

## **DISCUSSION: POLICY**

### **Introduction**

Policy development within the framework of describing an infrastructure regime under the new Sheridan University structure is the goal of this scope of inquiry. Research conducted to inform this section included personal resources of the authors via current texts and periodicals on the subject, and studies conducted into similar size institutions within the educational and public health sectors. Personal interviews were also conducted with individuals involved with institutional-wide infrastructure structures, and their decision-making processes.

### **Process Research**

Paramount to infrastructure planning is establishing a process by which Sheridan Executive can receive carefully thought-out requests, prioritize the requests, approve plans, and implement an infrastructure project to its completion. This process should be flexible, responsive, comprehensive, and transparent in its scope and design. Central to the process design is the development of an organizational structure for the oversight of infrastructure projects of all sizes. This infrastructure oversight group can be formulated in a variety of ways but needs to recognize all major stakeholders in the infrastructure process. Through a carefully structured oversight committee and logical processes of decision making, infrastructure planning can more effectively implement the Sheridan vision as it works towards its goal of becoming Canada's premier teaching university.

For the development of this process, several searches were performed of existing framework for infrastructure planning in both the public and private sector. Several examples of process documents were identified and included:

- Ministry of Children and Youth Services
- Halton and Peel District Health Council
- Ministry of Public Infrastructure Renewal
- University of Melbourne
- Ryerson University
- Construction Industry Development Board

Searches revealed that there are few text resources related specifically to infrastructure process planning, however, several graduate degrees in Infrastructure Planning were identified, implying that extensive resources must exist within these programs that could aid in the development of an effective infrastructure process at Sheridan. Furthermore,

several Universities were identified as having departments allocated to infrastructure planning, with department chairs dedicated to this task. These Universities include:

- University of Toronto
- University of British Columbia
- University of Calgary

It was determined that the infrastructure process should be inclusive of all forms of infrastructure development, including:

- Transportation
- Energy planning
- Water/wastewater management
- Solid waste management
- Human Resources
- Capital equipment
- Security
- Indoor facilities
- Outdoor facilities
- Information technology

It is imperative that when moving forward with infrastructure planning, there should be a shared long-term principles component guiding facilities stewardship, and a separate project-specific component that is responsive to departmental needs. This multi-component approach allows for strategic planning while maintaining responsiveness to short-term needs.

As part of the process development, a list of both internal and external stakeholders was identified. This list identifies all parties that may need to be considered in the infrastructure process and planning. A summary table of these stakeholders is included below (Table XX).

Internal Stakeholders	External Stakeholders
<ul style="list-style-type: none"> <li>○ Board of Governors</li> <li>○ Executive</li> <li>○ Sheridan Academic Council</li> <li>○ Schools               <ul style="list-style-type: none"> <li>▪ FAHCS</li> <li>▪ FHSS</li> <li>▪ FAAD</li> <li>▪ FAST</li> <li>▪ FOB</li> <li>▪ Con-Ed</li> </ul> </li> <li>○ Information Technology               <ul style="list-style-type: none"> <li>▪ PeopleSoft</li> <li>▪ LMS</li> <li>▪ Communications</li> <li>▪ Support</li> </ul> </li> <li>○ Registrar               <ul style="list-style-type: none"> <li>▪ Financial services</li> <li>▪ Admissions</li> <li>▪ Records</li> <li>▪ Scheduling</li> </ul> </li> <li>○ Facilities Management</li> <li>○ Maintenance</li> <li>○ Purchasing</li> <li>○ NILES</li> <li>○ Student Services               <ul style="list-style-type: none"> <li>▪ Library</li> <li>▪ Food Services</li> <li>▪ Health services</li> <li>▪ Athletics and Rec</li> <li>▪ Student support</li> <li>▪ Student union</li> </ul> </li> <li>○ Conference Services</li> <li>○ Office of Sustainability</li> <li>○ Security</li> </ul>	<ul style="list-style-type: none"> <li>○ Municipality</li> <li>○ Province</li> <li>○ Union</li> <li>○ Private partners               <ul style="list-style-type: none"> <li>• Residence</li> <li>• Food Services</li> <li>• Maintenance</li> <li>• Contractors</li> <li>• Book store</li> <li>• Copy Centre</li> </ul> </li> </ul>

## **Current Practice:**

### Ryerson Growth and Implications

Although Ryerson University has been a degree-granting institution for many years, and is a relatively young university, the growth they have exhibited in the past 10 years has forced Ryerson to rethink its' infrastructure decision-making process. This re-organization is a direct result of their planned increased degree offerings and enrollment, as well as having embarked on a rigorous building campaign to house Faculties and Schools of programs. Ryerson had commissioned and published an overall Master Plan in March of 2008, outlining the campus growth plan, and more importantly, what constituted the "campus" within the confines of downtown Toronto.

Of importance to compare with the future Sheridan University model, is that Ryerson has had to recently re-organize their Campus Facilities and Sustainability group to address performance issues, recognize the complexity of large projects, and streamline the decision-making process. In sum, there are now going to be separate divisions for:

- Custodial Services;
- Maintenance and Operations;
- Projects (Small);
- Administration and Finance
- Capital Projects and Real Estate (Large Projects).

The first four groups will be under the control of a Director of Campus Facilities and Sustainability, answerable to the Vice President of Finance. Capital Projects will be under the direct control of the V.P. Finance office. This separation of the large projects division from the overall facilities management structure represents a large change for Ryerson in terms of accountability, and recognizing the importance of new buildings being added to the overall campus. The re-organization also frees up the small projects division from the arduous task of having to deal with real estate, development and approvals issues for large buildings. Renovations, additions and retro-fits can be concentrated on with pin-point attention, and most of the deliverable work could be performed in-house. Finally, decision-making within the realm of small projects will be easier and streamlined without having to involve the upper echelon of the corporate structure.

## Capacity Analysis

The purpose of the Capacity Analysis is to identify existing capacity to deliver educational programs at the College. All departments are to complete a capacity survey so as to identify existing infrastructure as it relates to existing user load. From this, a model can be developed to project infrastructure need related to specific departmental growth objectives.

As part of the capacity analysis, a process should be established identifying the major metrics to be used for each departmental area. It is quite likely that academic faculties will have differing metrics than Information Technology, or Facilities Management. As a result, each relevant stakeholder should work with the infrastructure team in the development of an appropriate measurement tool.

One tool that will aid in the measurement of current capacity would be the development of an Asset Management System that will effectively track Sheridan capital resources. Asset management is a critical component of many large corporations and would aid Sheridan in not only infrastructure planning, but the purchase and supply of supplies in a “just in time” model similar to large corporations trying to minimize warehousing costs. Any item that is a part of the work process but does not leave as part of a finished product is a candidate for intelligent asset management and can be tagged and tracked. Fixed readers can be strategically located throughout the facility to automatically track the movement of tagged equipment in and out of buildings, rooms, or other sectors.

## Needs Analysis

The purpose of the needs analysis is to provide a process for each departmental division to identify needs and submit requests for infrastructure development to the Infrastructure Planning Group.

The needs analysis process should be able to delineate between new building, renovation/renewal, and small projects as part of the request for submission. The process should be scaled accordingly with the cost and complexity of these differing forms of needs so as to not make the application process over-onerous for relatively small projects.

Included with each needs analysis should also be a ranking of project ideals. Each submission should consider the costs and feasibility of a “gold” standard project, while also offering a lower cost “silver” or “bronze” ranked alternative. As spending is always limited, there is a need for flexibility on the costs of departmental requests.

## Gap Analysis

The purpose of gap analysis is to identify existing gaps in infrastructure that exist related to the needs of each departmental group. For the gap analysis, the needs analysis will be compared to existing capacity and the infrastructure required to fill this gap will be

identified. The gap analysis will be submitted to the Infrastructure Planning Group as part of the needs analysis request.

This subsection will contain a standardized format of reporting gaps in resources, and will largely focus on cost estimation. Included in cost estimation will be differing cost estimates for the gold, silver and bronze approaches.

## Priority Planning

The purpose of the Priority Planning process will be to provide a framework for decision making on infrastructure project recommendations to the President by the Infrastructure Planning Group. The careful design of this subsection will provide ongoing guidance to any planning committee as leadership changes. The core premise behind this subsection is to develop a process of transparency in decision making, so as to relieve any concern over bias in the project approval process.

The core element of priority planning will be a combination of fiscal analysis and the attainment of Sheridan's vision. In addition, it must have the flexibility to weight priorities for projects of differing scope and cost differently so as to maintain continuity of comparison.

## Infrastructure Plan Implementation

In past years, infrastructure plans have been implemented quite effectively at Sheridan, however there is a need to formalize the planning process so as to insure logical and methodical approaches to plan implementation in a time-sensitive manner. Early in the plan implementation a development team will be established with clear duties and lines of communication. The team will identify and meet with all key stakeholders and input will be invited from these stakeholders in the planning process. The development team will have the responsibility of insuring funding sources and identifying any public-private partnerships that could potentially exist. They will seek and process tender bids and will be responsible for making a recommendation for awarding of tender. The development team may be large for new buildings or renewals, and quite small for the small projects and capital purchases.

The development team for new buildings may include:

- Executive members
- Architects
- Engineers
- Facilities Management
- Faculty members who the infrastructure will impact most

The development team will meet at intervals necessary to initiate the design process and will submit formal reports to the infrastructure planning group at 50% and 90% design completion intervals. The final design will then be signed-off by the required parties.

## Project Administration

Upon approval of a design, a project administration team will be created that includes stakeholders in the process, and may be largely identical to the development team previously struck. For small projects, this group will likely consist of one or two persons identified as closest stakeholders in the ordering and planning.

The project administration team will be responsible for fulfilling funding claims, reporting cost overruns, year-end accruals, project reconciliation, signs and plaques, and final claims. They will meet at predetermined intervals and file at minimum quarterly cost-analysis and progress reports to the infrastructure planning group.

## **Existing Sheridan Framework**

The corporate structure of infrastructure decision making has currently evolved into a new group comprised of members of the Sheridan College executive office. This group is called the “Vision Infrastructure Capital and Equipment” group (V.I.C.E.). The main focus of the new group is to centralize the decision making process. V.I.C.E. would oversee the development of a capital and equipment renewal program using existing principles that are currently utilized. These principles include:

- Maintaining linkages directly with institutional strategic priorities;
- Ensuring Facilities/Resources are an institution-wide leadership responsibility;
- Conducting comprehensive assessments of needs;
- Achieving credibility for capital investments decisions;
- Provide accountability in implementation;
- Sustain continuity, even with leadership changes.

One principle that has continued forward regardless of the creation of the V.I.C.E. group is the idea of “Stewardship”. Individual efforts within Sheridan College have been responsible for great things to occur at all the campuses. Maintaining a tracking method of these efforts, and formalizing some of these processes may be all that is needed in order to exhibit transparency within a university culture.

## Differences

In examining the major differences that our current Sheridan College infrastructure policies have compared to a typical University structure, the main question to ask is:

*How SHOULD Infrastructure Principle and Policy needs of a University differ from a similar sized I.T.A.L.?*

There are four main issues that would need to be addressed:

- Institution size, and the physical nature of all the campuses are similar to some university campuses, with similar student communities;
- Monetary sources: what would the funding model look like for a “teaching university” compared to the research-oriented counterparts, especially with more degree programs, and more external governing bodies to answer to;
- Governance issues will increase the need for transparency and group-based decision making. Tension will exist between the academic and administrative needs;
- Competition will change dramatically: we will be up against other universities, not colleges.

## RECOMMENDATIONS

### Align With the Strategic Plan

The core of all infrastructure planning should be the alignment with the long-term strategic plans. Sheridan has established a vision which states that it is planning “To be the top-ranked teaching-oriented undergraduate university in Canada dedicated to the student experience and committed to the preparation of job-ready graduates who will contribute to our cultural and socio-economic future and who will be eligible for graduate studies.” In order to achieve this vision, several areas have been identified that will necessitate a response related to infrastructure planning, these include:

- Accommodate 10,000 spaces for undergraduate degree students by 2021
- Provide qualified students with a 4-year honours baccalaureate degree that prepares them for the workforce or graduate studies
- Reduce the risk that qualified students will be turned away from university in the fastest-growing region of the province
- Provide degree programs at lower cost to students than comparable programs in existing universities

- Meet emerging needs in creative and digital economies while providing a balanced education with a strong foundation in liberal studies
- Offer a one-of-a-kind high-quality university experience with smaller classes and more direct contact with faculty than traditional universities can offer
- Conduct teaching and learning research that directly involves undergraduate students and/or searches for new ways to improve student learning
- Lead the way in creating a new model of teaching-oriented university that can be a model for other new universities in the future
- Enable pathways for students from diplomas to degrees and beyond

Any long-term planning should be cross-linked with these planning statements so as to insure a shared achievement of the Sheridan vision.

### **Proposed Process Principles**

The guiding principles utilized within the infrastructure decision-making process do not necessarily need to be much different than what is being practiced currently within Sheridan College. As a university, it will simply be a matter of expressing these principles in a concrete and transparent manner.

### Stewardship

Decisions and follow-through of tasks are performed by people. The ability for the enthusiasm and drive of simply one person to motivate groups of people needs to be recognized and encouraged with as few roadblocks to their success.

### Academic Innovation Strategy

Link the activities of the Facilities Management team and V.I.C.E. to the needs of various classroom environments. Courses offered within various Faculties could benefit by case study ideas and on-campus studies by students.

### Sustainability Focus

Currently, Sheridan College has embarked on preparing an Integrated Energy Master Plan (I.E.M.P.). This is the plan that will see Sheridan at a Carbon-neutral status for all the campuses over the next 20 years. V.I.C.E. needs to be very connected to the development of this plan, and with the Office of Sustainability. Finally, concepts such as the Integrated Design Process can act as a gathering tool for consultants, and serve as the method of project delivery within sustainable projects.

## Fairness / Equity / Transparency

The transfer of the decision-making process to the various stakeholders directly affected by infrastructure initiatives is imperative to provide credibility to the University model we strive to create.

## Marketing & Communication Strategy

Integration with the Sheridan marketing office will help to reinforce the transparency with well-planned marketing strategies.

## Community Integration

What we do on our campuses has an effect on our neighbours: how do we involve the community at large to let them know our underlying goals (ie. I.E.M.P.)?

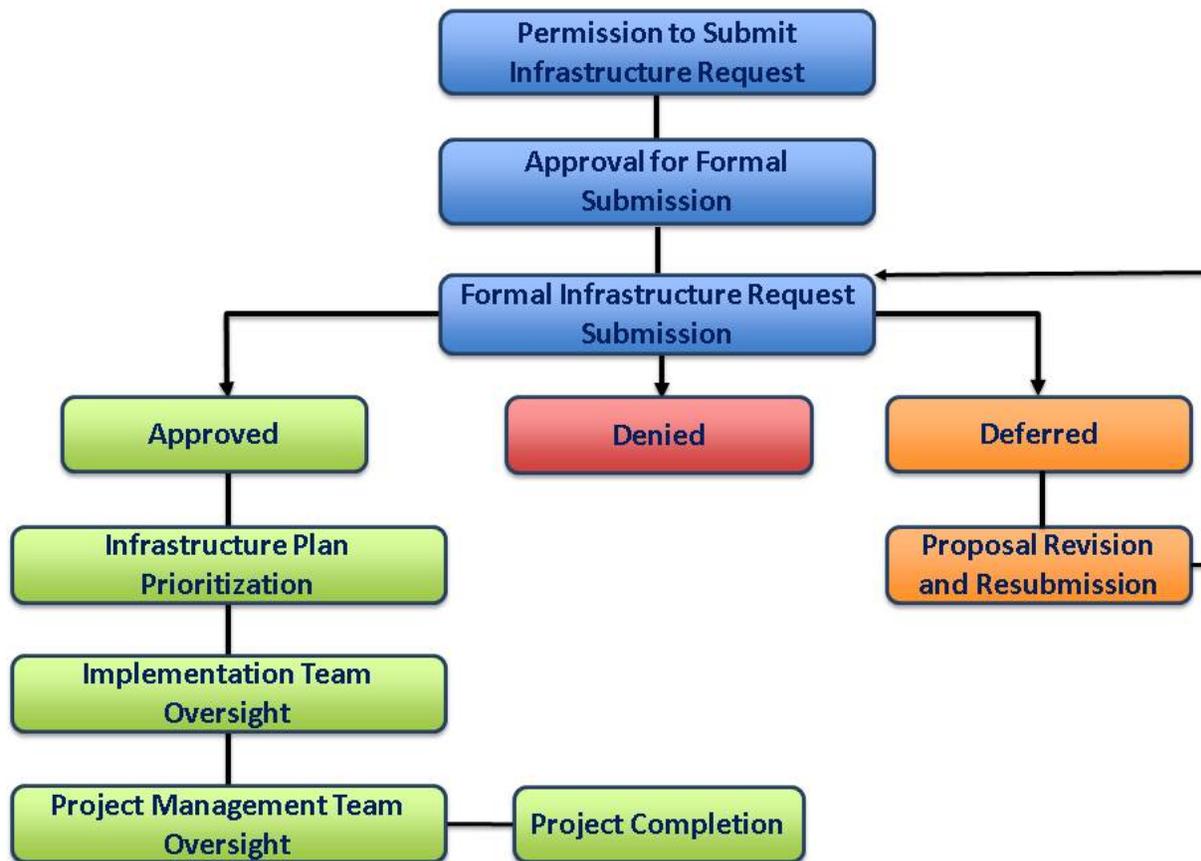
## Alternative Funding Models

IEMP savings could be upwards of \$2.0M per year. Infrastructure projects that are innovative in nature can be linked to the classroom, and as research projects could qualify for, Fed. Dev. Revenue, or other government funded opportunities.

## ***Proposed Process Approvals***

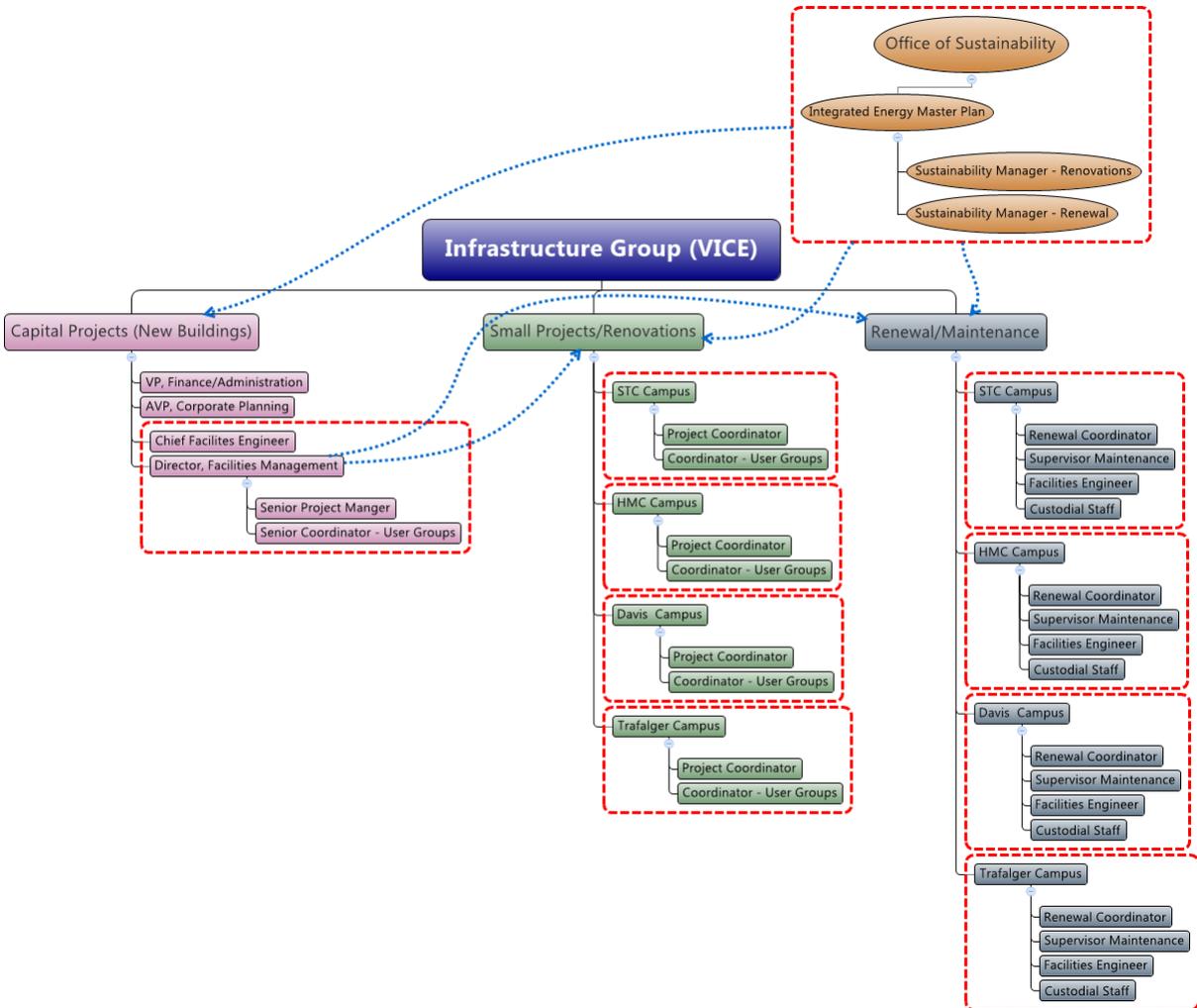
The infrastructure planning group must consider applications from all departmental divisions in a manner that is fair, consistent, and transparent. Figure XX below provides a sample flowchart of the stages of approval for an infrastructure project and includes planning stages for the project.

Figure 1: The infrastructure approval process flowchart



**Proposed Organizational Structure**

To address the numerous project types and their complexities, three separate entities are proposed as separate groups of individuals to take charge of these projects: New Buildings, Small Projects and Capital Renewal projects. Each campus can act as sub-groups for Small Projects and Capital Renewal projects, therefore the campuses can capitalize on localized knowledge. New Buildings initiatives should have direct V.I.C.E. involvement due to the complexity of the process and the high dollar amounts attributed to these projects. The Office of Sustainability should be involved to act as a Consultant role to help integrate the Integrated Energy Master Plan principles into all built infrastructure needs. There will be a need for expanded staffing for the facilities management teams to ease the workload. The Figure XX below explains the relationships and reporting structure.



## **Discussion: Transportation**

Mohamed Al-Khateeb & André Plante

With campuses in three different municipalities, Sheridan needs to develop a strategy to insure effective transportation of students, faculty members and staff. The Davis Campus in Brampton is ~10 km away from the Hazel McCallion Campus (HMC) in Mississauga and ~20 km from the Trafalgar and STC Campuses in Oakville. The distance between the Oakville campuses and HMC is ~15 km.

### OBJECTIVE:

Sheridan is committed to develop and maintain commuter program between our campuses, promote transportation alternatives, and reduce parking demand.

### Current condition:

Transportation options available for Students and employees:

- Driving vehicles
  - Single driver
  - Carpooling
- Transits
- Bicycling
- Walking

### Services offered by Sheridan College:

- Parking lots :
  - Trafalgar has possibly too many spots
  - Davis has shortage of spots
  - HMC
- Carpooling parking spots
  - Unknown to most
  - Programme arranged by the city
- Transit stops at/near Sheridan's buildings
- Few outdoor spots to lock bicycles
- Online Directions to arrive to Sheridan campuses

### Goals:

- Reduce the number of single drivers
- Encourage the usage of alternative modes of transportation
- Link Sheridan's campuses

Recommendations by commute choices:

## Bicycling

Bicycling is a great way to commute to the campus and lets everyone get exercise at the same time! It also reduces pollution.

Ideas to promote bicycle usage:

- Bicycle compounds on campuses provide Indoor and secure bike storage, showers and lockers for bicycle commuters enough for students and staff.
- Bicycle-sharing program (i.e. BIXI)
- Prepare bicycle plan; the campus become more bicycle friendly

## Carpooling

Carpooling is an attractive alternative to reliance on the single-occupant vehicle. By utilizing carpools, congestion and smog in our community are reduced, the cost of commuting is reduced, and the cost of parking is reduced by at least one-half.

- Creating Carpooling program including procedure to obtain the permit, connecting people, and regulations to use it

## Transit

With the different transit companies operating between Sheridan campuses, the passengers can hop on a variety of bus routes between campuses and their home or office. It will save time and money while cutting carbon emissions.

- Update Online Directions to reflect all transit companies serving Sheridan and newest transit routes
- A single transit pass for transits with special price
- Work with the transit companies to provide a discount for Sheridan's students

## Car rental program

Rent a car is a sharing program on campus for people who are looking for an alternative method of transportation that lowers the cost and reduces the hassles of traditional transportation.

It provides students, faculty and staff with a convenient and eco-friendly way to get around - whether to run errands, travel to meetings or to take a road trip.

- Launch rent a car program (i.e AutoShare, Zip Car)

## Connecting campuses:

Running a shuttle bus between the campuses to have a direct link between the campuses (U of T Model)

## Other:

- Update “How to get to Sheridan” website page

## **Discussion: Information Technology**

John McCormick, Pat Burns, Chris Descheneaux

Sheridan has made key investments in information technologies in support of its administrative, teaching, and student learning objectives. As Sheridan transforms to a teaching university, information technologies will continue to be an important factor in meeting the vision:

To be the top ranked teaching oriented undergraduate university in Canada dedicated to the student experience and committed to the preparation of job-ready graduates who will contribute to our cultural and socio-economic future and who will be eligible for graduate studies.

## IT Governance

Prior to the Sheridan Journey initiative, Sheridan’s board of governors recognised IT governance as an area that needs to be reviewed and formalised. The transition to Sheridan University emphasizes this need and offers an opportunity to review how IT decisions are currently made, to reflect on what IT governance should look like under the Sheridan University model, and to take steps to achieve this.

In the college system one typically finds that IT is organised as a central body, with specialised support for some academic programs. Universities, on the other hand, generally follow a de-centralised IT support model. This is primarily driven by the fact that universities conduct more research and have funding models to support research. This funding enables specific IT support for research projects. While universities typically have a centralised IT support organisation, researchers do not necessarily use the

centralised IT services to support their research, which leads overall to a de-centralised IT model. One of the concerns with a de-centralised model is that IT silos may form, which often are inefficient.

Clearly the feedback generated by the Sheridan Vision engagement teams will help to define IT governance as the journey unfolds.

## IT Services

Sheridan IT supports a variety of services for its academic and administrative clients (students, faculty, staff, and third parties). The IT infrastructure required to support these services includes physical space, hardware, software, classroom technologies, enterprise systems, and support services.

The transition towards Sheridan University provides an opportunity to document and review all IT services, take decisions on the relevance and priority of each service, and to formally publish the resulting list of services, including establishing client expectations (i.e. SLA – Service Level Agreement including quality metrics) for each service. Work is underway within IT to understand how best to accomplish this (by reviewing best practices from ITIL and Cobit frameworks). The work by David Sooley to document Sheridan's enterprise systems requirements and to facilitate the projects prioritisation discussion is key to helping transform our enterprise systems to support the Sheridan University model.

## IT Infrastructure Design Principles

Sheridan delivers IT services based on infrastructure designed using the following design principles:

- Flexibility/Scalability
- Innovation
- Reliability
- Value
- Sustainability

Of these principles, the first three are most relevant to support Sheridan's transformational change to Sheridan University. A flexible and scalable IT infrastructure will allow Sheridan to remain nimble as it transitions to a teaching university model. Innovative approaches to delivery of services (either on premise or through cloud computing models) and the development or adoption of innovative technologies will continue to distinguish Sheridan from its competitors. Throughout and beyond the

transformation, Sheridan will require reliable IT infrastructure and systems to support change. Clearly value and sustainability play a role too – we need to deliver services economically in order to be competitive (student tuitions fund a growing percentage of Sheridan’s operations) and sustainable practices can serve as a differentiator for Sheridan (in addition to saving money long term).

As an example of a strategy that supports these principles, consider how Sheridan funds its IT hardware infrastructure. Sheridan is relatively unique in that it funds the majority of its IT hardware through operational leases and has plans to extend this approach to classroom technologies. This approach has the advantage of providing regular equipment/infrastructure updates as leases expire. By staggering the leases Sheridan is able to “evergreen” the environment over time. This strategy supports Sheridan’s flexibility as Sheridan can take advantage of new (often innovative) technologies or service delivery models relatively quickly while supporting the reliability principle (services are not running on very old equipment). In the University system IT infrastructure is often funded through NSERC or CFI grants or through endowments.

Sheridan has a history of providing innovative approaches to service delivery. For example, Sheridan led the way with a mobile program that intertwines technology and curriculum, providing students with the key skills they require in the workplace. The delivery model has evolved over time to a BYOL (Bring Your Own Laptop) model and continues to evolve towards a BYOD (Bring Your Own Device) delivery model.

Sheridan needs to continue thinking innovatively about the IT infrastructure it designs and the service delivery models it uses. Strategies to support creative, innovative thinking should be encouraged.

### Recommendations

By focussing our attention on IT governance, identifying the key IT services and IT infrastructure required to support Sheridan’s desire to move to the teaching university model, and using the design principles and strategies identified above, Sheridan will be well positioned to accomplish its transformational change. As a parting thought, consider the following:

Change drives technology, but technology can drive organizational change.

## **Discussion: Scheduling**

Teresa Dytyniak, Susan Collard, Gerry Rodney, Pat Burns

### **Introduction**

As members of the Infrastructure Engagement Team, we focused our attention on the scheduling systems and processes associated with this important function. Our belief is that in order to successfully implement Sheridan's new vision, it is essential that we develop new integrated business processes and scheduling systems.

### **Discussion**

The initial review of the scheduling of space at Sheridan was meant to identify and inventory the college's current baseline. The assessment of existing scheduling policies revealed that, for the most part, the existing policies are sound and in line with other post-secondary institutions. There is an initiative underway to formalize existing policies and develop processes to monitor and maintain adherence to them. Also identified was a need to improve coordination between multiple scheduling units: post-secondary academic scheduling; continuing education; corporate training; event management; ad hoc room bookings. Further challenges are faced within post-secondary academic scheduling as that process currently requires data to be processed in three separate systems: AI, TPHi, and PeopleSoft. The IAPS project which has been put in place to facilitate the realization of Sheridan's new vision is addressing the identified challenges and will propose solutions to sustain long term planning.

### **Recommendations**

After completing a careful review of our current policies, systems, business processes, timelines and direction from executive to move towards course based registration, beginning with the Sept. 2013 term, it is our recommendation that the college continue with two very important initiatives. It is our understanding that these two projects will have a significant positive impact on the challenges facing the institution regarding scheduling of classes and booking of space at all campuses for both internal and external clients.

1) IAPS project led by David Sooley– This project is currently underway and it is our recommendation that the college endorse the findings and assign adequate resources to accomplish the objectives outlined in the final report in a timely manner.

2) Infoslem Encampus Enterprise product – The institution recently made the commitment to purchase this product and it is our hope that implementation will take place in a timely manner. This product will greatly assist us with consolidating all campus activity with respect to the scheduling operations, including managing courses, events and ad hoc meetings. It will provide real time information regarding resource availability

at all four campuses to interested parties and therefore contribute to a more efficient use of space.

## **Discussion: Communications**

Chris Descheneaux, Karen Richard, Cheryl Snyder

As a category within the Infrastructure Team, Communications can be looked at from the perspective of technology and business practice. The Communication special interest group examined the current state at Sheridan and has prepared the following report.

### Current State:

The technology infrastructure to support communications at Sheridan is leading edge and supports a wide variety of tools. It also has capacity to support new and emerging technologies. The college's current commitment to advanced learning ensures that our technology environments remain current and up-to-date. Most of the prevalent technologies and applications that a student will encounter in the workforce are available for general use and learning purposes.

The audience that we need to communicate with is diverse ranging from young, techno-savvy prospects to a more mature public audience or an internal audience that could include all students and employees or a sector of either of these groups. The types of messages that we need to communicate are also diverse and we have found that there are many communication vehicles and tools used depending on the audience and the message. Some are very specialized such as the emergency response system and others are very broad such as information that is publicly posted on our website. For a listing of examples of the types of communications used please refer to Appendices 1 & 2.

Although the range of communication tools and technologies available at Sheridan has provided many options and opportunities, there are also some challenges. Among the challenges are the adoption of new technologies by those who are to send and receive communications and the confusion that can result in not knowing where to look for certain types of information. Although, our audience may have preferences as to how they receive information and we do currently provide several choices, maintenance of the accuracy of information is a complication. Since information can be found in several sources and can be updated by several users, there is an issue of consistency and a single source for the most current information. Clear business procedures and protocols are essential to an efficient, accurate communication infrastructure.

## Recommendations:

- Determine protocols for distributing communications and define a single source for communications that 'feeds' other communication methodologies.
- Determine the most appropriate sources of certain types of communication and drive accountability for updated, accurate information.
- Provide training on new technologies and encourage adoption for efficiency.
- Maintain accurate distribution lists, and the ability to define specific audiences.
- Continue to explore and adopt new technologies to support our values of academic excellence, lifelong learning, creativity and sustainability.

## **Discussion: Space – Outdoor**

Pitsa Davey

In an effort to capture campus culture, outdoor space needs to reflect some essentials of life - play, learning, relaxation and socialization, reflecting a theme for each location.

A multi-faceted approach that focuses on the individual site design, sustainable development, community partnerships, beautification and landscaping efforts and education, strives to invite the individuals and groups to explore, discover new aspects of the campus and interact with others and the surroundings. Space and how it's used influences behaviours. People gravitate to the visual. We tend to pass through open blank space on the way elsewhere.

The project is unique as historically space availability has been a factor in determining whether a proposal could move forward. In this instance, the space is available. The real question should be "Are we going to miss this opportunity"?

## **Recommendations:**

In partnership with municipalities and regional conservation authorities, implementation of tangible short [1-2 year], medium [3-4 year] and long term [5-7 year] strategies will transform conventional facility outdoor space into an interactive environment to be enjoyed by all. Aspects of this opportunity should be broken down into manageable, realistic ventures.

- We should start with what we already have and build on that allowing the outdoor space and the people to continue to grow.
- Reimaging and repurposing existing space will create a vibe that fuels pride and feeling of ownership.

- A lot of time can be wasted on overthinking where to start – start with short term improvements and work the way through.
- Seek to develop ‘we’ spaces as opposed to ‘I’ space.

## Short Term Proposals

Benches/picnic tables  
Proximity Tree Planting  
Creek remedial work

## Medium Term Proposals

Paths/Trails  
Designated Multi-Use Open Recreational Space  
Repurposing existing areas for outdoor meeting and socialization  
Educational signage  
Urban Forestation

## Long Term Proposals

Naturalization of Davis Pond  
Entertainment/Performance venues i.e. Gazebos [Trafalgar & Davis]  
Fountains/Infinity ponds  
Sculpture and Wind Gardens  
Revenue Generation to promote self-sustainability

Balancing economic, social and environmental expectations can be accomplished by the joint efforts of stakeholders and external expertise. Funding for what many may consider essentially an aesthetic improvement project, though challenging, is not impossible. Environmental projects that incorporate sustainability in the business plan have successfully accomplished the goal through joint public and private funding and hard work.

## **Discussion: Space – Indoor**

Karen Richard

The Sheridan Journey document states the goal is: Accommodate 10,000 spaces for undergraduate degree students by 2021. Offer a one-of-a-kind high-quality university experience with smaller classes and more direct contact with faculty than traditional universities can offer.

Sheridan University aspires to be a unique university renowned for teaching excellence, outstanding student experience and state-of-the-art high quality programs. Sheridan University will have a teaching and learning research mission. New technologies will be integrated into an inter-professional environment.

State-of-the-art technology relevant to professional practice will continue to be integrated into Sheridan University's programs. Students will use technology as a medium for their learning as well as a tool for their professional practice. Employers want graduates who can learn independently. Most learning after graduation takes place outside of a classroom setting—through independent research, reading and reflection. Sheridan students will have direct experience in using information technologies to meet specified learning goals.

To meet these requirements, infrastructure needs to be studied. This Special Interest Group focused on Indoor Space.

### Recommendations:

Further study is required to determine if the current space is sufficient to house 10,000 undergraduate students. Undergraduate studies are generally 3 & 4 year programs, compared to diploma programs which are traditionally 2 & 3 year programs.

An Inventory of space, how it is used, as well as how efficiently it is scheduled is required. Study of the condition of the current space needs to occur. (e.g. repair, renovation, upgrade and timeline). Some buildings were built in 1972 while others are as new as 2012. Do the current spaces meet the requirements of our diverse population (accessible, learning needs, backgrounds)? Specialized spaces are required however, should they be made as flexible as possible for future developments, changes, and enhancements?

A suggestion is to create a report card to understand the current space. Some headings on the report card could be: size, flexibility, condition (repairs and timeline for repairs), accessibility, ability to improve teaching/learning experience

Questions to be asked:

1. Does Sheridan space reflect its reputation? Does it enhance the student experience, does it foster a pride of institution that encourages involvement before and after graduation.
2. If Sheridan's goal is to offer a one-of-a-kind high-quality university experience with smaller classes and more direct contact with faculty than traditional universities can offer, do we have the right balance of classroom space, appropriate individual and group study space, space for socialization, collaboration space for students

and faculty, faculty and staff workspace, research and instructional support space?

Not only classrooms need to be flexible. Administrative areas also need to be flexible, expanding and collapsing during peak and non-peak periods of the year. Multi-purpose space could be increased and utilized for socializing or events.

Policies/priorities should be developed to provide appropriate office space for all staff as well as meeting and collaboration space.

Best practices from other institutions should be studied and considered (utilization, scheduling, policies, etc.).

Resources: Inventory of Physical Facilities of Ontario Universities 2007-08, Prepared February 2010 by:

Council of Ontario Universities

## **Appendices**

### **Communications**

#### **Appendix 1**

##### **List of Communications Used at Sheridan:**

- Telephone – cell and desk
- Email – Sheridan Accounts, separate staff and student accounts
- Voice Messaging
- Yammer
- Sheridan Insider
- Sheridan Journey Website
- Blogs – i.e. Sheridan Journey
- Facebook - for students, general public
- Twitter
- SLATE – Vista LMS
- Video Conferencing
- In-person Meetings – departmental, committees, external, Welcome Back breakfast
- Open Houses, Fairs and Events
- Customer Relationship Management Module in PeopleSoft
- PeopleSoft Checklists
- Sheridan Sun student newspaper
- Town Hall Meetings
- SIREN – Sheridan Emergency Response Communications
- My OTR through Access Sheridan
- Websites – College, Faculty, Department and private shared through Sharepoint
- ASK Sheridan
- Security Surveillance Systems
- Posters, sales pieces, postcards
- SMS – text messaging
- Sheridan TV
- IT Helpdesk (LC Screens)
- Media Releases
- External Signage

Appendix 2



Scheduling  
Appendix 1

**CURRENT SYSTEMS USED FOR SCHEDULING OF POST-SECONDARY PROGRAMS:**

Currently, Sheridan uses the following systems to collect data, schedule and create post-secondary timetables and publish the timetables online for students to view.

AI (ABOEX Academic Interface) is used by the Academic Portfolio Administrators (APAs) to enter all program, course, delivery and instructor information and requirements for any given term.

TPHi (Infosilem) is used by OTR Scheduling to create the timetables.

PeopleSoft is Sheridan's SIS (Student information system) is the definitive system where students are registered into their programs and courses and where they can view their timetables online and swap/drop/add courses.

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- Allow users to search for available space?
- Allow users to place booking requests?
- Design custom request forms?
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## **SEARCH FOR SPACE**

Allow your campus community to search for available space.

- Powerful and detailed search engine with multiple criteria (location, date, time, duration, etc) available to the end-users when looking for available space
- Design and publish custom requests forms
- User-friendly graphical space availability chart clearly displays available space for multiple rooms simultaneously
- Control which rooms are accessible to which users
- View scheduled activities in customizable calendar and list formats

**Space – Indoor  
Appendix 1**

<b>Sheridan College Space Index</b>		
<b>Building</b>	<b>Main Usage</b>	<b>Total Net Sq. Ft.</b>
<b><i>Trafalgar Campus</i></b>		
Athletics	Recreation	30,979
Student Centre	Student Serv.	14,977
SOCAD	Art Labs	44,354
Annie Smith	Art Labs	12,693
Daycare	Daycare	3,594
A Wing	Arts Wing	108,615
B Wing	Admin/Bus.	115,139
C Wing	Arts Wing	78,095
D Wing	Reg/Theatre	26,921
E Wing	Computer	53,361
G Wing	Theatre/Class	51,815
H Wing	Theatre/Class	26,129
J Wing	TTC	45,425
K Wing	SERC	8,926
SCAET	Technology	70,125
Garage	Grounds	3,690
P5	Storage	800
Residence (net is 90% of gross)	Residence	104,590
Portables (5)	Storage	4,000
<b>Building</b>	<b>Main Usage</b>	<b>Total Net Sq. Ft.</b>
<b><i>Davis Campus</i></b>		
B Wing	Multi Purpose	114,353
C Wing	Athletic/Shop	69,842
Student Centre	Pub/Office	18,641
M Building	Classroom	20,920
Annex	Classroom	6,477
Daycare	Daycare	2,500
Garage	Grounds	1,440
Portables	Storage	1,600
CHC Building	Classroom	
Residence (net is 90% of gross)	Residence	
<b><i>STC Campus</i></b>		81,850
		-
<b><i>Mississauga Campus</i></b>		141,405
<b>Building Total</b>		1,263,256
<b>Total</b>		1,436,967
<b>Percentage of Total</b>		100.00%



