels of two-way communication between Sheridan and our students to allows for increased student agency
- Facilitate, encourage and support active and meaningful student participation/involvement in decision making, planning, research, events, activities, etc.
- Gain a deeper understanding of our students, their expectations, their needs and their experiences in order to educate and support diverse student populations and the uniqueness of each student
• Build a supportive campus environment where communication, advising and services to students are student centred and supportive of their success

• Create intellectual and social gathering spaces that ignite the imagination and encourage individual and collaborative contact

• Recommended next steps
  o Continue research related to the elements of an exceptional and evolving student learning experience within the culture of a rapidly changing world
  o Provide opportunities for further connection, more wholesome sharing and collaborative planning with the other Engagement Team initiatives

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**UNIVERSITY MODEL**

**Sponsors:** Vision Steering Committee

**Leads:** Vision Steering Committee

**Recommendations:**

The engagement team settled on three primary overarching institutional recommendations followed by a set of sub-recommendations in relation to the six established categories of desired characteristics; student support, student life, programs and pathways, faculties, internationalization, and faculty support. The primary recommendations are process-oriented and designed to facilitate the achievement, maintenance and continuous development and improvement of the noted desirable characteristics:

**Primary Recommendations:**

• Ensure that measures are put in place to move towards the implementation of all identified desirable characteristics

• Recognizing that these desirable characteristics are often interrelated, in each of the broad categories review Sheridan’s performance in relation to best practices of exemplar institutions. Establish a baseline for measurement of ongoing performance improvements

• Devise a process of continuous assessment and improvement that moves Sheridan toward best-in-class for all desirable characteristics. Maintain ongoing dialogue with like institutions

**Sub-recommendations:**

**Student Support**

• Develop multi-faceted and comprehensive system of programs to support all students (international, domestic, indigenous, special needs, etc.) academically, financially, socially and culturally as needed

**Student Life**

• Actively encourage and support a rich and engaging student experience providing access to a diverse menu of extracurricular personal and professional growth opportunities

**Programs and Pathways**

• Establish a comprehensive system of pathways facilitating the students’ achievement of their maximum potential based on their desire and ability

**Faculties**
- Facilitate interdisciplinary and interfaculty cooperation and programming through joint and combined curriculum, faculty cross appointments, shared curriculum/courses and integration of strategic themes such as critical, analytical and creative thinking, sustainability, globalization, innovation, entrepreneurship, and corporate citizenship

**Internationalization**
- Develop multi-faceted internationalization of campuses, programs and in-coming and out-going activities. Internationalization efforts must involve all students, faculty and staff

**Faculty Support**
- Provide comprehensive support teaching and learning technology and pedagogy. Actively encourage and support ongoing relevant professional development and applied research activities

**Next Steps:**
- Review findings of the university model engagement teams with the other engagement teams to gage consistency of findings
- Together with other engagement teams, design a comprehensive common survey to be used for engaging in dialogue with exemplar institutions. This would provide qualitative data sets that could be used effectively for comparative purposes
- Initiate an investigative task force whose purpose is to formally visit and interview exemplar institutions with respect to their desirable characteristics, their processes for achieving and maintaining those characteristics and the problems and hurdles overcome in establishing these characteristics (and in their transformation from college to university, where relevant.) The survey instrument noted above would serve as the basis for the interview process
- Assimilate data gathered, confirm characteristics desired by Sheridan, suggest processes and timeline for implementation of desired characteristics
- Develop long term strategy for reputation building and branding of institution based on its unique value proposition