

Accreditation Engagement Team

Co-Chairs: Jocelyn Piercy and Ronni Rosenberg

Tyana Awada, Student, Bachelor of Applied Arts Illustration, Faculty of Animation, Arts and Design

Agnes Bielecka, Professor, Faculty of Human and Social Sciences

Anna Baas-Anderson, Professor, Faculty of Human and Social Sciences

Nicole Blanchett-Neheli, Professor, Faculty of Animation, Arts and Design

Maher Ghalayini, Associate Dean, Faculty of Applied Health and Community Studies

Michael Large, Associate Dean, Faculty of Animation, Arts and Design

Brandon McKinlay, Student, Bachelor of Health Science, Exercise Science & Health Promotion,
Faculty of Applied Health and Community Studies

Shanta Misir, Professor, Faculty of Applied Science and Technology

Daniel Niebert, Student, Pharmacy Technician, Faculty of Applied Health and Community Studies

Farzad Rayegani, Professor, Faculty of Applied Science and Technology

Jeremy Staples, Associate Dean, Faculty of Business

Joan Sweeney Marsh, Director of Library Services

Joyce Wayne, Professor, Faculty of Animation, Arts and Design

Elena Wong, Student, Business Administration in Marketing, Faculty of Business

Mandate

- Review Association of Universities and Colleges of Canada (AUCC) standards and identify key metrics that require institutional compliance for membership for Sheridan
- For each School or program cluster, identify related national/international professional accreditation organizations/processes/criteria
- Compare the institutional (AUCC) and discipline-specific accreditation standards
- Make recommendations regarding accreditation options, best practices and future direction
- Identify steps necessary for Sheridan to meet institutional compliance with accreditation requirements (AUCC and/or discipline-specific)

The Terms of Reference for our work are broadly stated as researching 'accreditation', both institutionally, and by discipline. As such, the work of our team has been twofold:

- To identify discipline-specific accreditation requirements and analyze their congruence with the mission and values of a Teaching University
- To understand the eligibility requirements of the Association of Universities and Colleges of Canada (AUCC) and the implications of compliance for Sheridan.

Professional accreditation by discipline

This paper will identify professional accreditation criteria for the following disciplines:

- Visual Arts and Design: *National Association of Schools of Art and Design*
- Interior Design: *Council of Interior Design Accreditation*
- Business: *Association to Advance Collegiate Schools of Business*
- Engineering and Technology: *Canadian Engineering/Technology Accreditation Board*
- Early Childhood Education: *Association of Early Childhood Education of Ontario*

A discussion will follow on the alignment of these criteria with the status and mandate of a Teaching University. Any potential conflicts with our vision of a Teaching University that builds on our strengths in professional applied education deeply integrated with our industry and community will be identified.

Institutional accreditation (AUCC)

From <http://www.schoolsinCanada.com/University-Accreditation-in-Ontario.cfm>

Canada does not have a national system of university accreditation. Education is overseen by each provincial government, and in order to be authorized to operate, universities must comply with the province's legislation concerning post-secondary education. In Ontario, this legislation is called the Post-secondary Education Choice and Excellence Act. The Act establishes criteria for institutions applying to provide degree programs in Ontario.

Another way of ensuring a university's quality standards is to check their association membership. In Canada, the Association of Universities and Colleges of Canada (AUCC) is a national organization that develops quality assurance policies and processes which its members agree to comply with. Therefore, membership in the AUCC and compliance with provincial legislation is generally accepted in lieu of institutional accreditation. Ontario has established a second level of provincial higher education quality assurance, which is the Undergraduate Program Review Audit Committee and the Higher Education Quality Council of Ontario. These groups work with the education Ministry to review and make recommendations on institution applications.

The purpose of this paper is to outline these membership standards, identify gaps that currently exist at Sheridan and assess the importance of membership for Sheridan in AUCC, as well as any potential risks of non-membership.

Context and Scope of Inquiry

1. Institutional Accreditation

AUCC Criteria

Criteria to become a member *(from www.aucc.ca)*.

There are three categories of membership in the Association as follows:

I. Institutional Members

Institutional Members shall be those universities and colleges named in the Schedule to the Act of Parliament incorporating the Association and such other Canadian universities and university-degree level colleges as are from time to time recommended for Institutional Membership by the Board and are approved by vote of the Association, provided that each of such universities and university-degree level colleges, including those federated with, affiliated to or a constituent portion of a university, shall satisfy the following conditions:

1. It has the powers it purports to exercise pursuant to authority granted by the Crown or by Statute or by formal agreement with its affiliated or federated university, or the university of which it is a constituent portion;
2. It has governance and an administrative structure appropriate to a university, including:
 - Authority vested in academic staff for decisions affecting academic programs including admissions, content, graduation requirements/standards, and related policies and procedures through membership on an elected academic senate or other appropriate elected body representative of academic staff;
 - An independent board of governors, or appropriate equivalent, that:
 - is committed to public accountability and functions in an open and transparent manner;
 - has control over the institution's finances, administration and appointments;
 - includes appropriate representation from the institution's external stakeholders (including the general public), from academic staff, from students and from alumni;
 - and uses the institution's resources to advance its mission and goals.
 - A senior administration normally including a president and vice-presidents and/or other senior officers appropriate to the size of the institution and the range of its activities.

3. It has an approved, clearly articulated and widely known and accepted mission statement and academic goals that are appropriate to a university and that demonstrate its commitment to:

- teaching and other forms of dissemination of knowledge;
- research, scholarship, academic inquiry and the advancement of knowledge;
- service to the community.

4. It has as its core teaching mission the provision of education of university standard with the majority of its programs at that level.

5. It offers a full program or programs of undergraduate and/or graduate studies that animate its mission and goals, and that lead to a university degree or degrees conferred by itself or, if federated or affiliated with, or a constituent of a university, by the parent institution. Indicators will include:

- Highly qualified academic staff holding the PhD or other appropriate terminal degree, and relevant professional experience where appropriate;
- Undergraduate programs taught by senior academic staff;
- A quality assurance policy that results in cyclical or continuous assessment of all of its academic programs and support services, and which includes the participation by those directly involved in delivery of the program or service, as well as by other institutional colleagues and external experts and stakeholders;
- Provision for the periodic evaluation of the performance of academic staff including a student assessment component;
- Access to library and other learning resources appropriate to the institution's mission, goals and programs;
- The periodical monitoring of graduate outcomes, and established and transparent processes for disseminating this information inside and outside the institution;
- Academic counselling and other student services appropriate to its programs;
- Financial resources to meet its mission statement and goals

6. Its undergraduate degree programs are characterized by breadth and depth in the traditional areas of the liberal arts and/or sciences, and first degrees of a professional nature – such as medicine, law, teacher education, engineering – have a significant liberal arts and/or sciences component.

7. It has a proven record of scholarship, academic inquiry and research, expects its academic staff to be engaged in externally peer reviewed research and to publish in externally disseminated sources, and provides appropriate time and institutional support for them to do so. Indicators of this commitment will include policies and programs pertaining to the creation of knowledge, the development of curriculum and the execution of research projects.

8. It ensures an atmosphere that:

- promotes and protects the honest search for knowledge without fear of reprisal by the institution or third parties;
- protects the communication of knowledge and the results of scholarship and research;
- values intellectual honesty, fairness and integrity, and promotes accountability;
- encourages the highest standards in scholarship and research;
- respects the academic freedom and rights of others; and
- expects the exercise of academic freedom in a reasonable and responsible manner

In this regard, the institution has approved and clearly articulated policies on academic freedom, intellectual integrity and the ownership of intellectual property, and a plan for informing students and academic staff about their roles and responsibilities.

9. If it is a freestanding institution, neither in a formal relationship of affiliation or federation nor a constituent portion of a member university, it has in the academic year in which it makes application for membership, and has had in the two preceding years, an enrolment of at least 500 FTE students enrolled in university degree programs.

10. If it is a constituent of an Institutional Member, its application for membership is supported by its parent institution.

11. It operates on a not-for-profit basis.

12. It satisfies the Board, after receiving a report by a Visiting Committee appointed by the Board, that it is providing education of university standard and meets the criteria for membership in the Association.

An institution that does not meet all of the criteria for membership may not re-apply for a period of three (3) years.

(AUCC members are invited to reaffirm their adherence to the criteria for membership in the association every five years commencing in 2005.)

II. Regional and Provincial Members

Regional and Provincial members shall be the Association of Atlantic Universities, the Conference of Rectors and Principals of Quebec Universities, the Council of Ontario Universities, the Council of Western Canadian University Presidents and such other regional and provincial organizations that are from time to time recommended for membership by the Board and are approved by vote of the Association, provided that each of such organizations has region-wide membership in the area it purports to represent.

III. Associate Members

Associate members shall be national organizations of university and college personnel that are from time to time recommended for associate membership by the Board and are approved by vote of the Association, provided that each of such national organizations shall satisfy the following conditions:

- it has objects consonant with those of the Association;
- it is not a government department or agency;
- it has a Canada-wide membership;
- it represents major academic or administrative divisions or interests within universities and university-degree level colleges.

IV. Honorary associates

Honorary Associates of the Association shall be such bodies as have objects consonant with those of the Association and are from time to time recommended by the Board and are approved by vote of the Association as Honorary Associates.

Discussion with AUCC

We laid the foundation of our team's work by first meeting (via teleconference) with directors of AUCC Christine Tausig-Ford (VP & COO) and Pari Johnson (Director of Member Relations) to better understand the potential challenges for Sheridan with the AUCC membership requirements noted above. They emphasized AUCC's primary and foundational values.

As a result of this initial conversation, we determined that the major areas of challenge for us could reside in the following domains:

- Expectations that all teaching is grounded in research/scholarship and institutional recognition of faculty research/scholarship
- Academic freedom and how this is ensured as it relates to the standards of each discipline and university mission
- Evidence of collegial governance in which all members are elected and academic staff (includes academic administration) have control over academic matters, and an autonomous board

As a result of this meeting and with the AUCC criteria in mind, we framed a series of questions to pose to institutions that had also undergone a transformation from a college or polytechnic institute to become a Teaching University. We spoke to counterparts across Faculties, encompassing administrative and faculty roles.

Questions for Counterpart Institutions

RESEARCH

What constitutes research activity (and what does not)? Specifically, how are creative activities recognized and how is faculty and student work on industry problems acknowledged?

How is time allocated to faculty for research activities?

How, if at all, is research related to your undergraduate curriculum?

What modalities of peer review are used/accepted at your institution?

How much autonomy does a faculty member have in choosing research direction?

FACULTY

What possible titles/roles can a faculty take on during their career? How does teaching and research impact their career progression as faculty? How are different roles compensated?

How are faculty evaluated in order to gain promotion? ie. student course surveys, peer review etc. How are these performance measures weighed?

How is research in education (Scholarship of Teaching & Learning) valued? e.g. How is it acknowledged in hiring and promotion?

How is community contribution/involvement such as community NGO Board membership acknowledged/rewarded/reviewed?

Describe the conditions of academic administrators (deans, associate deans, chairs) regarding whether they continue to be considered faculty.

GOVERNANCE

Describe the process involved in approving new courses and programs.

How are curricular and research areas chosen? Who decides on direction? What constraints are there on faculty in choosing their teaching and research interests?

Describe the process for allocating institutional funds to course/program development and research.

ACADEMIC FREEDOM

How do you understand academic freedom and how is it protected in your institution?

What institutional policy do you have on academic freedom and how is it supported?

LIBRARY HOLDINGS, SERVICES & FACILITIES

For Institutions that have made the transition from a college to a university, the following questions were asked:

When your institution decided to move to a university model from a college how did you begin the process of assessing your current position in terms of meeting accreditation standards and then setting benchmarks?

How did you determine your comparator schools?

Where did you find the biggest gaps in your collections, spaces and services?

Which Library measures did you find most relevant in helping you in setting your targets? (Data is collected differently and through different surveys.)

What kind of commitment did it take to get your Library to an acceptable level and how many years did it take?

For all institutions surveyed, the following data was requested:

FTE

Number of Libraries

Number of Professional Staff in Library

Support Staff (includes Library Technicians) in Library

Number of Seats in Library/Learning Commons

Number of Group Study Rooms

Annual Circulation

Annual Gate Count

Annual Instructional Sessions

Annual Reference Questions

Total Print Monographs

Total Electronic Monographs

Total Serials

Total Volumes

Net Additions Annually

Total Library Acquisitions Budget

Number of Database Subscriptions

Annual \$ on Database Subscriptions

% Library Budget Allocated to Updating Collection

% of University Operating Budget Allocated to Library Services and Collection

OTHER

What are some distinct qualities or strengths of your institution that differ from other schools? And did these qualities play a significant role in, or change due to, AUCC accreditation?

How did the transition to a university affect students? Did it change the faculty student dynamic?

What changes have you made to curriculum, both in terms of Liberal Arts courses and specific programs, to attain AUCC accreditation?

What do you think the institution has lost or gained in the transition to a university?

2. Professional Accreditation

Professional licensure can be required to practice in a profession (e.g. engineering, some trades) or to use a title and perform certain tasks (e.g. interior designers, early childhood educators) and to ensure for society that an individual has the skills, attitudes and abilities needed to be a qualified, safe and competent professional. This process sets standards of practice within a profession. Professional designations allow for portability of the workforce as they are often recognized nationally and internationally, unlike local academic credentials such as Ontario's advanced diploma.

Schools and programs are accredited by professional bodies to ensure that graduates will have the skills, competence and ability to become qualified professionals. Professional standards may require programs or schools to demonstrate methods of continuous improvement and ability to adapt to changes in industry.

In a Teaching University, professional accreditation of Schools and programs can articulate ways to maintain a balance between the scholarly ideals described by AUCC, and an institutional commitment to industry relevance and integration into programs and student experience.

The following is a summary of such professional accreditation at Sheridan. See Appendix A for the full reviews of professions relevant to Sheridan and their accreditation processes.

ARTS & DESIGN

National Association of Schools of Art and Design. NASAD

From the NASAD Handbook 2011-12:

NASAD recognizes the need to find ways of clarifying and maintaining standards in art and design through the responsible education of artists and designers. By means of accreditation, it can encourage those institutions that consistently give students a sound basis for significant future accomplishments in art and design. Accreditation also imposes on those institutions the responsibility for continual effort to strengthen art and design education in general—in both accredited and not-yet-accredited schools. In addition, it provides a basis for public recognition of an institution's quality.

The acceptance of NASAD as the only recognized accrediting agency covering the whole field of art and design has placed upon the Association the following responsibilities: maintenance of high educational standards; safeguarding the profession against inadequately prepared educators and practitioners; dissemination of information on accreditation to institutions, counselors, teachers, parents and students; guarding against improper noneducational pressures of individuals and institutions; and consideration of other important educational problems and issues. The Association recognizes and accepts these responsibilities.

Institutions outside the U.S. are not formally accredited by NASAD, but instead apply for "substantial equivalency".

From a Sheridan perspective, substantial equivalency would acknowledge that our academic, organizational and governance models are deemed on par with counterpart institutions that are generally university art schools or art departments within universities.

Interior Design

Interior Design is a regulated profession in Canada. In order to practice as an Interior Designer, one must have graduated from a baccalaureate degree program, and then apply for licensing from the National Council of Interior Design Qualifications (NCIDQ), a global licensing body. The Council for Interior Design Accreditation (CIDA) is the North American accreditation body for programs in Interior Design. NCIDQ considers all graduates of baccalaureate degree programs in Interior Design as eligible to apply for licensing. However, applicants who have

graduated from CIDA accredited programs, have more flexible pathways to acquire their license to practice.

CIDA accreditation requires the Interior Design program to be housed within an institution that can deliver at minimum 30 semester credit hours of liberal arts electives. CIDA does not prescribe minimum hours for core curriculum. Instead it outlines competency standards in curriculum for core design, critical thinking, technical knowledge. It also sets standards for program administration and resourcing.

BUSINESS

AACSB, the Association to Advance Collegiate Schools of Business, is the most relevant to the Faculty of Business and would be considered the gold standard for Sheridan in terms of external accreditation: <http://www.aacsb.edu/accreditation/aacsb.asp>. Less than 5% of Business Schools worldwide have this accreditation and there are 19 Universities in Canada that have this designation. (e.g. U of Toronto, Ottawa U, WLU, Dalhousie, UBC, SFU, Brock and Ryerson)

Areas of Accreditation Assessment

Strategic Management Standards

- A school articulates its mission and action items as a guide to its view of the future, planned evolution, infrastructure, and use of resources. The AACSB Accreditation review process is linked to a school's mission. The strategic management standards verify that a school focuses its resources and efforts toward a defined mission as embodied in a mission statement.

Participant Standards

- A direct link exists between a school's mission, the characteristics of students served by the educational programs, the composition and qualifications of the faculty members providing the programs, and the overall quality of the school. Therefore, these standards focus on maintaining a mix of both student and faculty participants that achieve high quality in the activities that support the school's mission

Assurance of Learning Standards

- Student learning is the central activity of higher education. Definition of learning expectations and assurance that graduates achieve learning expectations are key

features of any academic program. The learning expectations derive from a balance of internal and external contributions to the definition of educational goals. Members of the business community, students, and faculty members each contribute valuable perspectives on the needs of graduates. Learning goals should be set and revised at a level that encourages continuous improvement in educational programs.

SCIENCE, TECHNOLOGY & ENGINEERING

Skilled Trades

Curriculum in skilled trades programs in Ontario are developed collaboratively by Colleges, Industry Sector Councils, and the Ministry of Training, Colleges and Universities. There are Red Seal national standards in some trades.

Some 'restricted' trades such as electrician or hairstyling require a Certificate of Qualification in order to practice. This is gained from education offered by a Training Delivery Agent (often a College) and work experience gained under the supervision of a journeyman in which certain work competencies must be acquired. In apprenticeship training these two components are obtained simultaneously and a Certificate of Apprenticeship is earned. Students studying in apprenticeship programs must gain employment with a qualified organization before they can be registered in their studies. However, once registered, students do not pay tuition for their studies. It generally takes 4 to 5 years to complete a Certificate of Apprenticeship or Qualification.

Technology

The Canadian Technology Accreditation Board, CTAB, accredits technician/technology diploma programs in Canada. Programs are measured against National Technology Benchmarks that have been co-developed by Canadian colleges and the Canadian Council of Technicians and Technologists, CCTT. Programs are assessed for their level of performance, integrity, and quality, ensuring that technology programs across Canada keep pace with change and remain relevant to industry.

The Ontario Council of Certified Engineering Technicians and Technologists, OACETT, credits graduates of engineering technician/technology diplomas who have completed the work component and exam requirements of the Certified Engineering Technologist , CET, designation.

Engineering

Engineering is a self-regulated profession in which the Professional Engineers of Ontario, PEO, ensures only qualified engineers have the right to practice in Ontario. Graduation from an engineering degree program, a work component under supervision of a professional engineer, P.Eng, and an exam is required for licensure.

Nationally, the Canadian Engineering Accreditation Board, CEAB, accredits Canadian undergraduate engineering programs. The purpose of accreditation is to identify those engineering programs whose graduates are academically qualified to begin the process to be licensed as professional engineers in Canada.

CEAB curriculum content must be met by all students in accredited programs with minimum number of credit hours specified in mathematics, natural science, engineering science, engineering design and complementary studies. Faculty teaching courses which are primarily engineering science and engineering design, along with those developing and approving the curriculum, and School leadership itself, are all expected to be licensed professional engineers in Canada and to have high standing in the engineering community. Accreditation requires engineering faculty administrative and teaching duties to be appropriately balanced to allow for adequate participation in research, scholarly work, professional development activities, and industrial interaction.

COMMUNITY SERVICES

The College of Early Childhood Educators

The purpose of this College is to serve and protect the public interest by regulating the practice of early childhood education and governing the members. The College has a legislated mandate “to establish and enforce professional standards and ethical standards that are applicable to members of the College and that demonstrate a respect for diversity and a sensitivity to the multicultural character of the Province.” *Early Childhood Educators Act, 2007*

To become a member an individual must have earned a diploma or degree in early childhood education and gained work experience through practicum or internship.

The College has established the following six standards dealing with specific issues in the practice of early childhood education:

- I. Caring and Nurturing Relationships that Support Learning
- II. Developmentally Appropriate Care and Education
- III. Safe, Healthy and Supportive Learning Environments

- IV. Professional Knowledge and Competence
- V. Professional Boundaries, Dual Relationships and Conflicts of Interest
- VI. Confidentiality and Consent to the Release of Information Regarding Children and their Families

Strategic Imperatives

Team members interviewed faculty and academic administrators at Canadian institutions of interest, primarily those who have made the journey from college to university and/or define themselves as a 'Teaching University'. See appendix B for full transcripts of the interviews, Appendix C for information on comparator institutions, and Appendix D for research on faculty associations.

The team identified 11 comparator institutions across Canada of interest due to their transition from a college to university, identity as a Teaching University identity or similar academic profile to Sheridan: BCIT, Capilano University and University of Fraser Valley in BC, Mt. Royal and Grant McEwan University in Alberta, OCAD, UOIT and Ryerson in Ontario, Bishops University in Quebec, and Mt Allison and Acadia University in New Brunswick and Nova Scotia.

An analysis was completed on 11 comparator schools examining the Faculties, the type of programs offered, number of campuses and faculty status (e.g. PhD versus non-PhD; part-time status versus fulltime status). See appendix E for the full report and data.

Further, the Director of Library and Learning Services conducted in-depth interviews with several schools and collected data on nineteen universities to ascertain how we compared to them in terms of library collections, staffing levels and services. See appendix F for the full study.

1. INTERVIEWS WITH COUNTERPART INSTITUTIONS

Thompson River University, Kamloops BC

- transitioned from Cariboo College in 2004
- 7000 students
- two faculty streams: bi-partite (teaching stream, 8 courses/yr) and tri-partite (research stream, 5 courses/yr), difficulty ensuring active research occurring in research stream

- research in a teaching stream is part of teaching workload (often SoTL), incorporated in classroom, partner with community organizations, school boards etc., no course release for this
- tri-partite faculty secure own research funding and have autonomy over direction of research while bi-partite faculty SoTL projects need Chair approval with final signoff from Dean. Deans have \$5000 grants available for smaller research projects including SoTL
- salaries and tenure the same for both faculty streams
- evaluation of faculty in teaching stream for tenure: student surveys + SoTL activity + evaluation by one peer appointed by institution and one appointed by faculty
- course/program approvals: department, Faculty Council then Senate (all through their curriculum committees), takes 1 to 2 years but a new course can be offered twice as pilot with no approvals
- diploma programs hurt by introduction of degrees where they were not well differentiated from degrees (in Business they became the fail out option from degree programs)
- experience constant challenge to keep classes small

Capilano University, North Vancouver BC

- transitioned from a College in 2008
- 7500 students
- defines itself as a 'teaching focused university'
- only one faculty stream, similar to Sheridan: two years probation, then 'tenure'
- research inventory currently being conducted
- faculty in Creative Arts are meant to produce independently to demonstrate 'research'
- faculty are given 8 weeks over the year for PD which encompasses research and university service

Mt Royal University, Calgary, Alberta

- transitioned from a College in 2009
- 12,000 students
- two faculty streams—teaching + service stream (TS, 8 courses/yr) or teaching + service + scholarship (TSS, 6 courses/yr), both can get tenure, in both excellent teaching required for tenure
- more prestige to research stream; faculty in TS can apply for TSS with a research plan to Dean
- Professional activities are considered as research (e.g. broadcast journalism faculty publishing in Globe & Mail) in addition to Scholarship of Teaching and Learning

- Individual research and professional activities need to demonstrate integration with teaching
- Maintained applied learning aspects of curriculum
- Faculty applying for tenure in TS stream can demonstrate national stature in SoTL
- Academic freedom gained through tenure but must put students interests first
- Needed to augment library holdings and build a science lab to meet AUCC requirements

McMaster University, Hamilton, Ontario

- 21,000 undergraduate and 3000 graduate students
- all Engineering Faculty research includes industry partners, all result in publishing in scholarly journals
- research done mostly by grad students and post docs, a few RA positions and open lab courses for undergrads
- all faculty teach; generally 7hrs/wk teaching, 7 hrs/wk research, 5 hrs/week service
- both research and industry contract work available for faculty, some projects fall in the middle. Cap on hours of contract work/yr faculty can undertake.

Ryerson University, Toronto, Ontario

- transitioned from a Polytechnic in 1993
- 25,700 undergraduate and 2300 graduate students
- Experienced creep away from applied, polytechnic and teaching focus
- student experience more theoretically challenging but less rich after transition
- professional and creative activities becoming less privileged

2. LIBRARY SERVICES, FACILITIES, AND COLLECTIONS FINDINGS

The largest and most substantial research libraries in Canada belong to CARL (Canadian Association of Research Libraries). CARL consists of 29 university libraries and three national institutions. The data collected for this preliminary research consists mostly of the second type of university, that is, AUCC accredited but not a member of CARL. Three CARL institutions have been included in the mix, Ryerson, Brock and Carleton, as they have all become CARL members over the past few years. Also included are a few institutions that are not AUCC accredited but hold some significance to Sheridan e.g. Capilano, BCIT, and Grant McEwan. The comparator schools looked at for this research are: Mount Allison, Acadia, Bishops, Brandon, University of Northern British Columbia, Mount Saint Vincent, Mount Royal, Saint Mary's, Laurentian, Carleton, Grant McEwan, Ryerson, Brock Nipissing, Wilfred Laurier, Capilano, University of Fraser Valley, UOIT, BCIT.

Summary

Sheridan scores highest in the following measures:

- 1) Expenditures dedicated to online e-resource subscriptions, although not at an AUCC acceptable level, are within proximity of some of the comparator schools. Sheridan spent approximately 450,000 on electronic Library resources. Mount Saint Vincent fell in the middle of the comparator schools with approximately \$588,000 annually spent on e-resources. It must be kept in mind, however, that a FTE/e-resources expenditure ratio puts Sheridan below almost all AUCC member institutions.
- 2) Number of seats and group study rooms available to students in the Library and Learning Commons ranked very high. To our advantage, most schools have only one Library and Learning Commons. Sheridan has the most group study rooms of any of the comparator schools at 44. The mean number of group study rooms is 13. The number of Group Study rooms is only one of several space-related metrics collected by Libraries. Other measures include total square footage for Library services, quiet study spaces and total seats available for students. More research is necessary.
- 3) Number of instructional sessions conducted by Library staff scores quite high. The relatively small Sheridan Library team is hitting well above its weight class! Sheridan Library staff held 245 workshops last year. The mean for the comparator schools is 206. Grant McEwan Library staff carried out 578 classes. Mount Royal University closely integrates the Faculty Librarians within programs resulting in over a thousand visits by Librarians to classes annually to address very specific research needs.

The preliminary data indicates that Sheridan's greatest needs are as follows:

- 1) Sheridan's Library monograph (print and online) collection falls under the level for almost all AUCC accredited Libraries. Sheridan currently provides access to approximately 120,000 books in print and online format. The mean number of books for the comparator schools is approximately 491,000.
- 2) Ratios are important in measuring Library services and collections. The number of students per Library staff member is often cited as a significant measure. Sheridan's student to staff ratio is considerably higher than all other comparator schools. Mount Allison scores best with 89 students per staff member. Sheridan is currently at 706 students per staff member. The mean score for the comparator schools is 231 students per staff member.
- 3) The percentage of institutional budget dollars dedicated to Library operations is a measure used frequently in determining an institution's commitment to academic supports. Sheridan's current Library budget is about one per cent of Sheridan's total operational budget. Again, this is significantly lower than most comparator schools. This study found that most schools dedicated on average three to four per cent of their institution's budget to Library operations with some as high as six per cent. Brandon scored the highest with 6.0 % of the institutional budget dedicated to the Library. Sheridan dedicates 1.1% of the institutional budget to the Library. The mean of all of the comparator schools is 3.7% of the institutional budget dedicated to the Library.

STRATEGIC IMPERATIVES

Governance

- Contacts at some institutions (such as Grant McEwan) said that biggest challenge for AUCC would be demonstrating that change of Governance structure is authentic and gives faculty a larger voice
 - Need to differentiate academic freedoms and autonomies gained through governance vs those gained through collective bargaining with unions
- Challenges to creating responsive nimble curriculum:
 - new program approvals generally circulate through local (Departmental, Faculty) councils then through Senate subcommittees (the Senate itself tends to approve all committee work)
 - debates at Senate sub-committees around new curriculum tend to centre over duplication, overlap of curriculum between departments
 - takes 1 to 2 years for a new course or program to go through approval processes and be delivered
- Prepare and support faculty for increasing leadership role in setting academic direction

Research

- Anticipate difficulty in defining what constitutes 'applied research' under AUCC standards that will align with the mission of a Teaching University:
 - Generally, this is currently defined by commonly accepted research methods/practice for the discipline.
 - Defining what constitutes 'applied research' that aligns with creative arts and creative production : Arts Faculties struggle to get creative activities recognized/funded as research.
 - Recognizing student and faculty work generating new products and processes for industry as applied research : In applied science most research is carried out with industry partners. There is a very fine line between industry contract work and research work (e.g. Fed dev projects vs an NSERC Research Chair).
- Defining acceptable peer review for applied research will be a challenge:
 - Generally, acceptable peer review equates to publishing in scholarly journals. Some accept professional activities. Success in industry or commercialization (e.g. journalists published in New York Times) is not considered peer review.
- In a research model in which research is embedded in curriculum, it is not clear where accountability lies for decisions about research:

- faculty in research stream positions are hired for their research area but have some autonomy over their research direction while curriculum and SoTL activities are directed by the department and Dean
- faculty in teaching stream positions are generally charged with integrating research into curriculum while their research partnerships and initiatives need Chair and Dean approval
- other than SoTL work, research is not currently systematically integrated into the curriculum. This is done mostly through faculty creating/changing course materials informed by their research and student involvement on faculty research projects through special project courses and when hired as RAs.

Faculty Roles

Changes need to be considered to Faculty Roles.

- Workload:
 - Faculty recognized for conducting research through reduced teaching load and different faculty streams.
 - Faculty workload common to most Teaching Universities: maximum of 8 courses annually. Time is allocated for PD and service, and for research for those in the research stream.
- Evaluation/Progression:
 - Faculty ‘ranking’ and method of tenure / promotion is not an AUCC requirement but we do need to demonstrate that some form of appropriate evaluation is in place.
- Credentials:
 - Faculty required credentials appropriate for degree offerings and stream (Masters in teaching stream, PhD in research stream).
 - ‘Professor of the Practice’ is a model used by some US Universities for “eminently qualified academic, business or government leaders who have made major impacts on fields or disciplines” in replacement of the terminal degree of the discipline
- Academic Administration:
 - Associate Deans are usually academic hires. In some cases, Deans are as well.

Library

- Sheridan's Library monograph (print and online) collection falls under the level for almost all AUCC accredited Libraries.
- Sheridan's student to staff ratio is considerably higher than all other comparator schools.

Sheridan's current Library budget is about one per cent of Sheridan's total operational budget, significantly lower than most comparator schools.

Academic Freedom

In a press release from Oct 25, 2011, AUCC describes the need for academic freedom for an institution:

Unlike the broader concept of freedom of speech, academic freedom must be based on institutional integrity, rigorous standards for enquiry and institutional autonomy, which allows universities to set their research and educational priorities.

And further, AUCC describes constraints on academic freedom for faculty:

The constraint of institutional requirements recognizes simply that the academic mission, like other work, has to be organized according to institutional needs. This includes the institution's responsibility to select and appoint faculty and staff, to admit and discipline students, to establish and control curriculum, to make organizational arrangements for the conduct of academic work, to certify completion of a program and to grant degrees.

This view of academic freedom would appear to suggest that there could be limits to a faculty member's control and ownership of curriculum, and that there are limits to academic decision-making authority of a faculty-controlled Senate. Faculty have the ability to set academic direction through their role on the Academic Council/Senate in universities but this does not extend to authority to close programs, for example.

See Appendix G for a copy of AUCC's press release.

Recommendations

It appears that every university in Canada is either a member of AUCC or is seeking AUCC membership. BCIT remains a unique outlier as an institution with highly regarded degree programs although neither a university nor AUCC member.

Some institutions, such as Capilano University, attempted to find accreditation that was a closer fit to their vision of a Teaching University than AUCC membership. Capilano received accreditation from the Northwest Commission on Colleges and Universities in the U.S. in 2006, but is currently developing an application for AUCC membership stating the need for wider recognition of the credentials of their graduates.

Further, some newer universities have mandates that resonate with Sheridan's vision, such as the University of Ontario Institute of Technology, whose founding legislation describes their objective "to provide undergraduate and postgraduate university programs with a primary focus on those programs that are innovative and responsive to the individual needs of students and to the market-driven needs of employers". There exists the possibility to work within AUCC with universities with some similarity in mandates and mission to attempt to broaden AUCC values and criteria to better reflect those institutions with professional or teaching mandates.

Professional school and program accreditation appear to be aligned with AUCC criteria and may prove to help balance the research and scholarly ideals of AUCC with professional and industry standards and objectives.

It is the recommendation of the Accreditation Engagement Team that Sheridan 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:

1) Governance

As per AUCC Institutional Member criteria 2, first bullet (pg. 3):

- The newly recreated Academic Council, or Senate, is important as an expression of a new bi-cameral governance structure for Sheridan. We need to demonstrate its authenticity as experienced by faculty as a forum for their engagement and input into academic decision making.

Sheridan will need to address how to engage and prepare faculty for their increasing role in academic decision making, and how the accountabilities of academic administrators will accommodate this shift in academic decision making.

- Imagination will be needed to create collegial academic approval processes that also support a nimble responsive curriculum that moves at the pace of industry and accommodates changing student academic backgrounds.

2) Research

As per AUCC Institutional Member criteria 7 (pg. 4):

- Rubrics need to be developed and standards promoted for the Scholarship of Teaching and Learning.
- The accreditation and professional standards of a discipline are elevated in applied research activities. These standards impact hiring credentials (e.g. P.Eng) and may suggest, for example, that the requirement for a discipline to work with industry could determine what research is conducted, under what terms. Creative activities must maintain research status within the Arts, and are aligned with our vision of a Teaching University.
- It will be important to explore 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).
- If the goal of applied research in a Teaching University is to support the education of engaged, creative and innovative graduates, and to create opportunities for higher order learning; one method to achieve this is through the integration of applied research into the curriculum. Another is to work with industry to produce and exhibit faculty and student work that increases the profile of the programs and institution, thereby attracting talent and partners to the organization.
- We need to find ways to value the expertise that each faculty brings to his or her professional work and to support student and faculty work within industry, including exhibiting work locally and internationally.

3) Faculty Roles

As per AUCC Institutional Member criteria 5 & 7 (pg. 4):

- Sheridan needs to 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 should be considered.
- Service and research (including SoTL) will need to be acknowledged where appropriate in a faculty member's workload.
- Sheridan needs to develop new ways to evaluate faculty performance appropriate to their role in addition to current student evaluations.
- Differentiated faculty roles could be investigated.

4) Library

As per AUCC Institutional Member criteria 5, fifth bullet (pg. 4):

- The size and scope of library holdings and staffing levels will need considerable development, with resulting impact on budget.

5) Academic Freedom

As per AUCC Institutional Member criteria 8 (pg. 5):

- Sheridan will need to demonstrate to AUCC how we ensure academic freedom for faculty that is appropriate for their disciplines and professions.
- It may be helpful to differentiate between faculty leadership in Academic Council/Senate and negotiated protection of faculty rights through the collective agreement.

6) Degrees

As per AUCC Institutional Member criteria 4 (pg. 4):

- Sheridan needs to consider how to raise its percentage of students in baccalaureate programs from our current 18% to 51% (can include joint program students).

Professional accreditation is a strategy to support enrolment in degrees and AUCC accreditation itself. Professional school and program accreditation validates the profession's expectations for quality of schools and attracts students to degree programs in institutions regardless of institutional status.

7) Liberal Arts & Science

As per AUCC Institutional Member criteria 6 (pg. 4):

- Sheridan needs to explore the role of liberal arts and science in our vision of a Teaching University. AUCC expects that all programs reflect the fundamental place of liberal arts and science in a university education.

It will be important to develop robust offerings in liberal arts or science electives possibly through development of streams of electives in these areas.

Conclusions

The Accreditation Engagement Team cast a wide net and investigated how other aligned institutions generally organize themselves, make decisions, and meet AUCC criteria. We explored their perceptions and reflection on their transition to a university. We then identified seven areas which need collective thought, direction and development along our journey to becoming a Teaching University with AUCC membership.

Suggested next steps:

1. Conduct a more comprehensive investigation of the experiences of other Canadian Universities who have been through the transition from a college, especially those with a similar academic profile. Visit the institution and interview faculty and administrators from across disciplines and professions.
2. Ensure that our strategic plan is aligned with the aforementioned seven recommended areas for development. Simultaneously, pilot different strategies to implement the plan to become a Teaching University that can accommodate the appropriate professional contexts and standards of each Faculty.
3. Annually assess progress towards meeting AUCC expectations in the seven areas of recommendations.