

A VISION FOR

SHERIDAN

Approved by Sheridan Board of Governors | June 13, 2011



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A VISION FOR SHERIDAN

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.





EXECUTIVE SUMMARY

THE NEED. It is estimated that 40,000-75,000 new degree-level spaces will be needed in the GTA by 2021. Halton and Peel are expected to be the highest growth areas.

New students will demand spaces close to their homes for cultural and financial reasons. Students want programs that make them job-ready and open doors for opportunities for further education.

A RECORD OF SUCCESS. Sheridan already serves more than 1,500 undergraduate degree students in its own programs and more than 1,000 students in joint programs with university partners (our joint Sheridan-University of Toronto Mississauga partnership is the longest-standing Ontario college-university partnership, celebrating its 40th anniversary), in addition to the over 15,000 students in our renowned certificate and diploma programs.

READY TO EXPAND QUICKLY TO SERVE STUDENTS. Located in one of the fastest growing communities in Ontario, Sheridan's established infrastructure, reputation and capacity to deliver postsecondary programs positions us to expand undergraduate degree education to our community. With our record of success, we have proven we are capable of developing and delivering high quality, market-relevant degrees and related programs. Sheridan is poised to expand our delivery of professionally relevant degrees to 10,000 students.

PATHWAYS AND CREDIT TRANSFER. To help students pursue academic opportunities, Sheridan will maintain our commitment to robust college programs as well as degrees. Sheridan will collaborate with Ontario colleges to recognize and provide pathways for college graduates to progress into Sheridan degrees. To this end, a percentage of Year 3 and 4 degree seats will be reserved for these college transfers. To enable our graduates to progress into graduate programs should they wish, Sheridan will seek relevant professional accreditations for our programs and institutional accreditation as a university.

THE NEED

For the first time since the 1960s, it appears that the growing demand for undergraduate education will only be met by creating new postsecondary institutions or new campuses of existing institutions.

The Greater Toronto Area needs more undergraduate university spaces than the GTA universities can supply

Ontario Ministry of Training, Colleges, and Universities (MTCU) in consultation with the universities has estimated that 53,000–86,000 more undergraduate university spaces will be needed by 2021 to meet student demand.¹ In the past two years alone, Ontario's universities have stretched to accommodate 19,000 additional undergraduate students.²

The GTA will experience special pressures. By 2021, more than half of Ontarians age 18–24 will live in the GTA. Some universities have undertaken projections showing the growth in undergraduate degree demand to be as high as 40,000–75,000 spaces in the GTA alone.³ There is growing evidence that recent immigrants are more likely than the Canadian-born population to want their children to earn a degree and that they are willing to make significant financial sacrifices for this purpose.⁴ As well, middle-income and low-income students are less likely than the traditional university population to be able to afford to attend out-of-town universities.

Universities' enrolment plans will not be sufficient to meet this demand. The Toronto universities have grown substantially in the past decade and have limited interest in further undergraduate expansion relative to the expected demand. The University of Toronto's St. George campus and York's Keele campus already rank among the 15 largest university campuses in North America. The University of Toronto's long-term plan calls for little or no increase in undergraduate enrolments across its three campuses including UTMississauga.⁵ The combined growth intentions of York, Ryerson, OCAD and UOIT will not be enough to meet the expected demand in the GTA.

The shortage of spaces will be especially acute in Peel-Halton

Within the Greater Toronto Area, the strongest growth in demand will be felt in Peel and Halton regions. More than half of the GTA's increase in population aged 18–24 will be in Peel and Halton.

Students are less likely to attend postsecondary education if their commute is over 40 km.⁶ Sheridan's Brampton campus is within 40 km of Milton, Georgetown, Caledon, Oakville, Burlington, Mississauga and western-downtown Toronto. Figure 1 shows the location of Sheridan's three campuses and the 40 km reach to its communities.

Table: Growth in population age 18-24, Greater Toronto Area, 2007 to 2021

REGION	GROWTH (%)	GROWTH (#)
Peel	26.1%	33,356
Halton	25.4%	10,458
York	21.5%	20,631
Durham	7.0%	4,126
Toronto	3.2%	7,726
TOTAL: Greater Toronto Area	13.5%	76,297

The expansion of Ontario's university system creates an opportunity for new models that are focused on teaching and learning to support students and provide better value for them, their community and taxpayers.

SOURCE: Ontario Ministry of Finance, Population Projections, Reference Scenario (Spring 2008).

Sheridan's consultations show that the South Asian community in Brampton and Mississauga want more degree opportunities so their children can attend university near home. 48 per cent of the Brampton population are immigrants, and 32 per cent identify as South Asian.

Peel-Halton is also home to a fast-growing Aboriginal community. Brampton's Aboriginal population has grown more than 54% to 2,665 between 2001 and 2006. Mississauga and surrounding areas are home to more than 5,000 Aboriginals. Sheridan is committed to delivering relevant education to meet Aboriginal community needs.

Sheridan proposes to continue its evolution into a teaching-focused undergraduate university.

Sheridan University will offer a wide range of baccalaureate degrees and diplomas that are targeted to the needs of students and the emerging cultural and socio-economic trends in the Greater Toronto Area.

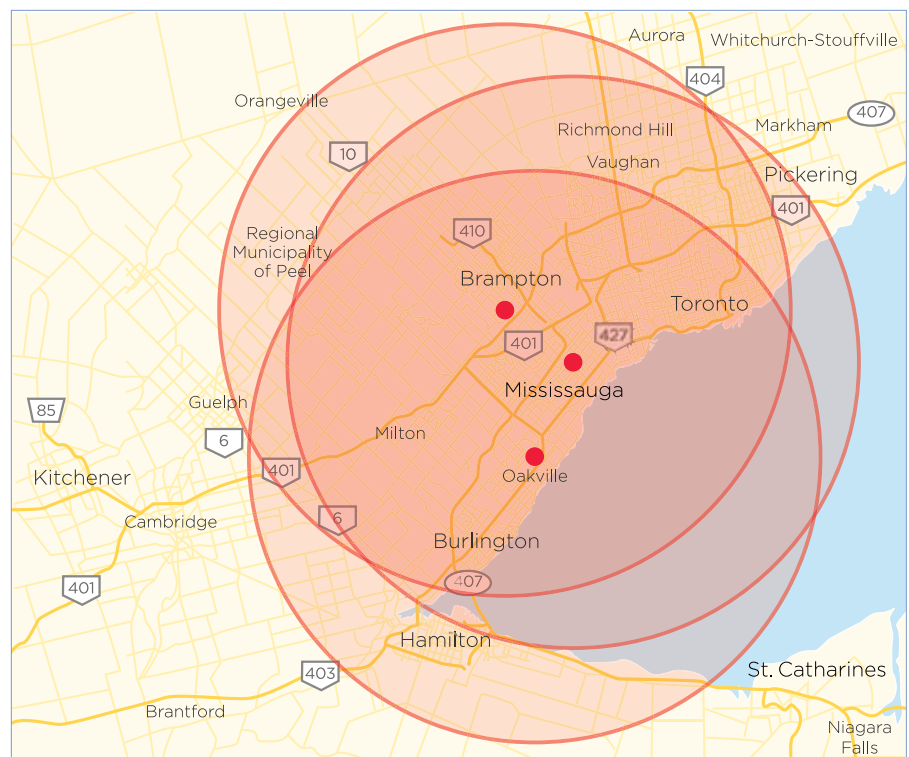


Figure 1: Sheridan's Campuses and Geographic Reach

THE PLAN

Sheridan's goal is to continue our evolution to become the best Canadian undergraduate teaching university

Sheridan University will continue to be renowned for our employment-ready diploma and degree graduates who make significant contributions to growth and innovation in the digital and creative economies. We plan to build on this foundation of our well established reputation, robust academic programs and tradition of industry and community relevance with substantial growth of our degree programs to meet the needs of our communities.

Sheridan University aspires to be a unique undergraduate university renowned for teaching excellence, outstanding student experience and state-of-the-art high quality programs

TEACHING EXCELLENCE WILL CONTINUE TO BE THE HALLMARK OF OUR FACULTY.

Excellence is evidenced by our:

- Focus on teaching as the primary responsibility of our professors
- Commitment to the scholarship of teaching and learning to identify, refine and share best teaching practices

BEST STUDENT EXPERIENCE IS OUR PROMISE. The experience is enhanced by:

- Our focus on opportunities for academically prepared students
- Clear and accessible academic pathways enabling mobility between institutions and programs so that eligible learners can progress from one credential level to the next at Sheridan and beyond
- Collaboration with students to enhance college activities and services
- Formally recognizing the importance of quality programs, great teaching and responsive services

STATE-OF-THE-ART HIGH QUALITY PROGRAMS DEFINE OUR SUCCESS. Our degrees and related programs:

- Embed theoretical and applied learning
- Integrate applied research involving students from many disciplines collaborating to solve relevant workplace problems
- Offer professional education firmly linked to industry and community needs
- Include work-integrated learning via internships
- Are interconnected with a significant number of Year 3 and 4 degree seats reserved for college program transfers/graduates
- Prepare students to excel in a global economy within an international community

- Focus unrelentingly on quality as evidenced by accreditations by professional and academic bodies to meet our quality commitment and public accountability expectations

Sheridan University will have a teaching and learning research mission

Sheridan University’s research will be focused on better preparing students for a world in which innovation—the ability to acquire new knowledge and apply it in novel ways—will be the key to prosperity. This research will take two forms:

- Applied disciplinary research that makes a direct and integral contribution to the education of undergraduate students and creates a path to innovation by solving relevant problems in partnership with our industry and community partners.
- On an institution-wide basis, faculty will pursue research on how to improve undergraduate student learning. Every full-time faculty member will be encouraged to participate in research programs that will assess the effectiveness of new approaches to learning and student support and will disseminate research findings to the broader academic community.



The scale of Sheridan University’s baccalaureate programs means that Sheridan has the potential to significantly expand the number of Ontario diploma graduates who proceed to university.

New technologies will be integrated into an interprofessional 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.

Sheridan commits to an Engagement Strategy that will enable all employees and students to share in the building of our new and unique model of education

Working groups will be convened to chart our path and refine our direction. Terms of reference for these groups will focus on such areas as academic programming and pathways, accreditation, applied research, the definition and measurement of quality, governance, infrastructure, teaching and learning, and the student experience. The groups will report through the Vision Transition Steering Group to President’s Council.

SUMMARY OF BENEFITS

Sheridan's plan will:

- ✓ Accommodate 10,000 spaces for undergraduate degree students by 2021
- ✓ Build on the strengths of an institution that has a strong tradition and track record in granting baccalaureate degrees
- ✓ Provide qualified students with a 4-year honours baccalaureate degree that prepares them for the workforce or for 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 research 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
- ✓ Continue to meet the need for graduates with college credentials
- ✓ Avoid creating unnecessary new competition in the race for bigger research grants and larger graduate enrolments
- ✓ 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

ENDNOTES

- ¹ This projection is based on the long-term trend towards higher postsecondary participation rates, taking into account expected changes in the population age 18–24 between 2007 and 2021. MTCU, “Presentation to the Long-Term Capital Planning Technical Advisory Group (Universities),” October 16, 2008, and “Presentation to the Long-Term Capital Planning Technical Advisory Group (Colleges),” November 21, 2008.
- ² <http://www.cou.on.ca/Statistics/Applications---Enrolment.aspx>.
- ³ The Globe and Mail, July 30, 2007.
- ⁴ Teresa Abada, Feng Hou and Bali Ram, “Group Differences in Educational Attainment among the Children of Immigrants” (Ottawa: Statistics Canada, 2008); Robert Sweet, Paul Anisef and David Walters, “Immigrant Parents’ Investments in Their Children’s Post-Secondary Education” (Montreal: Canada Millennium Scholarship Foundation, 2008).
- ⁵ University of Toronto, *Towards 2030: Task Force on Long-Term Enrolment Strategy: Final Report*, March 13, 2008. http://www.towards2030.utoronto.ca/reports/tf_report_2.htm.
- ⁶ Marc Frenette, *Access to College and University: Does Distance Matter?* (Ottawa: Statistics Canada, 2003).

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